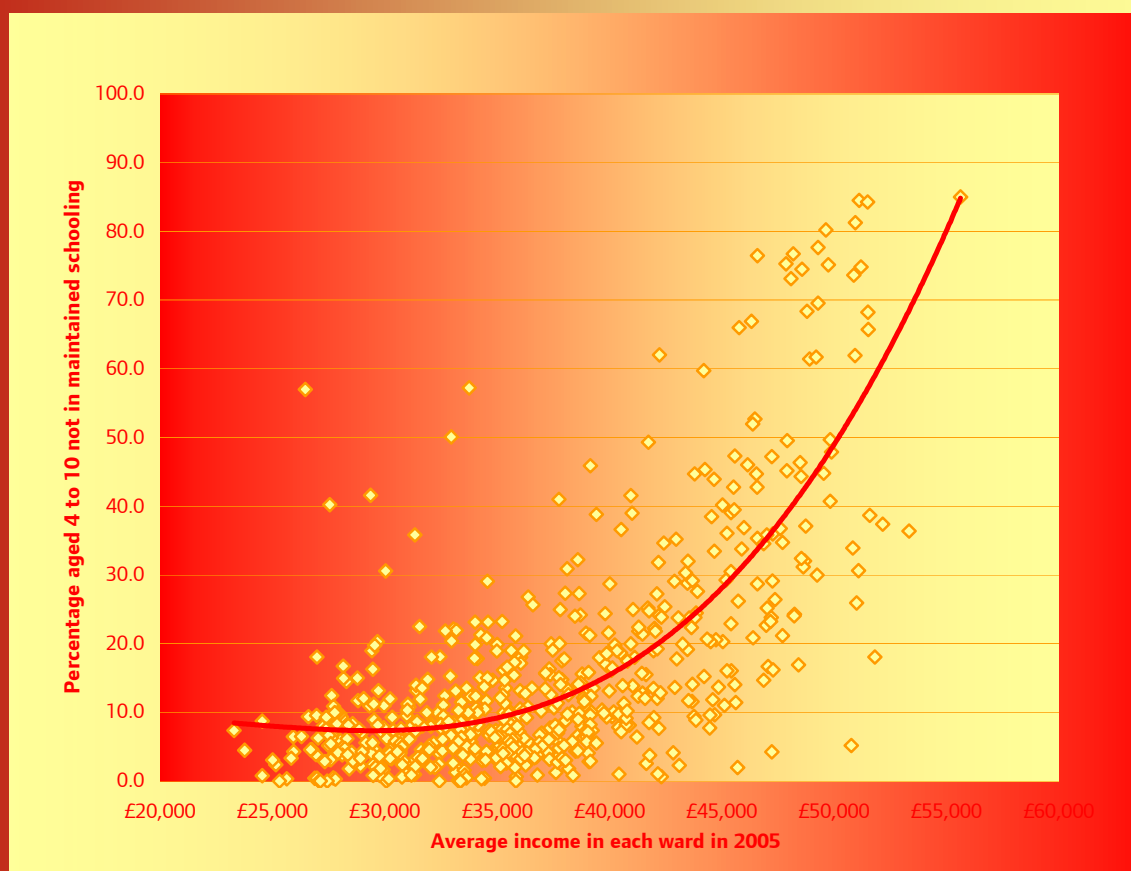


Data Management and Analysis Group

Social Selection, Social Sorting and Education – 2: 'Missing' children



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Social Selection, Social Sorting and Education – 2 'Missing' children

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DMAG helps provide the GLA with its evidence base. This Briefing is not a statement of GLA policy.

1. Executive Summary

The Victoria Climbié case might appear to suggest that the issue of children missing from education is a matter of social pathology, existing only in extreme and highly unusual circumstances, and involving only a small number of children and/or schools. This Briefing confirms that this is not so.

Over 150,000 pupils are sorted away from or out of, or are 'mobile out of' maintained schooling in any one year, and a large number of these will have taken up places at independent schools. 124,207 pupils were on the roll of independent schools located within London in 2002. However, this still leaves a shortfall of more than 25,000 young people unaccounted for when the numbers on roll in maintained schools are compared with the numbers of children who were living in London at the time of the 2001 census, and a surprisingly large number (approximately 4,000) appear to be missing from the final year of compulsory education in maintained schools. The latter are in circumstances which make it highly unlikely that anything more than a very small minority will have transferred to private sector educational provision.

Earlier DMAG education Briefings have pointed to the sizeable number of young Londoners who were recorded as being on roll in a maintained school at one point in time and who, though still of school age, were missing from the record one year later.¹ Earlier work from DMAG also indicated that 'missing' children were also likely to also have missing key stage records, and that this was especially the case with pupils entitled to free school meals.²

The Victoria Climbié case underlined the point that children who are missing from the school system can be at serious risk and, following the 2004 Children Act, local authorities merged their Education and Social Services Departments to improve services for all young children. Nonetheless, despite developments such as ContactPoint, which is a database containing records of young people with whom schools, social workers and GPs work, there is no single complete dataset of young people who are not attending maintained schools.

This Briefing uses two methods to indicate the number and characteristics of children missing from the maintained school record in London. Taken together the two approaches point to links between affluence and children 'being missing' from maintained schooling, particularly at the end of primary school, and to links between educational and social disadvantage and children 'being missing' from the final year of compulsory schooling in mainstream and special schools.

The first approach compares the number of pupils on roll in maintained schools in January 2002 with a headcount of young people of the same age from the 2001 census in the previous summer.

- There were 86,464 fewer children aged 4 to 10 on 31st August 2001 in the London Pupil Dataset³ (LPD) headcount of children attending maintained (state) schools in January 2002 than in the census population count of children of the same age in spring 2001, and
- There were 64,093 fewer young people aged 11 to 15.
- Measured this way, the likelihood of being 'missing' from maintained schooling is age related.
- Pupils aged 5 attending maintained schools accounted for 86 per cent of locally resident population in inner London and 90.6 per cent of the locally-resident population in outer London in 2001/2
- The equivalent figures for 15 year olds were 78.2 per cent and 85.6 per cent.

The tendency to 'be missing' from maintained schooling is, as noted, in some cases related to affluence. The more affluent the ward, the lower the proportion of locally resident children accounted for by numbers of children on roll in maintained schools. For example, by London standards, average income in Knightsbridge and Belgravia ward is high. Locally resident pupils aged four to ten attending maintained schools (anywhere) account for only 10 per cent of locally resident children in the same age range.

A second approach to identifying the number and characteristics of missing pupils in this Briefing is based on an analysis of individual pupil records in the merged 2002 2003 2004 and 2005 London Pupil Dataset (LPD), focussing on continuity and breaks in the pupil record for 2004 and 2005.³ (In 2005, the 'catchment' of the LPD was expanded to include young people in the shire counties and unitary authorities around London, which reduces the likelihood that pupils who moved from London to, for example, Surrey, would be lost to the LPD).

This approach aims to answer five key questions. Firstly, taking pupils who were on roll in 2004, and who were of compulsory school age in 2005, how many had no record in 2005 and, related to this, how many pupils were newly arrived in 2005? Secondly what, if anything is the relationship between pupils' degree of affluence and the tendency to be missing from the maintained school record? Thirdly what, if anything, is the relationship between degree of affluence, pupil educational attainment and the tendency to be missing from maintained schooling? Fourthly, taking all those factors into account, what is the relationship between average attainment in individual maintained schools and the tendency to be missing from maintained schooling? The fifth question involves exploratory work on the tendency of looked after children and pupils with a particular social needs and asks whether, and if so when, these pupils are likely to be missing from maintained schools.

- In total 30,269 pupils aged 5 to 14 with records in the 2004 LPD had no record in the 2005 LPD

The tendency to 'be missing' from the 2005 LPD record is, once again, related to age and affluence but also, at the end of compulsory schooling to poverty and vulnerability.

- Amongst pupils aged 9 who had a record in the 2004 LPD, 2,601 had no record in 2005. More than double that number of 10 year olds in 2004 (5,638) had no 2005 record.
- Amongst pupils aged 13 who had a record in the 2004 LPD, 2,288 had no record in 2005. More than half as many again 14 year olds in 2004 (3,842) had no 2005 LPD record.

This is not a matter of randomly missing pupil records. Data in the LPD also confirm that the tendency to 'go missing' from maintained schooling at the end of primary schooling is related to affluence. Based on equivalised income estimates at full postcode level,

- pupils aged 10 in 2004, who lived in a high income area, were more than twice as likely as pupils living in a low income area and/or were entitled to free school meals, to be 'missing' from the maintained school record one year later.

The opposite applies to the last year of compulsory education. Poverty is associated with a tendency to be missing from the last year of compulsory school in maintained schools.

- Pupils aged 14 in 2004 who lived in a low income area or who were entitled to free school meals were more than twice as likely as pupils living in a high income area to be missing from the maintained school record one year later.

It is highly unlikely that socially disadvantaged children, who were 'missing' from the last year of compulsory schooling, had transferred to fee-paying independent schools, but some would have transferred to Pupil Referral Units (PRUs). The records of pupils in roll in PRUs were not included in the National Pupil Dataset (NPD) or the LPD in 2004 and 2005, and pupils making that transfer would appear to 'go missing' from the LPD record. While pupils transferring to PRU's will account for some 'missing' children, the total number of pupils on roll in PRUs is simply not enough to account for the total number of 'missing' children.

Additionally, while the number of 15 year olds on roll in PRUs will account for some 'missing' children, this does not itself explain why a large number of young people should be transferred from their school to a PRU for the final year of compulsory schooling.

- In 2004 there were 30 pupils aged 11, 630 aged 14 and 1,380 aged 15 on the full time roll of PRU's in Greater London
- The equivalent figures for 2005 were 30, 810 and 1,850 pupils
- In 2006, the equivalent figures were 30, 880 and 1,850 pupils

Given the number and characteristics of pupils 'missing' from maintained schooling, especially from the last year of compulsory schooling, it is clearly important that records of pupils in PRUs are included within the NPD at the earliest opportunity.

The variation between schools in the percentage of 14 year old pupils missing from the maintained school roll one year later is greater than the variation between London boroughs as a whole.

- At the maximum 57 fourteen year olds in 2004 in one London school (23.3 per cent of the age group) were missing from the final year of compulsory education in 2005
- 52 fourteen year olds in 2004 in one London school (23.7 per cent of the age group) were missing from the final year of compulsory schooling
- At the minimum, no children who were aged 14 in 2004 were missing in this way in more than twenty London schools.
- Pupils aged 14 who had no or low records of raw score attainment at key stage 3, and who attended secondary schools which had low levels of raw score attainment in public examination, were particularly at risk of being missing from the final year of compulsory schooling.

This variation between schools provides scope for the sharing of good practice, and suggests that local authorities might usefully review, and where necessary act on, the information they already hold. It also presents a challenge for those analysing and interpreting data on pupil attainment. Present arrangements effectively underestimate low attainment in London, by excluding some 4,000 missing 15 year olds from analyses of attainment. Present arrangements also lead to analyses which, in a sense, put at a disadvantage those schools which successfully retain low attaining pupils up to the end of compulsory schooling. There is a clear need for a discussion of how this might best be remedied.

Social vulnerability is also associated with the tendency for pupils to be 'missing' from the last year of compulsory schooling. The tendency for pupils in the care of a local authority ('looked after children') and for pupils with a special educational need (SEN) record of behaviour, emotional and social difficulty, to be missing from the maintained school record is at its peak during the final year of compulsory schooling.

- One in five pupils aged 14 in 2004 who had a record of behaviour, emotional and social difficulty were 'missing' from the school record one year later. The equivalent figure for pupils with no record of special educational need was 1 in 25 pupils 'going missing' from the maintained school record.
- Amongst looked after children aged 14 in 2005, 16.0 per cent had no LPD record in 2005, compared with 4.8 per cent of pupils who were not looked after.

Despite the links between age, affluence, poverty and children 'being missing' from maintained schooling we should allow for the possibility that, in at least some instances, the issue may be one of missing pupil records, rather than missing pupils. We need to allow for the possibility that the *framework* for collecting data will have a bearing on exactly what information is collected. Appendix 1 to the Briefing reviews continuity and discontinuity in the record of pupil age, gender and ethnicity over time to illustrate how this 'framework effect' can work.

Acknowledgements

Discussion with colleagues from the GLA and voluntary sector workers at a meeting held under the auspices of the London Child Poverty Commission provided early encouragement to develop the investigation. Working independently of each other, there was nonetheless a high level of congruence in the conclusions participants drew, and the discussion confirmed how

well qualitative and quantitative work can complement each other and, taken together, assist policy makers assess whether an issue is small scale and temporary or whether it has a wider significance.

Discussion with local authority colleagues, in a separate meeting organised by the Government Office for London on child mobility, was more sceptical and at one point veered towards generating more heat than light. Nonetheless, the discussion confirmed the importance of including records of pupils on roll in Pupil Referral Units (PRUs) in the National Pupil Dataset (NPD) at the earliest opportunity. It also prompted thought about how local authorities might develop their own use of the data available to them. This is reflected throughout the Briefing, but particularly in Section 6, and also in the outline of the methodology used.

Work for the Briefing benefited from discussion at the 2007 annual conference of the British Educational Research Association and from the patience of a number of colleagues at the Institute of Education, University of London, and the London School of Economics, who might have, but did not, form conclusions in advance of the evidence.

The original London Pupil Dataset would not have existed without proposals made by colleagues in DMAG. The 2002 LPD and its successors would also not have existed without a continuing and very high level of co-operation from what in 2002 was the Department for Education and Skills' (DfES) Analytical Services, and is now the Department for Children, Schools and Families (DCSF). Data on school type and location is drawn from the EduBase dataset. Appreciation is expressed to all those involved.

2. Affluence, and pupils 'missing' from maintained schools. Independent schools

The basic questions in this section are whether, and if so how far, the tendency for children to be 'missing' from state schooling is associated with affluence. By national standards, a high proportion of pupils attending schools in London attend independent schools and, rightly or wrongly, the division between maintained and independent schools has been seen as one of the major fault lines of social selection and social sorting in education in England.

.... we shall still not have equality of opportunity so long as we maintain a system of superior private schools, open to the wealthier classes, but out of reach of poorer children however talented and deserving. This is much the most flagrant inequality of opportunity, as it is the cause of class inequality generally, in our educational system; and I have never been able to understand why socialists have been so obsessed with the question of grammar schools, and so indifferent to the much more glaring injustice of the independent schools.⁴

While it does not specifically single out independent schools as the cause and consequence of the situation it describes, the White Paper *Excellence in Schools* saw the key problem of education in England as one of excellence for a minority and mediocrity or underachievement for the majority.

The problem with our education system is easily stated. Excellence at the top is not matched by high standards for the majority of children. We have some first class schools and our best students compare with the best in the world. But by comparison with other industrialised countries, achievement by the average student is just not good enough.⁵

A cursory glance at school performance data available on the DCSF Research and Statistics Gateway confirms, not only on standard performance measures but on achievement in specific science disciplines needed for advanced study in those subjects, that there are generally higher levels of raw score attainment in independent schools than in maintained, state schools (other than grammar schools).

Independent schools are fee-paying schools. They do not all charge high fees, but without private support they would cease to exist. Teachers' salaries will be a major element in any school's costs, and Table 1 shows the combined numbers of full-time equivalent (fte) pupils and teachers in mainstream maintained primary and secondary schools in London in 2004, and the number of fte teachers in London's independent schools in the same year.

The full-time equivalent (fte) figures take account of the point that some teachers work part-time. For example, a teacher who works for two and a half days would count as 0.5 fte. The same point would apply to a pupil who is on the roll of a mainstream school for one half the week, and on the roll of a Pupil Referral Unit (PRU) for the other half. The pupil teacher ratio (ptr) shows the average number of pupils to each teacher in schools as a whole, and is calculated in the Table by dividing the total number of fte pupils by the total number of fte teachers. In London there are typically 20 pupils to every teacher in each maintained school. The Table also shows the fte ptr for independent schools in London, using information published by the Department for Children, School and Families (DCSF). In 2004, independent schools had a ptr of 10.0. There are twice as many pupils to each teacher in maintained schools than in independent schools.

Table 1 gives a further indication of the size of the gap between the two types of school. An additional 51,451 teachers would be needed in London's maintained primary and secondary number to bring their ptrs down to the level found in independent schools. Assuming that those teachers were paid the average salary for teachers in maintained nursery, primary and secondary schools, an *additional* £1,624,833,997 would be needed *each year* to cover those costs in London alone.

Table 1. Pupil teacher ratios (ptr) in mainstream maintained primary and secondary schools and in independent schools in 2004⁶

	Maintained primary and secondary fte pupils	Maintained primary and secondary fte teachers	Maintained primary and secondary combined ptr	Independent schools ptr
Inner London	348,960	17,640	19.8	10
Outer London	674,440	33,050	20.4	10
Greater London	1,023,400	50,680	20.2	10

	Total number of teachers needed in maintained primary and secondary schools to achieve independent school ptrs	Increase in the total number of teachers in maintained primary and secondary schools required to achieve a ptr of 10	Average teacher salary maintained nursery, primary and secondary schools nationally	Estimate of additional staff costs required to achieve ptr in independent schools (£s)
Inner London	34,896	17,256	31,580	544,944,480
Outer London	67,444	34,394	31,580	1,086,162,520
Greater London	102,131	51,451	31,580	1,624,833,997

Source: these are given in reference 6 in the reference and notes section

There are more sophisticated ways of calculating ptrs, and teachers in state schools and in independent schools in any event do not have identical responsibilities. Additionally, independent schools are funded differently, and not simply at a different level, from state schools, and the indicator of additional staffing costs in Table 1 is based on a national average salary figure. This would differ from actual costs depending on the seniority of teachers employed, and does not include on-costs to the employer. However, the point of Table 1 is to indicate the size of gap between the two types of schools, rather than to provide a precise economic or accounting model. Looked at this way, the gap between independent and maintained schools is large, and closing that gap would be a major task.

There are clear incentives, for parents who can afford to pay the fees, to at least consider the educational benefits a place at an independent school might confer on their child.⁷ However, since there is an economic constraint on participation in independent schooling, is there any way of estimating the likelihood that parents will seek a school place outside the state school system?

The London Pupil Dataset (LPD) for 2002, 2003 and 2004 contains records of pupils in the maintained (state) school system who lived in London (regardless of where they went to school) or who attended a school in London (regardless of where they lived). For 2005 the record was expanded to include pupils living in the shire counties and unitary authorities around London. For each year the LPD includes amongst a wide range of other variables, each pupil's age, an identifier for the school attended wherever that may be, and the pupil's full home postcode. Approximately 98 per cent of pupil records have been matched to a

home ward. The LPD does not contain records of pupils attending PRUs, and there is no immediate prospect of records of pupils attending independent schools being included in the NPD or LPD.

Table 2 shows the extent to which the 2002 LPD headcount of locally resident pupils falls below the 2001 census population headcount of the locally resident population in each ward in one London borough (the City of Westminster). Figures are given for individual age groups. In total, 15,018 pupils aged 5 to 15 were recorded in the 2001 national census as living in Westminster. The total LPD shortfall, counted as the sum of any shortfall in any individual age group, is 4,967 (33.1 per cent of the 2001 census total for this age range).

In Westminster's Harrow Road ward the picture is what might be expected when headcounts are based on surveys carried out some months apart. In some age groups the number of young people attending any maintained school, i.e. not just those in Harrow Road ward, is less than the numbers in the locally resident population. In other age groups it is not, and the difference is generally small. In other wards there is a shortfall in the numbers of children attending maintained schools in all age groups, and this may indicate the number of children who are missing from state education. That said, there is considerable variation between wards, with an estimated 680 young people missing state education in Abbey Road ward while there is no shortfall in Church Street ward.

As with many areas of London, Westminster contains areas of affluence and areas of deprivation. Based on PayCheck estimated average income⁸ for each ward, Knightsbridge and Belgravia ranks as eight wealthiest of London's 624 wards (excluding wards in the City of London) and Abbey Road is the 21st wealthiest. The LPD headcount accounts for 15.1 and 25.1 per cent respectively of locally resident children aged 5 to 15 in those two wards; the remainder (84.6 per cent and 74.9 per cent respectively) are 'missing' from maintained school record.

By contrast Church Street ward ranks 595th and Queen's Park ward 522nd wealthiest of London's 624 wards, and are therefore amongst the poorest in London. As noted, there is no shortfall in the number of young people accounted for in Church Street ward when the LPD and 2001 national census headcounts are compared. In Queen's Park ward the LPD fails to account for only 3 children in any age group in the 5-15 age range (0.2 per cent of the total). In Westminster at least, it is likely that the incidence of children 'missing' state schooling is associated with affluence, and it is distinctly possible that 'missing' children from affluent wards were attending fee-paying independent schools.

Table 2. London borough of Westminster. Comparison, locally resident population headcount in 2001 and 2002 LPD headcount of locally resident children attending any maintained school. If the LPD figure is lower, by how much?

Ward	Age					
	5	6	7	8	9	10
Abbey Road	-64	-56	-76	-73	-76	-65
Bayswater	-9	-29	-22	-14	-20	-19
Bryanston and Dorset Square	-17	-22	-23	-31	-26	-30
Churchill	-28	-21	-14	-10	-36	-2
Church Street						
Harrow Road	-9			-3		-2
Hyde Park	-55	-32	-23	-26	-33	-33
Knightsbridge and Belgravia	-60	-40	-65	-49	-50	-50
Lancaster Gate	-30	-22	-22	-36	-18	-7
Little Venice	-28	-7	-24	-27	-41	-16
Maida Vale	-41	-6	-18	-30	-32	-7
Marylebone High Street	-18	-27	-34	-22	-36	-16
Queen's Park					-3	
Regent's Park	-60	-52	-52	-52	-38	-48
St. James's	-18	-16	-9	-15	-14	-8
Tachbrook	-27	-17	-7	-18	-17	-11
Vincent Square	-39	-20	-24	-35	-33	-25
Warwick	-15	-25	-16	-26	-12	-10
Westbourne			-14			
West End	-10	-23	-32	-16	-29	-18
Total	-528	-415	-475	-483	-514	-367

Ward	Age					Total 5-15
	11	12	13	14	15	
Abbey Road	-60	-56	-55	-59	-40	-680
Bayswater	-29	-24	-15	-7	-16	-204
Bryanston and Dorset Square	-36	-30	-23	-30	-25	-293
Churchill	-25	-32	-13	-27	-5	-213
Church Street						0
Harrow Road	-4	-22		-6		-46
Hyde Park	-27	-21	-26	-18	-21	-315
Knightsbridge and Belgravia	-41	-39	-35	-45	-36	-510
Lancaster Gate	-24	-31	-39	-18	-14	-261
Little Venice	-35	-27	-20	-24	-4	-253
Maida Vale	-23	-14	-21	-28	-18	-238
Marylebone High Street	-29	-19	-26	-31	-30	-288
Queen's Park						-3
Regent's Park	-57	-55	-51	-49	-26	-540
St. James's	-20	-6	-34	-34	-39	-213
Tachbrook	-23	-19	-15	-5	-4	-163
Vincent Square	-9	-13	-24	-17	-2	-241
Warwick	-26	-10	-12	-13	-26	-191
Westbourne	-15		-21	-9	-10	-69
West End	-23	-25	-24	-23	-23	-246
Total	-506	-443	-454	-443	-339	-4,967

Source: 2002 LPD and 2001 Census table ST001

Figure 1 and 2 extend the analysis to all wards in London, other than in the City of London, and take account of estimated average income in each ward. The Figures show the percentage of the locally resident population not accounted for by pupils attending maintained schools. Figure 1 refers to pupils of primary school age, and Figure 2 shows the secondary school age range up to the end of compulsory schooling. There is a clear tendency for a higher proportion of children to be 'missing' state schooling in the more affluent areas of London.

However, there are a number of low income wards where comparatively high proportions of children of primary and secondary school-age children are not accounted for by the maintained school record. These wards are in Hackney, where the educational needs of locally resident orthodox Jews are met in private schools. Choice of private schooling may, in most cases, be constrained by the parent's level of affluence but, as the Hackney case suggests, factors other than affluence are likely to explain *why* some parents choose to send their children to an independent school. This Briefing does not introduce data on why parents choose places at independent schools, though it does point out there are good reasons for exploring that area further.

Figures 1 and 2 both show an R^2 value. These are regression coefficients, and summarise the statistical association between average income in each ward and the percentage of the local population missing state schooling. The more linear the association is between the percentage of an age group missing state education and the level of ward affluence, the nearer the regression coefficient is to 1.

There are other outliers in addition to the Hackney wards, including affluent wards with low proportions of children missing from state education. Wards in London can be socially diverse, and in some the average income figure will mask considerable differences in income. Income estimates are available, at a cost, for smaller areas such as the full postcode area, but population figures for London are not available for areas smaller than wards, other than in the 2001 census. For the present, allowing for a degree of variation within wards, the regression exercise behind figures 1 and 2 can be used in to estimate the likelihood that children will be missing from state schooling. At the simplest level the graphs can be read directly, to match the level of income in a ward with the percentage of locally resident children not in state education. For example, in a ward with an average income of £50,000, approximately 50 per cent of pupils of primary school age are likely to be missing from education. If needed, a more precise figure could be calculated from these data using the regression equation.

Figure 1. Estimated percentage of 2001 population aged 4-10 missing education by home ward and average income in each ward in 2005

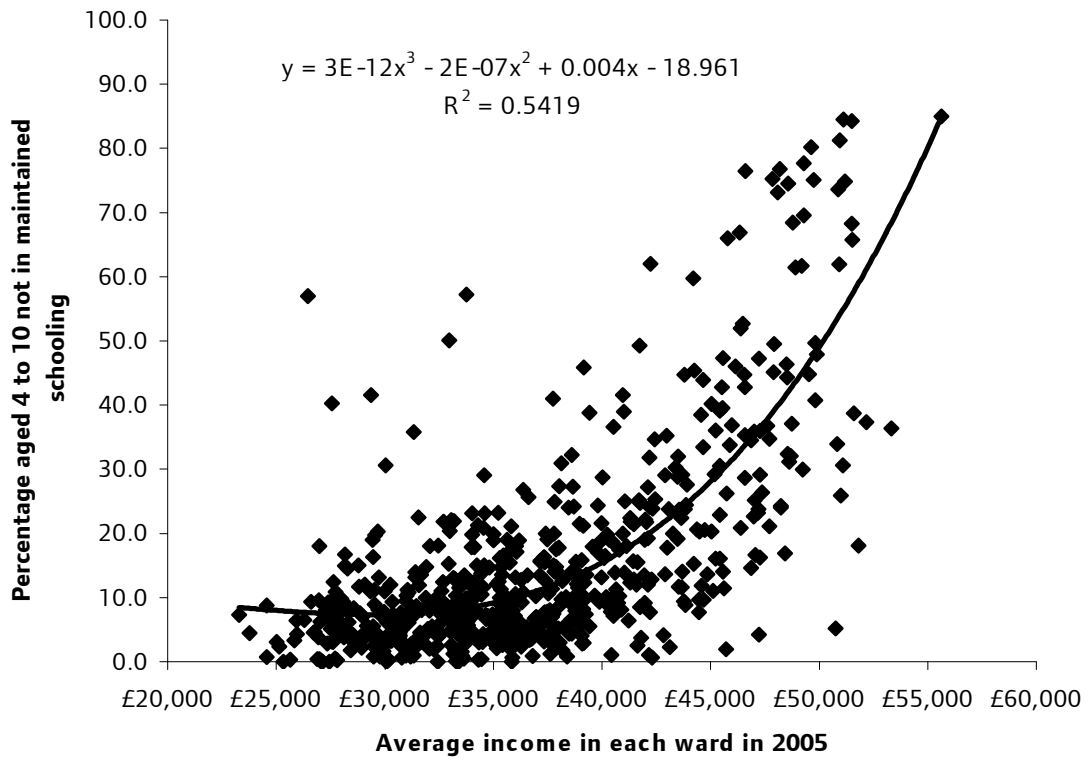
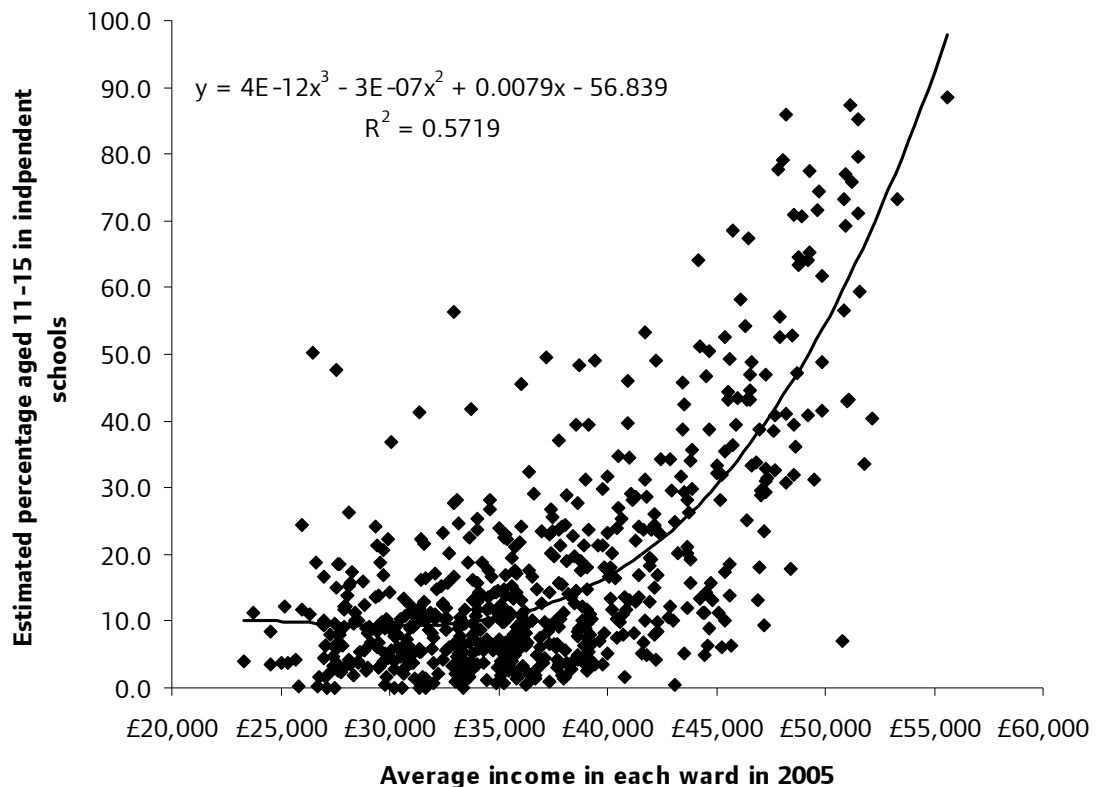


Figure 2. Estimated percentage of 2001 population aged 11 to 15 missing state education, by home ward in 2002 and average income in each ward in 2005

Source for Figures 1 and 2, 2002 LPD

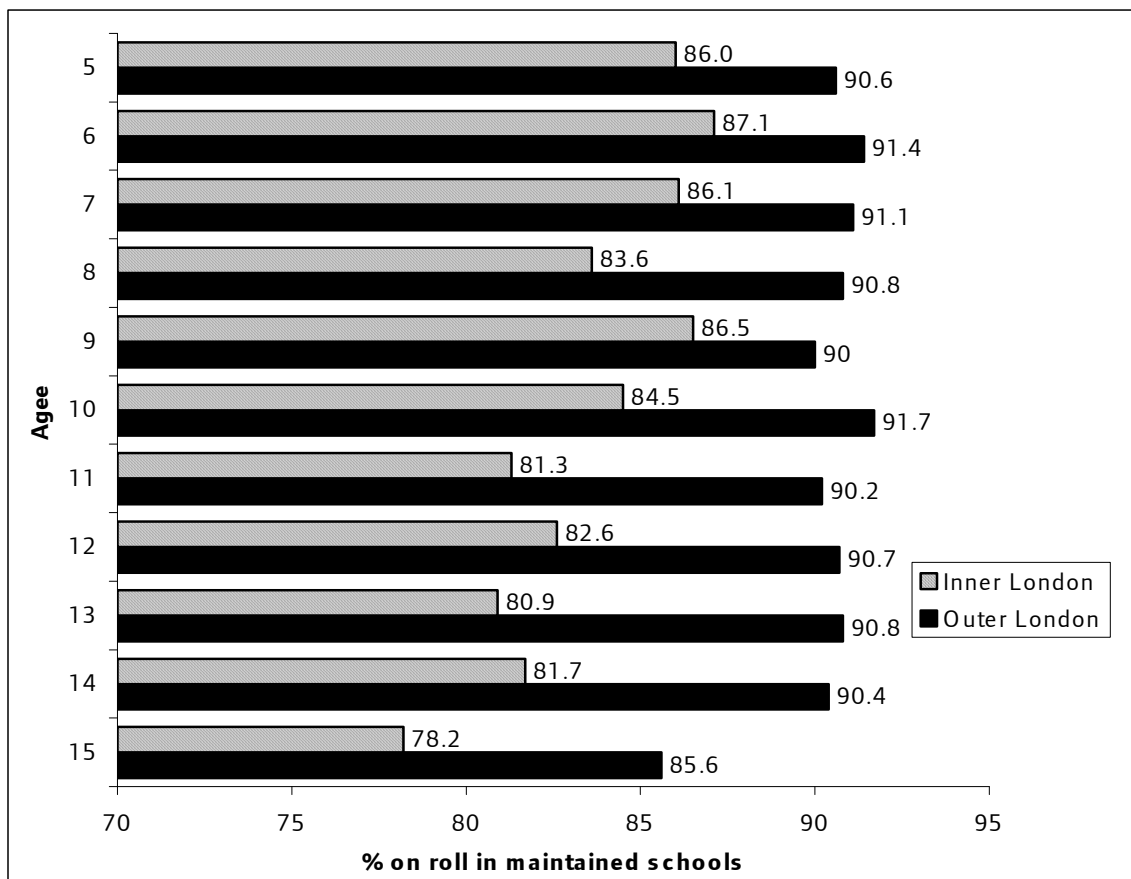


3. Pupil age and 'missing' pupils

In the previous section data in the LPD were compared with data from the 2001 national census, to show the statistical relationship between affluence and the proportion of children not accounted for by the maintained school record. That relationship was slightly stronger, in the sense of being more linear, for secondary pupils than for primary pupils. This section opens with similar comparison to determine whether there is a relationship between age and children 'missing' state education.

Figure 3 confirms that the tendency for children to be missing from state education is age related. In all age groups, children of primary school age are more likely than of young people of secondary school age to be accounted for by the maintained school record.

Figure 3. Percentage of 2002 locally resident population attending maintained schools, by age group



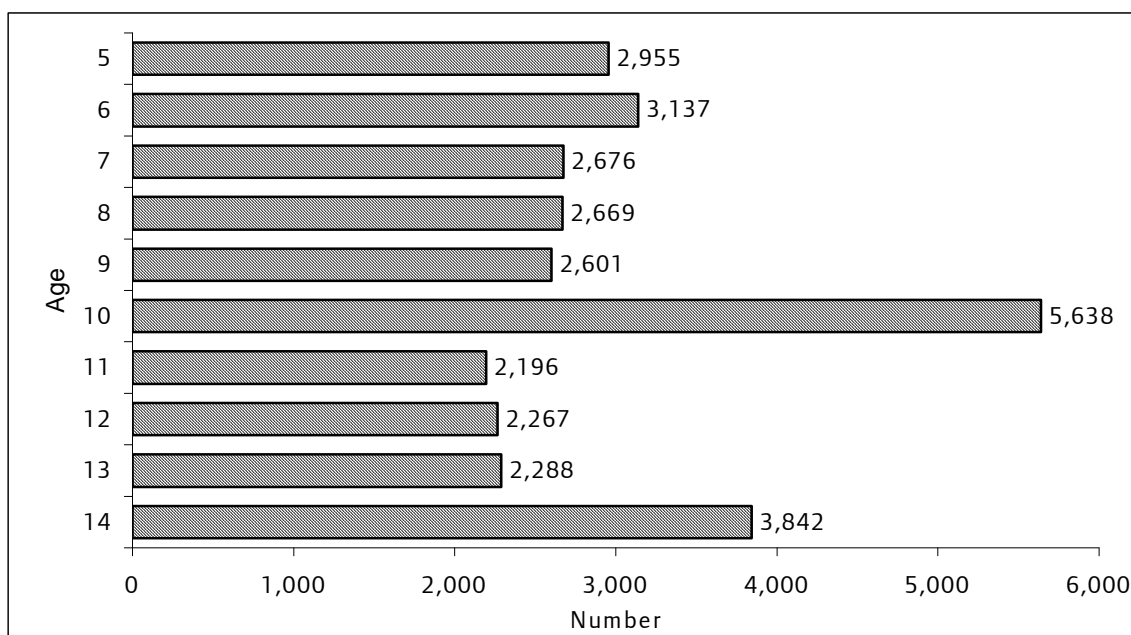
Source: 2002 LPD and 2001 Census of population.

In particular, there is a marked fall in the percentage of young people aged 15 at the start of the school year accounted for by the maintained school record. These children are 'missing' from the last year of compulsory education, at the end of which pupils sit GCSE and other public examinations. Some of the missing pupils will have transferred to private, fee-paying, tutorial colleges to prepare for those summer public examinations. Records of pupils attending private tutorial colleges are not included in the NPD or LPD, and young people transferring

from maintained schools to the private sector will appear to 'go missing' from the record. Other pupils will have left the roll of a mainstream maintained school for a range of reasons, including exclusion, to be placed on the roll of a local authority Pupil Referral Unit (PRU). Records of pupils on roll in PRUs are also not included in the LPDs between 2002 and 2005, but total numbers by age group have been provided by the DCSF, and these are discussed further below. For the present, the point is that a number of the 'missing' 15 year olds will simply have transferred to alternative provision in the private or state sector. Others may be missing from education entirely.

The Briefing uses a further way of estimating the number of pupils who are 'missing' from maintained schools. Each pupil record in the NPD has a unique pupil number (UPN) which stays with the child throughout his or her time in maintained schooling. The LPD contains a 'pseudo-UPN' (i.e. not the original UPN). This means that each pupil's record in the LPD can be linked from one year to the next, making it possible to identify the number of pupils who were on roll in a maintained school in 2004, were of compulsory school age in 2005, but had no 2005 LPD record. The comparison, then, is between pupils attending maintained schools at two points in time rather than, as previously, between the number of young people on roll in maintained schools and the number of young people in the locally resident population at approximately the same point in time. Figure 4 gives summary information on the number of pupils in individual age groups who were on roll in 2004, but who lacked a record in 2005. As noted above, the 2005 LPD contains records for pupils in London, and also for those living in, or attending schools in, the shire counties and unitary authorities around London. This reduces the likelihood that the large number (30,269 in Figure 4) of missing pupils have simply moved home from London to the shire counties around London.

Figure 4. Pupils aged 5 to 14 in 2004 with a record in the 2004 LPD. Number with no 2005 LPD record



Source: merged trimmed 2002 2003 20004 2005 LPD

Figure 4 confirms that the final year of compulsory education is a peak year for children to be missing from state education. A little under 4,000 14 year olds, who were on roll in 2004 were missing from the record in 2005, when they would have been in the final year of compulsory schooling. One possibility, raised above, is that children missing the final year of compulsory schooling will have transferred to a Pupil Referral Unit (PRU) and, as noted, records for pupils on full-time roll of a PRU are not included in the LPD. Such children would appear to be 'missing' from the 2005 LPD record. The number on roll in London's Pupil Referral Units is shown in Table 3, and that roll is simply not large enough to account for the number missing from the last year of compulsory schooling.

Table 3. Pupils on full-time roll in Pupil Referral Units in London, 2004 to 2006⁹

	Pupil age at 31st August prior to the start of the school year									
	2 and under	3	4	5	6	7	8	9	10	
Inner London 2004	0	0	0	0	0	10	10	10	20	
Inner London 2005	0	0	0	0	10	10	10	10	20	
Inner London 2006	0	0	0	0	10	10	10	10	20	
Outer London 2004	0	0	0	#	10	10	10	20	20	
Outer London 2005	0	0	0	#	#	#	10	10	10	
Outer London 2006	0	0	0	#	#	10	10	30	10	
Greater London 2004	0	0	0	10	10	20	30	30	40	
Greater London 2005	0	0	0	10	10	10	20	20	30	
Greater London 2006	0	0	0	0	10	20	20	40	40	

	Pupil age at 31st August prior to the start of the school year				
	11	12	13	14	15
Inner London 2004	20	90	140	300	650
Inner London 2005	10	60	160	470	1,130
Inner London 2006	10	70	180	490	1,040
Outer London 2004	20	100	180	320	730
Outer London 2005	20	90	190	340	720
Outer London 2006	20	70	170	390	810
Greater London 2004	30	190	320	630	1,380
Greater London 2005	30	150	350	810	1,850
Greater London 2006	30	130	350	880	1,850

Source: DCSF

An alternative explanation involves pupils changing school immediately before the last year of compulsory schooling. It seems intuitively unlikely that many parents would want children to switch schools half way through the two years leading to public examinations, but it may

happen. When a child changes school, the 'old' school is obliged by law to pass his or her records to the 'new' school, and schools are provided with school-to-school (S2S) computing software and a common transfer form to assist in this. However, it may be that pupil records are particularly at risk of being lost when children change schools, and it is clearly important that schools' use of S2S is kept under regular review and that any improvements needed are made.

On the other side of the coin, a child must be recorded on the school roll if the school is to receive funding for the child, and that record includes each pupil's admission date. Newly admitted pupils can be identified by their admission date, and pupils who had a 2005 LPD record but no matching 2004 record can also be identified. If the issue is one of missing records rather than missing children, then the number of children 'missing' after 2004 will be balanced by the number of pupils newly arrived on a school's roll in 2005 *and who had no 2004 record*.

Figure 5 is based on all records in the 2005 LPD, including records for pupils in the shire counties and unitary authorities around London, and shows the total percentage of pupils who were newly admitted to their current school in the 2004/05 school year. For example of 154,400 11 year olds, 97.1 per cent (N=149,853) were newly admitted, and 19.6 per cent (N=13,062) of the 66,754 pupils aged 16 were newly admitted. This is consistent with what might be expected given the structure of maintained mainstream schooling. With few exceptions this is organised in two phases, with primary schools catering for pupils aged 4 to 10, and secondary schools providing for young people in the compulsory school age range 11 to 15. Pupils aged 2 to 4 are 'new beginners' in education, and the comparatively high proportion of newly admitted pupils aged 7 will reflect the division of primary provision in some instances between infant and junior schools, where age 7 is the standard age of first year pupils in junior schools. Pupils aged 11 at the start of the school year will with few exceptions, for example where there are middle schools, be in the first year of secondary schooling. Pupils aged 16 are beyond the age of compulsory schooling, and are generally in the first year of the Sixth Form in secondary schools. Some movement of pupils between schools can be expected at that point as young people select those schools offering preferred post-compulsory courses.

However, the major point of Figure 5 is that 15 year olds were *least likely* of any age group to be newly admitted to their current school. Figure 6 shows the number of pupils living in London in 2005 who had no 2004 LPD record, and is consistent with Figure 5. Fifteen year olds are the least likely of the compulsory age groups to be newly admitted to a school in 2005, and the least likely to lack a 2004 LPD record. Percentages aside, in 2005 1,646 London pupils aged 15 had no 2004 record, compared with 3,842 14 year olds in the largely London-based 2004 LPD who had no 2005 records. Even if we assume that all newly arrived pupils in 2005 simply had missing records for 2004, but were actually in London in that year, and that all 15 year olds on roll in PRUs in 2005 were newly enrolled in that year (both of which are highly unlikely), the combined numbers are still not sufficient to account for the 3,842 14 year olds pupils who had an LPD record in 2004, but had no record in 2005.

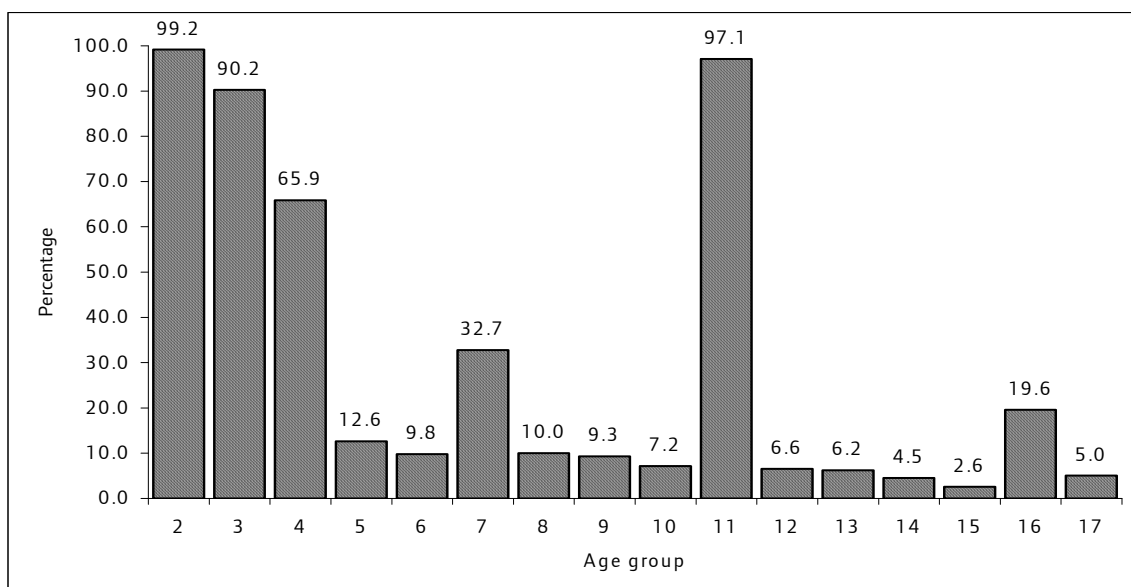
These leaves open the possibility that some of those missing 14 year olds had transferred to tutorial colleges or to other private schools for the last year of compulsory schooling. The next section reviews the characteristics of 14 year olds who were 'missing' from the last year of compulsory schooling. Those characteristics suggest that the parents of missing 15 year olds

would, typically, be unable to afford private education. There is a strong likelihood that some children of compulsory school age are simply ‘dropping through the net’.

Figure 3 pointed to a particularly large gap between the number of 15 year olds on roll in maintained schools and the number of 15 year olds in the population as a whole. In line with that, the main focus of this section so far has been on children ‘missing’ from the last year of compulsory schooling. Nonetheless, while the last year of compulsory schooling is *a* peak year for children to ‘go missing’ from state education, it is not *the* peak year. The peak year is at the point of secondary transfer.

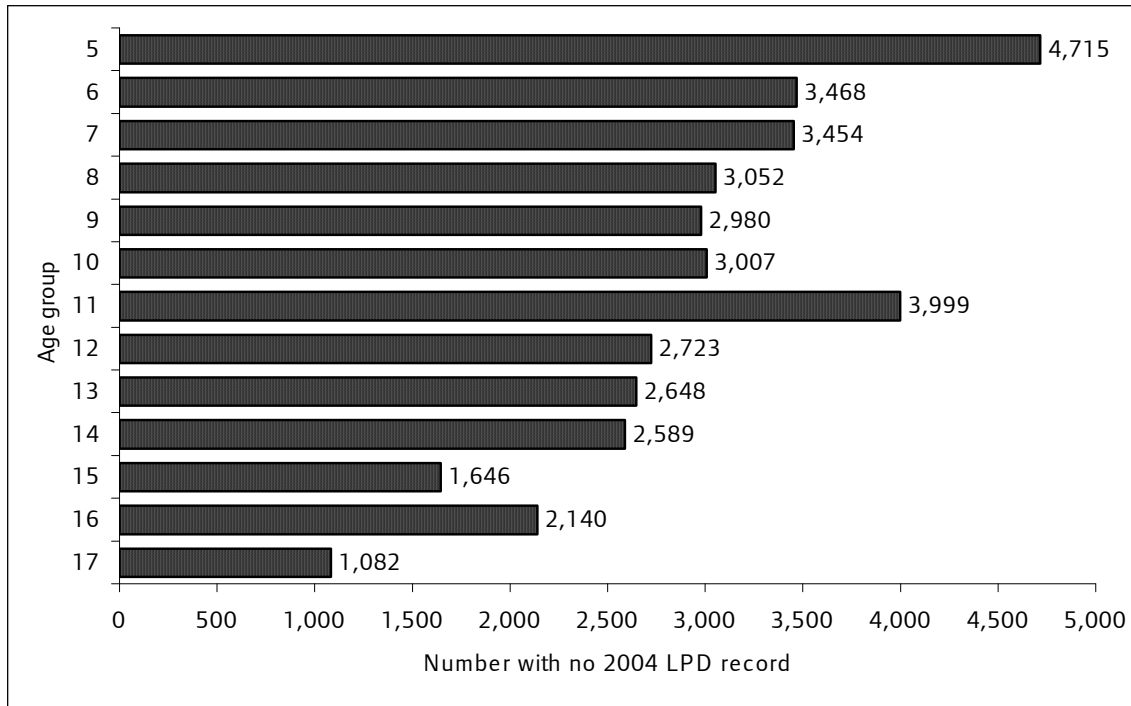
Figure 4 shows that 5,638 pupils aged 10 in 2004 had no LPD record in 2005, and Figure 6 shows that 3,999 11 year olds in 2005 had no 2004 record. Even if we assume that all of those 3,999 pupils were on roll in London in 2004, but that their 2004 record was lost at secondary transfer, the number is still too small to account for the number of 10 year olds in 2004 who had no record in the LPD one year later. These children ‘go missing’ from state schooling at the point of secondary transfer, and the numbers shown *may* reflect a decision by some parents to opt for private schooling. If this were so, then it would be reasonable to ask why state primary schools should be acceptable to these parents when state secondary schools are not.

Figure 5. Percentage in each age group in 2005 on roll in their current school for less than a year



Source: merged 2002 2003 2004 2005 LPD

Figure 6. Pupils with a 2005 LPD record who lived in London. Number with no record of being on roll in a maintained school in 2004



Source: 2002 2003 2004 2005 LPD

4. Affluence, poverty and 'missing' children

Section 2 used PayCheck information at ward level, linked to individual pupil records in the LPD, and national census data to chart the relationship between affluence and the propensity for children to be missing from state education. This section uses equivalised PayCheck¹⁰ income data for the much smaller 2004 full postcode areas, which has also been linked to individual pupil home postcode records in the LPD. The aim here is to review the characteristics of pupils, in their individual 2004 age groups, who were missing from the 2005 LPD record. Approximately 75 per cent of pupil home postcodes were matched to this PayCheck database. While not a complete match, the sample is, as Table 4 shows, large.

PayCheck income data have been grouped into 6 categories; to identify intermediate income groups as well as high and low income groups. All pupils entitled to free school meals have been allocated to the lowest income group. Table 4 shows the number of pupils aged 5 to 14 in 2004 in three of the six income groups, divided into those who had a 2005 LPD record and those who did not; again the aim is to show information for high income, low income and intermediate income groups.

Table 4. Pupils aged 5 to 14 in 2004. Pupil age by three of the six PayCheck groups in 2004 and roll status in 2005. (Excludes pupils whose postcodes could not be matched with the PayCheck dataset)

	FSM or mean income less than £18,000 (60% of median)			Mean income £25,300 to 32,400 and no FSM			Mean income £39,800 to £53,900 and no FSM		
	No 2005 record	Has 2005 record	Total	No 2005 record	Has 2005 record	Total	No 2005 record	Has 2005 record	Total
Pupil age at start of 2003/4 school year									
<i>Number</i>									
5	689	23,883	24,572	575	16,380	16,955	542	10,720	11,262
6	706	24,607	25,313	535	16,820	17,355	625	10,496	11,121
7	673	24,280	24,953	490	16,524	17,014	471	10,106	10,577
8	639	23,944	24,583	489	16,458	16,947	446	9,991	10,437
9	624	23,844	24,468	478	16,649	17,127	418	10,006	10,424
10	1,234	22,895	24,129	1,050	16,171	17,221	1,212	8,785	9,997
11	641	22,295	22,936	417	17,138	17,555	271	9,610	9,881
12	681	22,094	22,775	442	17,195	17,637	293	9,398	9,691
13	719	21,506	22,225	415	17,401	17,816	255	9,454	9,709
14	1,466	19,491	20,957	683	17,286	17,969	297	9,192	9,489
Total	8,072	228,839	236,911	5,574	168,022	173,596	4,830	97,758	102,588
<i>Percentage</i>									
5	2.8	97.2	100.0	3.4	96.6	100.0	4.8	95.2	100.0
6	2.8	97.2	100.0	3.1	96.9	100.0	5.6	94.4	100.0
7	2.7	97.3	100.0	2.9	97.1	100.0	4.5	95.5	100.0
8	2.6	97.4	100.0	2.9	97.1	100.0	4.3	95.7	100.0
9	2.6	97.4	100.0	2.8	97.2	100.0	4.0	96.0	100.0
10	5.1	94.9	100.0	6.1	93.9	100.0	12.1	87.9	100.0
11	2.8	97.2	100.0	2.4	97.6	100.0	2.7	97.3	100.0
12	3.0	97.0	100.0	2.5	97.5	100.0	3.0	97.0	100.0
13	3.2	96.8	100.0	2.3	97.7	100.0	2.6	97.4	100.0
14	7.0	93.0	100.0	3.8	96.2	100.0	3.1	96.9	100.0
Total	3.4	96.6	100.0	3.2	96.8	100.0	4.7	95.3	100.0

Source: merged 2002 2003 2004 2005 LPD

Table 5 uses the data in Table 4 to show the number in each group as a percentage of all pupils in Table 4, and the number of pupils in each group with missing 2005 records as a percentage of the total number of pupils with missing 2005 records. Pupils in the lowest income group are numerically the largest single group as a whole (N=236,911), forming 46.2 per cent of all pupils in the three groups (N= 513,095). The low income group has 43.7 per cent of 'missing' children (N=8,072), which is below what might be expected given it 'share' of the total pupil number in all three groups. Pupils in the highest income group are the smallest of the three selected groups (N=102,588 and 20 per cent of all pupils in the three groups), but with 26.1 per cent of children in the group with no 2005 record, they are disproportionately likely to 'go missing' from maintained schooling (N=4,830). This is consistent with the information in Figures 1 and 2, both of which show a positive relationship between affluence and a tendency to be 'missing' from state schooling.

Table 5. Numbers in income groups as percentage of all pupils shown in Table 4, and numbers in each income group with missing 2005 record as a percentage of all pupils with missing 2005 records

	Number in each income group as percentage of all pupils in Table 4	Number in each group with no 2005 record as a percentage of all pupils in Table 4 with no record
Lowest income group	46.2	43.7
Intermediate income group	33.8	30.2
Highest income group	20.0	26.1

Source: merged 2002 to 2005 LPD

PayCheck equivalised income at postcode level could not be matched with approximately 25 per cent of pupil records. Totals in Tables showing PayCheck information will differ from totals based on the full LPD

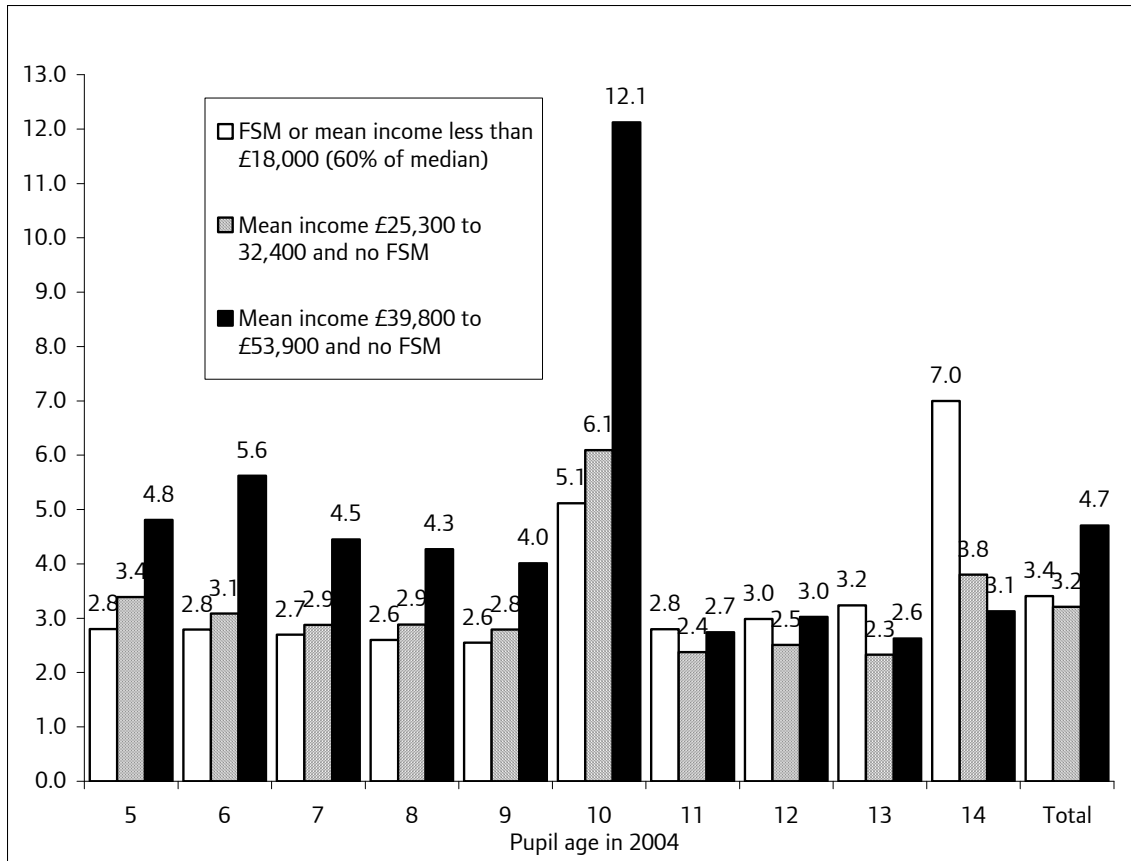
The percentage of pupils within each age group and selected income group who were ‘missing’ from the 2005 record is shown in Figure 7, and the number of pupils these reflect are shown in Table 4. Amongst pupils aged 5 to 14 in 2004, 8,072 pupils in the lowest income group, 5,574 pupils in the intermediate income group and 4,830 pupils in the higher income group had no LPD record in 2005.

There is a marked difference between the pattern for pupils of primary school age and the pattern for pupils of secondary school age. There is a particularly large difference between the pattern for pupils aged 10 in 2004, who would have transferred to secondary school by 2005, and the pattern for pupils aged 14 in 2004, who would have been in the last year of compulsory education in 2005.

Amongst pupils of primary school age, those in the high income group had the highest propensity to be missing from the 2005 record. This is particularly so for pupils who were aged 10 at the start of the 2003/4 school year, and who would have transferred to secondary school at the start of the 2004/5 school year (N. ‘missing’=1,212). In the secondary phase, pupils in the least affluent group had the highest propensity to be missing from the 2005 record in most age groups. The propensity for low-income group pupils to be missing from maintained schooling is especially marked amongst fourteen year olds on roll in 2004 who would (or should) have been in the last year of compulsory schooling in 2005 (N. ‘missing’=1,466).

Table 4 focuses on three of six income groups identified on the basis of equivalised PayCheck data, and its main aim is to indicate whether there is an association between affluences and the tendency to be ‘missing’ from the maintained school record amongst pupils in different age groups. The association with affluence once more suggest that parents’ decisions to move their children to independent schools, particularly at the point of secondary transfer, may be a key factor in children ‘going missing’ from maintained primary schooling, and that warrants further investigation. There is also scope for further investigation of the comparatively high likelihood that children in the lowest income group will be missing from the final year of compulsory schooling. These pupils are clearly unlikely to transfer to private schooling, and whether or not they all transfer to PRUs is, in one sense, beside the point. In this instance, the key issue is why there should be such a marked tendency for this group of children to be missing *in particular from the final year of compulsory schooling* in maintained schools.

Figure 7. Percentage within selected income groups on roll in 2004 but with no 2005 record, by age



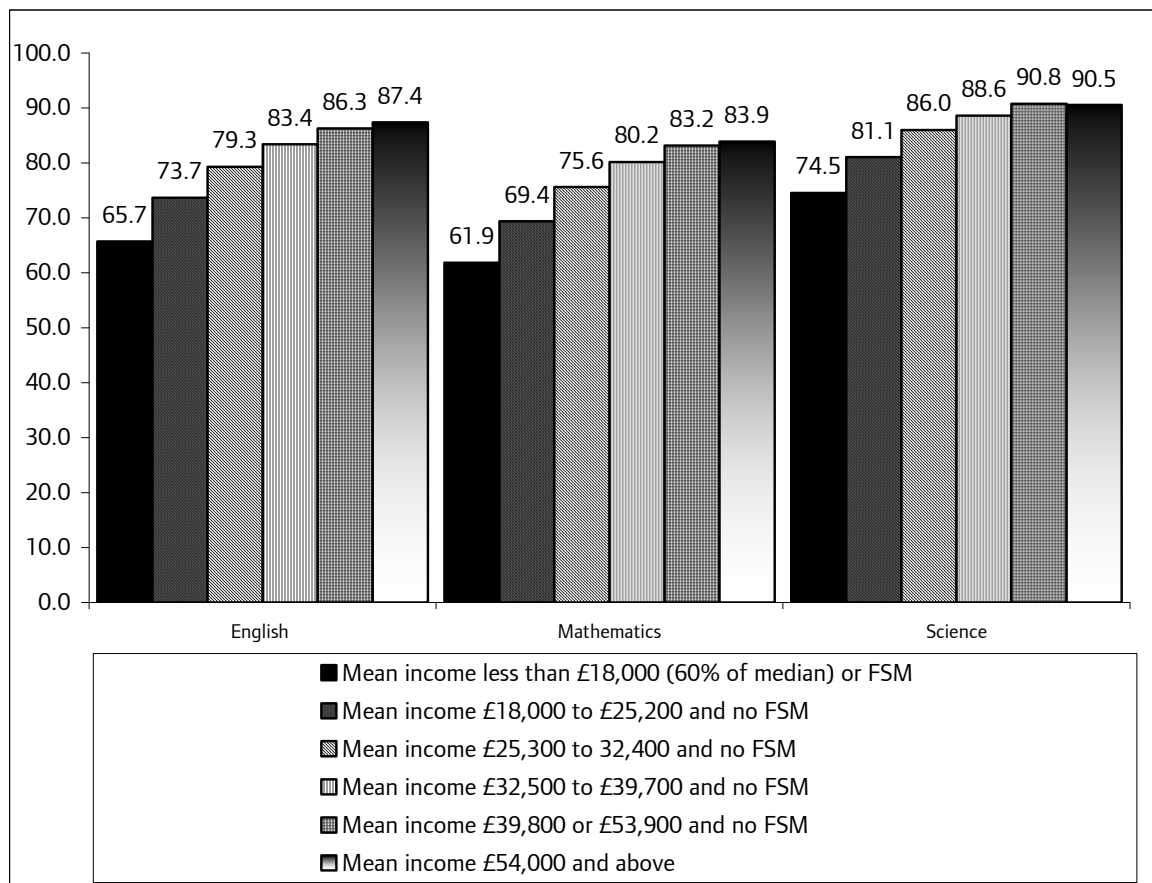
Source: 2002 2003 2004 LPD

PayCheck equivalised income at postcode level could not be matched with approximately 25 per cent of pupil records. Totals in Tables showing PayCheck information will differ from totals based on the full LPD

5. Affluence and attainment, and affluence, attainment and children 'missing' maintained schooling.

Looked at in terms of national performance indicators, there is a relatively straightforward relationship between affluence and educational attainment. As figures 8 to 10 show, differences in attainment¹¹ exist not simply between children from the poorest and the most affluent areas. There are also differences within the range of intermediate groups. Overall, children from progressively more affluent areas are progressively more likely to reach national educational attainment benchmarks. The graphs present a view of attainment as a 'staircase' of advantage, rather than a simple two-fold division between the socially advantaged and the social disadvantaged.

Figure 8. All pupils aged 10. Percentage at levels 4+ in 2004 key stage 2 tests



Source: merged 2002 2003 2004 2005 LPD

PayCheck equivalised income at postcode level could not be matched with approximately 25 per cent of pupil records. Totals in Tables showing PayCheck information will differ from totals based on the full LPD

Figure 9. Pupil aged 10 in 2004. Percentage if pupils reaching nationally expected levels at key stage 2, by equivalised income level in pupil home postcode and excluding pupils with no key stage 2 record

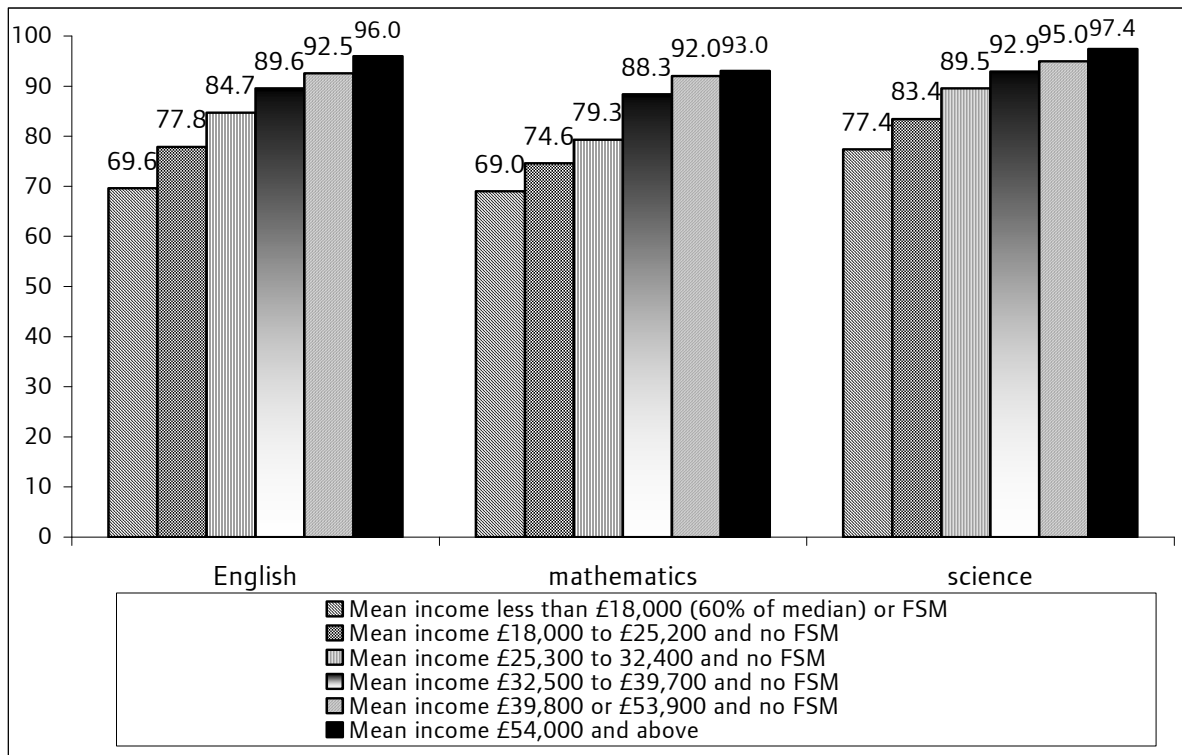
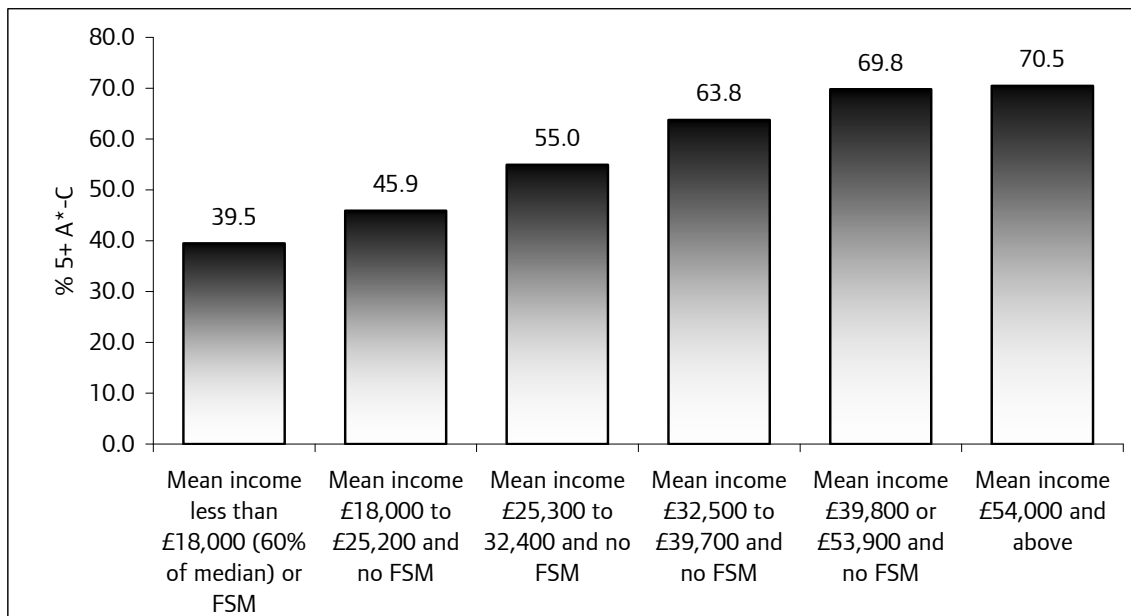


Figure 10. Pupils aged 15 in 2004. Percentage of pupils achieving 5 or more GCSE A*-C grades or equivalent by home area income group



Source for Figures 9 and 10: merged 2002 2003 2004 2005 LPD

PayCheck equivalised income at postcode level could not be matched with approximately 25 per cent of pupil records. Totals in Tables showing PayCheck information will differ from totals based on the full LPD

However, the relationship between level of affluence, recorded level of attainment and the tendency to be 'missing' from the maintained school record one year later, is more complex than the relationship between educational attainment and social advantage shown in Figures 8 to 10. Amongst 10 year olds, higher levels of affluence are positively associated with pupils lacking key stage assessment records and being 'missing' from the maintained school record one year later. Amongst 14 year olds, lower levels of affluence are more likely to be associated with pupils lacking key stage assessment records and 'being missing' from the maintained school record one year later.

Figures 11 and 12 provide information for pupils aged 10 and 14 respectively in 2004, showing their propensity to have no LPD record in 2005 and taking account of income and key stage assessments. There is a marked difference between the two phases of education, and the trend in primary schools is virtually the opposite of the trend in secondary schools. Figure 11 is based on appendix Table B4, which shows that that pupils in the lowest of the three income groups were least likely to reach nationally expected levels in the 2004 key stage 2 English test, and were most likely to have no record of attainment. Approximately 1 in 5 pupils in the lowest income group had no record of attainment in that test, compared with (approximately) 1 in 20 pupils in the highest of the three selected income groups. Pupils in the intermediate income group have an intermediate level of missing key stage test records.

At the end of primary schooling, affluence is associated with the likelihood that pupils on roll in 2004 would be missing from the record in 2005. The most affluent group of pupils had the highest propensity to be missing from the maintained school record after the point of secondary transfer, and this applies regardless of the level of attainment in key stage 2 tests. Given what we know about the association between affluence and attainment, and affluence and pupils attending independent secondary schools, this is what we would expect to see. What might be less expected is the relationship between affluence, missing key stage assessment records, and 'being missing' from the maintained school record one year later. Amongst the more affluent group of 10 year olds, 291 pupils lacked a key 2 stage 2 English test result, and of these 75 (25.8 per cent) were 'missing' from the 2005 LPD record. By contrast, in the lowest income group, 1,938 pupils had no 2004 key stage 4 English test result. Of these, 250 (12.9 per cent) were missing from the 2005 LPD record. There is a distinct possibility that a minority of more affluent parents decide to withdraw their children from the maintained sector at a fairly early stage, and simply withdraw their children from key stage 2 tests.

Figure 11 shows the percentage of pupils missing a 2005 roll record in terms of their level of attainment in the key stage 2 English test. Information for pupils with no key stage 2 record is given separately, and pupils have been grouped in the same three income categories shown in Table 4. In the primary phase affluent pupils are, as noted, more likely than other pupils to be missing from the maintained school record in 2005. This does not necessarily mean that pupils from affluent households make up the majority of pupils who were missing from the record in 2005. In practice, as Table B4 shows, 1,234 pupils in the lowest income group "went missing" in 2005, compared with 1,212 pupils in the highest income group. Figure 11 illustrates the point that some pupils are more likely than others to be missing from maintained schooling, but it needs to be read in the context of the absolute numbers of pupils who do or do not appear to continue their education in state schools.

Figure 12 shows similar information for children ‘missing’ the last year of compulsory education, taking account of income group and educational attainment. The differences shown in Figures 11 and 12 are marked. The propensity to “be missing” from state education immediately after secondary transfer increases with level of affluence, but decreases with level of affluence in the last year of compulsory schooling. Table B3 shows that 3,522 pupils aged 14 who lived in London in 2004 had no matched record of being on roll in 2005. There will, once more, be numbers of pupils from more affluent households who transfer to private education for the final year of compulsory schooling and those transfers go part of the way to explaining the total number of ‘missing’ children. However, those pupils are clearly not typical of all children ‘missing’ the last year of compulsory schooling in state schools.

While there are differences between the tendency to be missing from the maintained school roll after the end of primary school and during the last year of compulsory education, there is an area of common ground. Pupils with an incomplete key stage assessment record, and pupils with a low level of attainment in a key stage test, are more likely than other pupils to ‘go missing’ from state education. Where advance notice of that risk is needed, missing key stage assessments records may be one of the factors which could usefully be taken into account.

Figure 11. Pupils aged 10 in 2004. 2004 ks2 English tests in selected income groups and propensity to be 'not on roll' in 2005

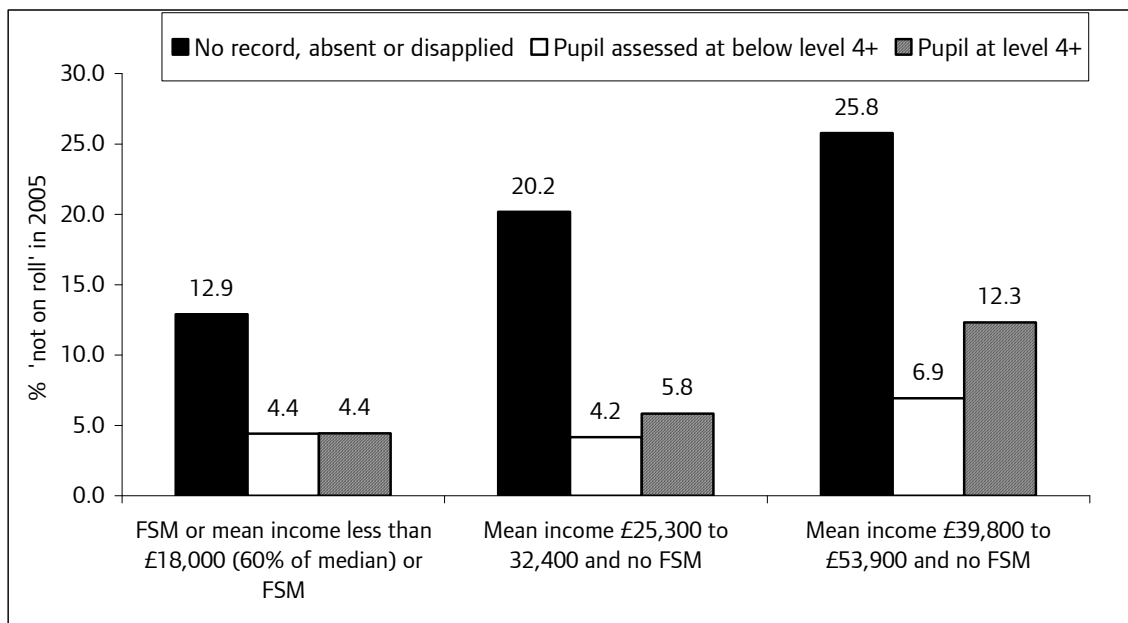
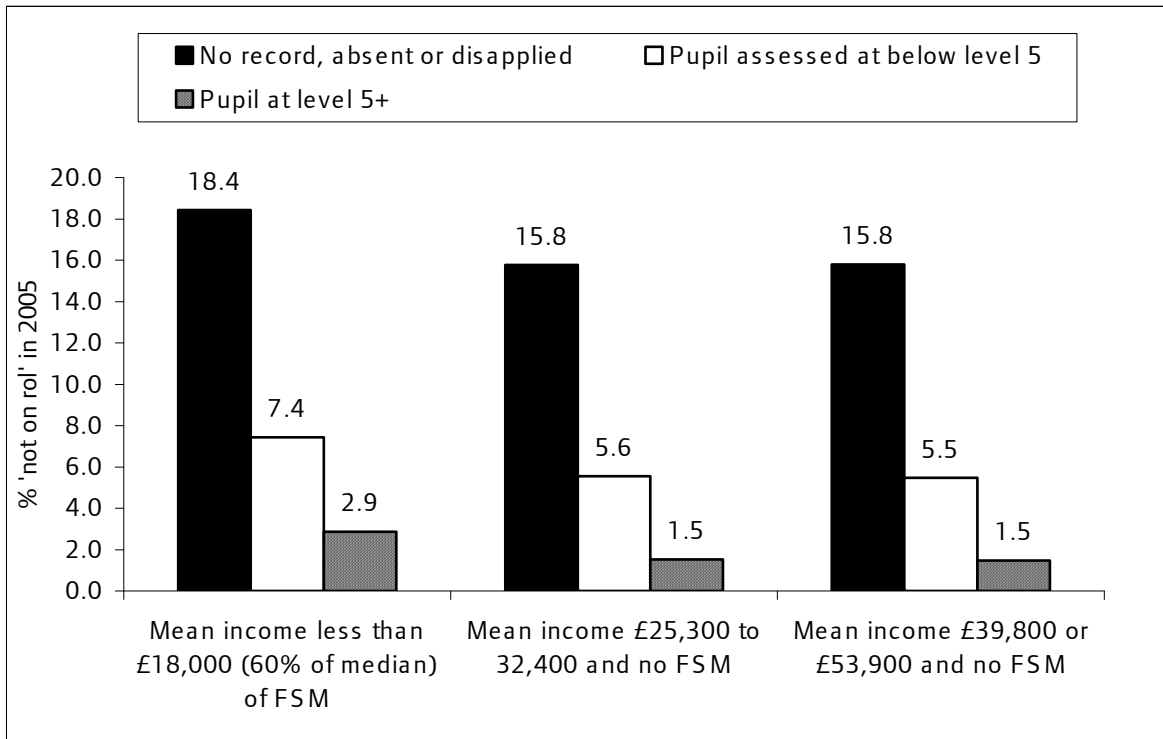


Figure 12. Pupils aged 14 in 2004. 2003 ks3 English tests in selected income groups and propensity to be 'not on roll' in 2005



Source Figures 11 and 12: merged trimmed 2002 2003 2004 2005 LPD

6. Children ‘missing’ the final year of compulsory schooling, overall raw score performance in the schools they once attended, and children’s prior attainment

Section 5 pointed to the relationship between pupil prior attainment and the propensity to be missing from the record of maintained schooling. This section adds to that by taking average pupil attainment in the school attended into account, and by pointing to a substantial range in the percentage of children missing from the final year of compulsory education in different schools.

School improvement has been a key theme in education policy for a considerable period of time and yet, as Figures 8 to 10 showed, there is still a clear association between pupils’ level of social advantage and their level of educational attainment. Pupils with different levels of social advantage also vary in the type of school attended. More particularly, the disadvantage faced by numbers of pupils in the last year of compulsory schooling may both contribute to, and follow from, the circumstances of schools working in challenging circumstances.

Figures 13 and 14 group schools in terms of the average raw score performance at key stage 2 and in public examinations respectively. Raw score performance is measured in point scores, where higher key stage 2 levels, and higher grade public examination passes receive higher point scores.¹² The total point score of each pupil in the assessment cohort in each school is totalled to calculate an average total point score for pupils in the school, and schools have then been allocated to one of four groups (quartiles), ranging from the quartile with the highest level of average raw score attainment to the quartile with the lowest level of average raw score attainment.

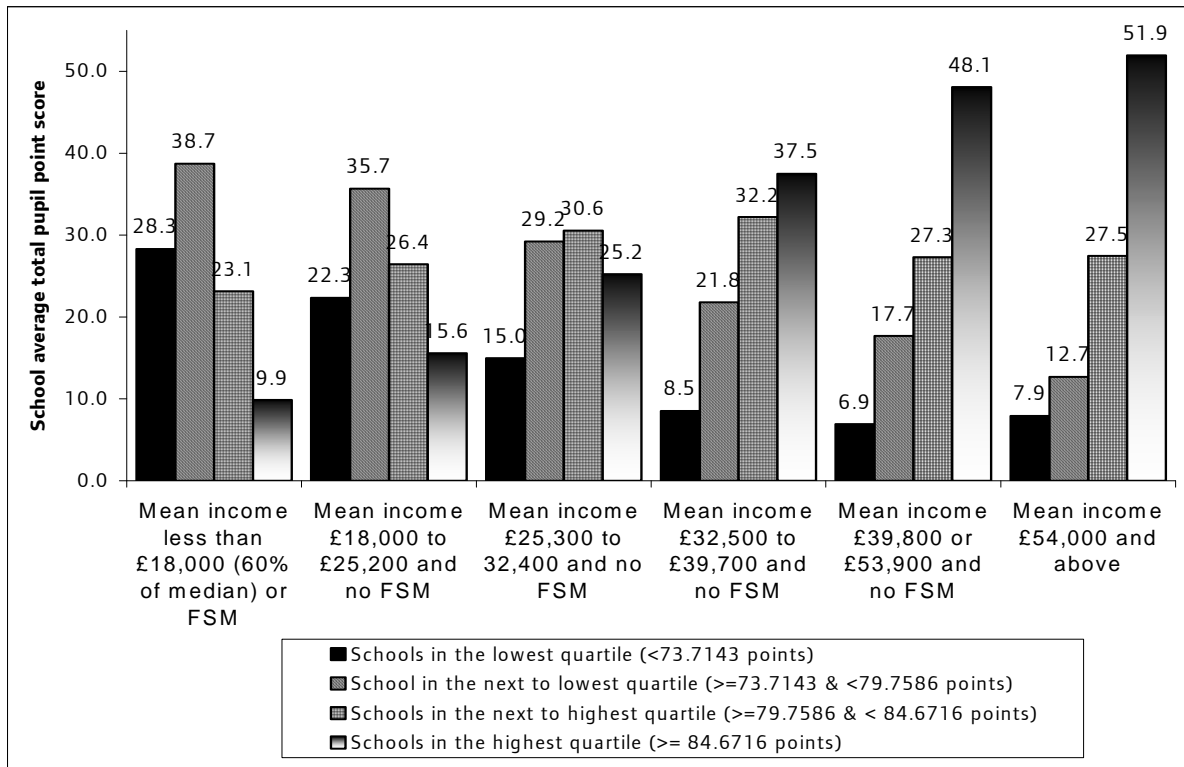
The percentages shown in Figures 13 and 14 are the percentage in each income group attending a particular type of school. For example, amongst children from the lowest income areas, 28.3 per cent attended schools in the lowest quartile of attainment at key stage 2, 38.7 attended schools in the next to lowest key stage 2 quartile, 23.1 attended schools in the next to highest key stage 2 quartile, and 9.9 per cent attended schools in the highest key stage 2 attainment quartile. The numbers on which Figures 13 and 14 are based are shown in appendix Tables B6 and B7.

Pupils from high income areas are most likely to attend primary schools in the highest raw score key stage 2 attainment quartile, and proportionally more pupils from the lowest income areas than from any other type of income area attend schools in the lowest raw score key stage 2 attainment quartile. A different version of the ‘staircase’ model applies.

Figure 14 focuses on pupils aged 15, and uses public examination point scores at the end of compulsory education to group schools in four attainment quartiles. This Figure simplifies the picture by providing information for 3 of the 6 income groups, and highlights another feature of the ‘staircase’ of attainment. A higher proportion of children from low income areas than from high income areas attended schools with comparatively low levels of raw score attainment, and a higher proportion of children from high income areas than from low income areas attended schools with comparatively high levels of raw score attainment. Children from

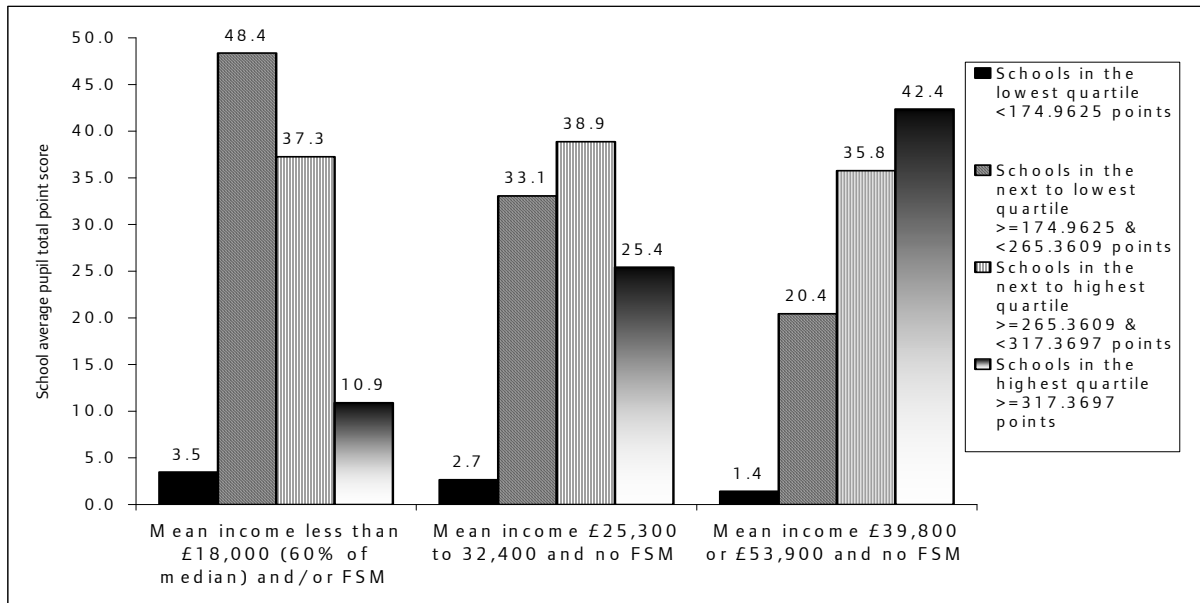
intermediate income areas are in an intermediate position in terms of the type of school attended. They are for example, less likely to be found in the highest attaining schools than the pupils from high income areas, but more likely than pupils from the lowest income areas to be found in those schools.

Figure 13. 2004 school average ks2 pupil total point scores in schools attended by 10 year old pupils from equivalised income groups



Source: merged 2002 2003 2004 2005 LPD
See table B6 for related information

Figure 14. 2004 school average Section 96 pupil total point scores in schools attended by pupils aged 15 in selected equivalised income groups



Source: merged 2002 2003 2004 2005 LPD
See Table B7 for related information

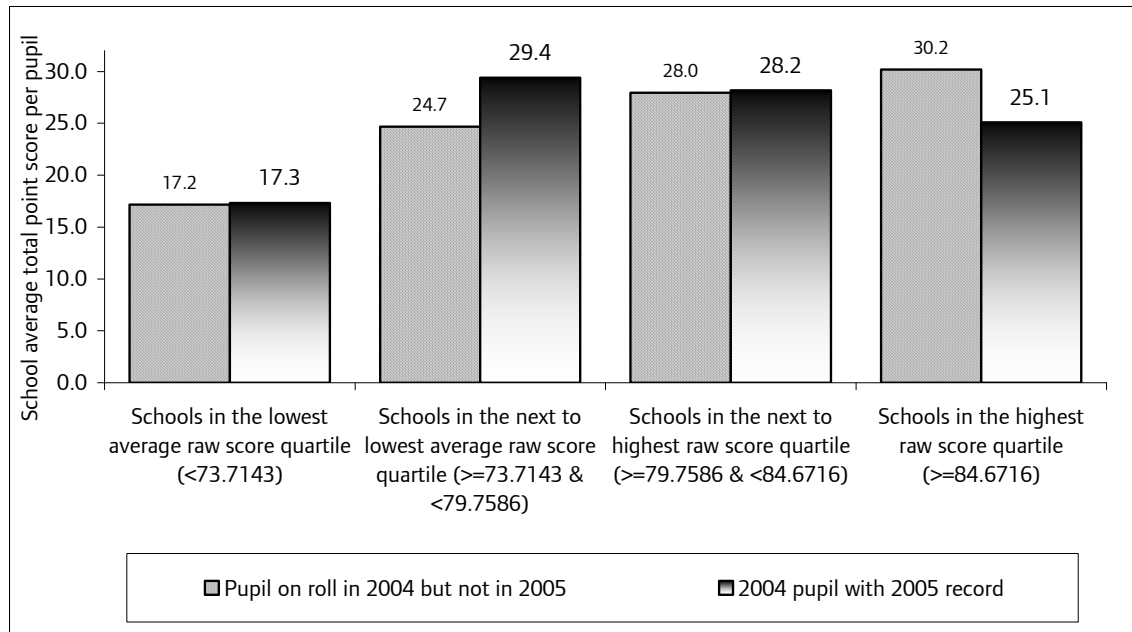
Figures 15 and 16 provide information for pupils who had a 2004 LPD record but no 2005 record, and in this instance the percentage figures refer to the proportion of pupils with missing 2005 records who had attended schools in different attainment quartiles in 2004. The two age groups are those who were aged 10 and those aged 14 in 2004. The numbers on which the graphs are based are shown in Tables 6 and 7 respectively.

Table 6 Pupils age 10 in 2004. Roll status in 2005 by average total key stage 2 point scores quartile of school attended in 2004

	School 2004 k2 quartile, pupils' average total point score				Total
	Lowest quartile <73.7143	Next to lowest quartile >=73.7143 & <79.7586	Next to highest quartile >=79.7586 & <84.6716	Highest quartile >=84.6716	
Number					
Pupil on roll in 2004 but not in 2005	969	1,391	1,576	1,702	5,638
2004 pupil with 2005 record	13,094	22,210	21,295	18,963	75,562
Total	14,063	23,601	22,871	20,665	81,200
Percentage					
Pupil on roll in 2004 but not in 2005	17.2	24.7	28.0	30.2	100.0
2004 pupil with 2005 record	17.3	29.4	28.2	25.1	100.0
Total	17.3	29.1	28.2	25.4	100.0

Source: Merged 2002 2003 2004 2005 LPD

Figure 15. School average total key stage 2 point score per pupil, 2004, by roll status in 2004 and 2005



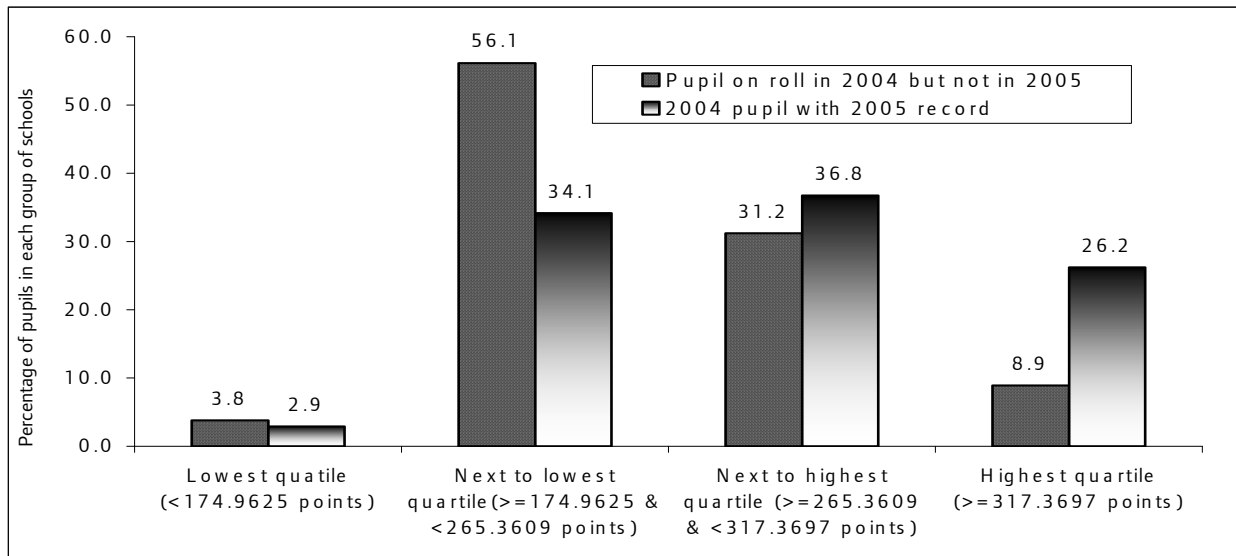
Source: merged 2002 2003 2004 2005 LPD

Table 7. Pupils aged 14 in 2004. Roll status in 2005 by average total pupil Section 96 point scores of 15 year olds in school attended in 2004

	School quartiles 2004 Sec 96 total points				Total
	Lowest quartile <174.9625	Next to lowest quartile >=174.9625 & <265.3609	Next to highest quartile >=265.3609 & <317.3697	Highest quartile >=317.3697	
Pupil on roll in 2004 and 2005					
Pupil on roll in 2004 but not in 2005	144	2,135	1,186	338	3,803
2004 pupil with 2005 record	2,153	25,445	27,392	19,543	74,533
Total	2,297	27,580	28,578	19,881	78,336
Pupil on roll in 2004 but not in 2005	3.8	56.1	31.2	8.9	100.0
2004 pupil with 2005 record	2.9	34.1	36.8	26.2	100.0
Total	2.9	35.2	36.5	25.4	100.0

Source: Merged 2002 2003 2004 2005 LPD

Figure 16. School average Section 96 total point score per pupil in 2004¹², by 2005 roll status of pupils aged 14 in 2004



Source: merged 2002 2003 2004 and 2005 LPD

Pupils who had attended primary schools in the highest key stage 2 raw score attainment quartile were more likely than pupils in other primary schools to be missing from the LPD record after the point of secondary transfer. The majority of pupils who were missing from the final year of compulsory schooling had attended schools with comparatively low levels of raw score attainment in public examinations.

However, comparatively few pupils had either been on roll in, or were missing from, schools in the lowest raw score attainment quartile. This reflects the position of pupils in special schools, who are less likely than pupils in mainstream schools to take public examinations. Table 10 confirms that the majority (59.6 per cent) of pupils aged 14 attending schools with the lowest raw score attainment in 2004 were attending special schools. By contrast, the overwhelming majority (99.9 per cent) of pupils aged 14 in 2004 attending schools in the next to lowest quartile of raw score attainment were attending mainstream schools. Allowing for the number of pupils involved, the position is consistent with the view that pupils missing from the last year of compulsory schooling are most likely to have been on the roll of mainstream schools with low levels of raw score attainment compared with other mainstream schools. Schools in the lowest quartile aside, pupils 'missing' from the last year of compulsory schooling in 2005 were *least likely* to have been on roll in schools with high levels of raw score attainment.

Table 8. Pupils aged 14 attending mainstream and special schools in 2004, by school average total 2004 Section 96 point score in 2005

	Lowest quartile (<174.9625 points)	Next to lowest quartile (>=174.9625 & <265.3609 points)	Next to highest quartile (>=265.3609 & <317.3697 points)	Highest quartile (>=317.3697 points)	Total
<i>Number</i>					
Secondary, including Academies and CTCs	928	27,553	28,574	19,875	76,930
Special	1,369	27	4	6	1,406
Total	2,297	27,580	28,578	19,881	78,336
<i>Column percentage</i>					
Secondary including Academies and CTCs	40.4	99.9	100.0	100.0	98.2
Special	59.6	0.1	0.0	0.0	1.8
Total	100.0	100.0	100.0	100.0	100.0
<i>Row percentage</i>					
Secondary including Academies and CTCs	1.2	35.8	37.1	25.8	100.0
Special	97.4	1.9	0.3	0.4	100.0
Total	2.9	35.2	36.5	25.4	100.0

Source: merged 2002 2003 2004 2005 LPD

Table 9 provides further information on the number of pupils missing from the final year of compulsory education in different types of school, excluding schools in the lowest raw score attainment quartile at the end of compulsory schooling. This is cross-referenced with pupil attainment at key stage 3 in 2003, which has also been grouped in quartiles. Figures are for all pupils with an LPD record, some of who would have attended a school outside London.

Nearly two out of three pupils (62.5 per cent) missing from the last year of compulsory schooling were in the lowest key stage 3 attainment quartile, and four out of every 10 pupils (40.1 per cent) missing from the final year of compulsory schooling had attended a school which itself had comparatively low levels of raw score attainment in public examinations in 2004. Seventy per cent of the pupils missing from the final year of compulsory education in 'low attaining' secondary schools were themselves in the lowest attaining quartile at key stage three.

Overall, children missing from the final year of compulsory schooling are more likely than other pupils to have had low levels of attainment at key stage 3, and are more likely to have attended schools in the lower quartile of attainment in public examinations. Additionally, children with low levels of attainment at key stage 3 were more likely to be missing from the roll of low attaining secondary schools than similar pupils attending schools in the two highest attainment quartiles in public examinations.

Table 9. Pupils aged 14 in 2004 not on roll in 2005, by attainment at key stage 3 and school average total point score per pupil in 2004. All pupils with a 2004 LPD record

	2004 secondary school public examination quartile			Total 3 quartiles
	Next to lowest	Next to highest	Highest	
Total number of pupils	27,459	28,384	19,727	75,570
Number on roll in 2004 but not 2005	2,132	1,186	335	3,653
Percentage not on roll in 2005	7.8	4.2	1.7	
Number of pupils in lowest pupil quartile at ks3	10,887	6,204	2,050	19,141
Pupils in lowest pupil quartile at ks3 as a percentage of 14 year olds in each type of secondary school	39.6	21.9	10.4	
Number of pupils in lowest ks3 quartile not on roll in 2005	1,492	670	121	2,283
Pupils in lowest pupil ks3 quartile not on roll in 2005 as a percentage of all pupils not on roll in each type of secondary school	70.0	56.5	36.1	

Schools have been grouped in quartiles based on the average total Section 26 point scores in 2004 public examination for pupils at the end of the final year of compulsory schooling in each school. Pupils attending schools in the bottom quartile were mainly attending comparatively small special schools, and have been excluded from this Table. Pupil attainment at key stage 3 is measured as the average point score across English, mathematics and science, and pupils have been grouped in quartiles ranging from the highest to the lowest levels of attainment. A point score of zero has been attributed where there is no record of attainment at key stage 3. Schools in the lowest quartile are mainly comparatively small special schools, and have been excluded from this Table

Source: merged 2002 2003 2004 2005 LPD

Table 9 provides a 'staircase' view of children missing from the final year of compulsory schooling, which echoes the 'staircase' picture of attainment given in Figures 8 to 10. The highest number and proportion of pupils missing from the final year of compulsory schooling had attended schools with comparatively low levels of raw score attainment in public examinations, and themselves had comparatively low levels of performance at key stage 3.

Schools in highest quartile of raw score attainment in public examinations tended to have fewer pupils, both in total and proportionally, missing from the final year of compulsory schooling. Schools in that quartile also tended to have fewer pupils with comparatively low levels of attainment at key stage 3, and of these a lower proportion than in schools with low raw score attainment was missing from the final year of compulsory education in 2005. Schools with raw score public examination performance in between those two quartiles tended to have intermediate rates and numbers of pupils with low attainment at key stage 3 or pupils missing the last year of compulsory education.

The first Briefing on Social Selection, Social Sorting and Education (DMAG Briefing 2006/25), provided evidence on whether different types of pupils tend to be on roll in different types of schools. Pupils were grouped in their home boroughs to assess whether social selection and/or social sorting was barely evident, localised or, as that Briefing concluded, endemic in London. Table 10 shows the number and percentage of pupils missing from the final year of compulsory

schooling in 2005, who attended schools maintained by London boroughs in 2004 (that is, on this occasion pupils are grouped by the maintaining authority of the school attended rather than by home borough).

Table 10. Pupils aged 14 in 2005 by maintaining London local authority of the special or mainstream school attended in 2004. Roll status in 2005

	Pupil on roll in 2004 but with no 2005 record	2004 pupil with 2005 record	Total	% missing
2004 School maintaining LA				
Camden	57	1,450	1,507	3.8
Hackney	124	1,309	1,433	8.7
Hammersmith and Fulham	94	1,146	1,240	7.6
Haringey	117	2,071	2,188	5.3
Islington	132	1,371	1,503	8.8
Kensington and Chelsea	26	582	608	4.3
Lambeth	121	1,403	1,524	7.9
Lewisham	177	2,194	2,371	7.5
Newham	283	3,263	3,546	8.0
Southwark	205	2,229	2,434	8.4
Tower Hamlets	166	2,436	2,602	6.4
Wandsworth	160	1,854	2,014	7.9
Westminster	58	1,357	1,415	4.1
Barking and Dagenham	170	1,929	2,099	8.1
Barnet	85	3,357	3,442	2.5
Bexley	134	3,224	3,358	4.0
Brent	121	2,621	2,742	4.4
Bromley	113	3,485	3,598	3.1
Croydon	210	3,698	3,908	5.4
Ealing	111	2,604	2,715	4.1
Enfield	144	3,530	3,674	3.9
Greenwich	176	2,491	2,667	6.6
Harrow	61	2,171	2,232	2.7
Havering	90	3,017	3,107	2.9
Hillingdon	98	2,910	3,008	3.3
Hounslow	134	2,624	2,758	4.9
Kingston upon Thames	36	1,455	1,491	2.4
Merton	83	1,531	1,614	5.1
Redbridge	107	2,980	3,087	3.5
Richmond upon Thames	44	1,474	1,518	2.9
Sutton	51	2,477	2,528	2.0
Waltham Forest	90	2,551	2,641	3.4
Maintained London school total	3,778	72,794	76,572	4.9
Maximum	283			8.8
Minimum	26			2.0
Standard Deviation	56.5			2.2

Source: merged 2002 2003 2004 2005 LPD. The 2005 LPD contains records of pupils in the shire counties and unitary authorities around London

Pupils who transferred to a school in another authority in 2005, including schools in the shire counties around London, have not been counted as missing. That said, nearly 4,000 pupils 'went missing' from the final year of compulsory education in schools maintained by London boroughs. This is a substantially higher figure than the 1,850 pupils on roll in PRUs shown in Table 3. Sutton had the lowest proportion of missing children (2.0 per cent) and Islington the highest (8.8) per cent. The simple range of these figures is much lower than the range of the 'percentage missing children' figures given in Table 9, and may suggest that the percentage of children missing from the final year of compulsory schooling varies more widely between individual schools than between individual boroughs, at least on the summary measure shown in Table 10.

Table 11 also refers to pupils attending London maintained schools, and shows the maximum and minimum number and percentage of pupils missing from the final year of compulsory education *in individual schools*. The Table again groups pupils in terms of three of the four attainment quartiles in 2004 public examinations, omitting pupils in the lowest quartile who were mainly attending special schools. The standard deviation figures in Table 13 represent the dispersal around the mean of the percentage of children missing from the last year of compulsory schooling, and the larger the standard deviation the greater the dispersion. The number and percentage of missing children differs between schools in the different public examination quartiles, but it also differs between schools in the same quartile.

Table 11. Pupils aged 14 attending London schools in 2004 missing from the 2005 LPD record, by performance quartile* of school attended

	School 2004 public examination raw score performance quartile		
	Next to lowest quartile	Next to highest quartile	Highest quartile
Total number of schools	152	143	107
Total number of pupils aged 14 in 2004	27,368	27,683	18,876
Total number of pupils aged 14 in 2005 'missing' in 2004	2,123	1,167	328
Percentage of pupils aged 14 in 2005 'missing' in 2004	7.8	4.2	1.7
Maximum number missing in any one school	57	42	18
Minimum number missing in any one school	0	0	0
Standard deviation	9.8	6.7	3.0
Maximum percentage missing in any one school	23.7	14.2	10.1
Minimum percentage missing in any one school	0	0	0
Standard deviation	4.5	2.9	1.6
Total number of schools	152	143	107

*Schools have been grouped in quartiles based on the average total Section 26 point scores in 2004 public examination for pupils at the end of the final year of compulsory schooling in each school. Schools in the lowest quartile are mainly comparatively small special schools, and have been excluded from this Table

At the maximum, 57 pupils were missing from the final year of compulsory education in one school in the lower public examination attainment quartile, (23.3 per cent of 14 year old pupils in that school). In terms of numbers, at the minimum no pupils were missing from one school in each of the lower and the next to the highest raw core public examination quartiles, and no pupils were missing from 18 schools in the highest raw score public examination quartile.

In terms of the percentage of pupils aged 14 in 2004 who were missing from the final year of compulsory schooling in 2005, at the maximum 23.7 per cent (N=52) were missing from one school in the lower raw score public examination quartile and, again, at the minimum, 0.0 per cent of pupils were missing from at least one school in each of the three performance quartiles for which data are shown. Forty two pupils were missing from the final year of compulsory education in one school in the next to highest quartile of raw score attainment in public examinations (14.2 per cent of the age group in that school). Eighteen pupils were missing from the final year of compulsory education in one school in the highest quartile of raw score attainment in public examinations (10.1 per cent of the age group in that school).

The variation in the percentage of children missing from the final year of education in different schools might suggest that research focussing on practice in individual schools would shed more light on the issue than research which attempts to explain variation between local authorities, or research which focuses exclusively on schools with low average raw score attainment at key stage 3 and key stage 4. Given the very low proportion of pupils, shown in Figure 5, who transfer to different maintained schools for the last year of compulsory schooling, local authorities should themselves be able to identify the number of children missing from the final year of compulsory education in the schools they maintain.

The same variation in the percentage of children missing from the final year of compulsory education presents a challenge to the way in which pupil and school performance data are interpreted. The 2,283 pupils with low attainment at key stage 3 shown in Table 11, who were missing from the final year of compulsory schooling, were not confined to schools in the lower quartile of raw score attainment in public examinations, but were disproportionately represented in schools in that quartile. Since prior attainment at key stage 3 will be a good statistical predictor of attainment in public examinations two years later, the absence of these pupils from the school record in the year when public examinations are taken will lead to an underestimate of low attainment in London, and reference note 12 points to a further way in which low attainment may be underestimated by current reporting practice.

The concentration of children missing the final year of compulsory education in schools with comparatively low raw score attainment in public examinations may also well lead to a distortion of our view of levels of attainment in schools which have pupils on roll with low levels of attainment at key stage 3, but where none or very few of those pupils are missing from the final year of compulsory schooling. How the issue of missing children might best be approached in analyses of attainment warrants further discussion, but can hardly be legitimately ignored.

7. Social vulnerability and 'missing' children – highlighting the need for further qualitative analysis

The 2003 Green Paper *Every child matters*, which was a precursor to the 2004 Children Act, opens with a foreword by the then Prime Minister. The second paragraph of the foreword includes a reference to the death of Victoria Climbié, and signals a concern with the well being of all children individually.

So far this Briefing has pointed to affluence, poverty, missing records of educational attainment, and to raw score attainment in the school attended by a child as major key correlates of children being 'missing' from state education, though it has also pointed the major variations in the number and proportion of pupils missing from individual schools.

Data in the London Pupil Dataset can be analysed to determine whether social vulnerability is a factor associated with 'missing' children, and be analysed in such a way as to give 'early warning' indicators of groups particularly at risk. The numbers of young people involved may be small, but as the Green Paper indicates, the risks to those children can be very high. This section provides preliminary information on missing children, special educational need and looked after status. As well as showing their propensity to be missing from maintained schools, the numbers involved are also shown to add perspective. The numbers can be small, and while this does not mean that they are irrelevant, readers are asked to bear those numbers in mind.

Approximately 1 in 5 pupils in London has a record of special educational need (SEN), and Table 12 provides information on the roll status of children in individual age groups who have a record of one particular type of SEN. Table 12 is included in the main part of the Briefing, rather than in the statistical appendix, both to show the pronounced differences that can exist between pupils with this type of SEN record and pupils who have no SEN record but also, and in line with the point made above, to show the numbers involved. While the percentage differences can be large, the actual numbers of pupils involved can be small. Pupils with this type of SEN record are a minority of the pupils missing from the final year of compulsory education.

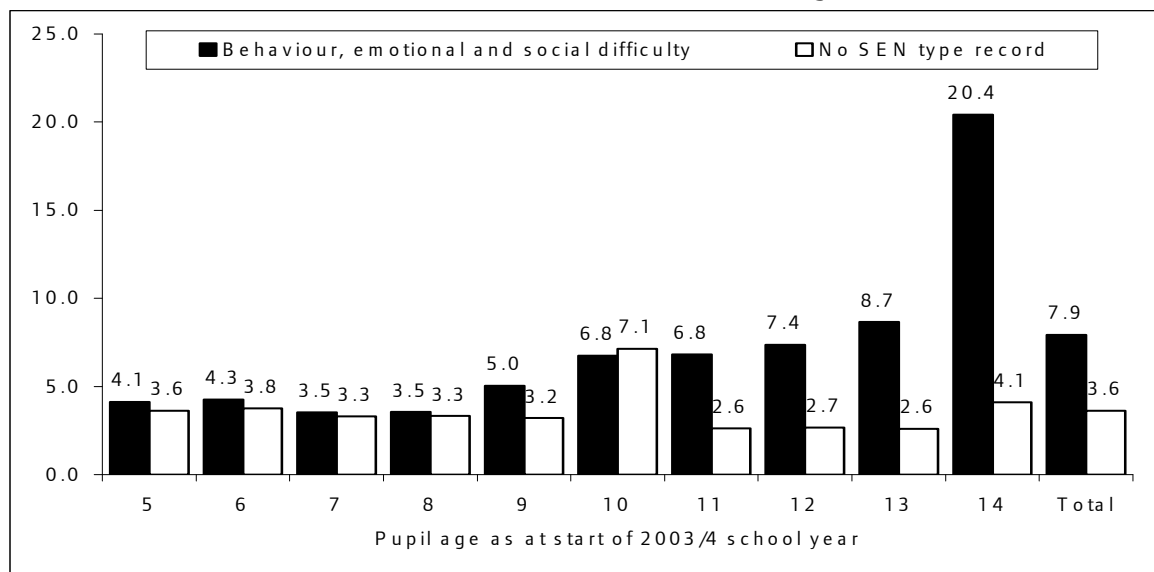
Allowing for the point that the actual numbers are small, Figure 17 shows unequivocally that pupils with a record of behavioural, emotional and social difficulty are particularly likely to be missing from the final year of compulsory education (N=566). Local authorities will be able to assess whether children in this group aged 14 or 15 are being transferred to Pupil Referral Units, though why the proportion of pupils with that type of SEN record are missing from mainstream state schooling in the last year of compulsory education remains a moot point. However, the evidence from the LPD does point to a possible area of risk, which might usefully be explored further.

Table 12. Pupils with no SEN type record in 2004 and pupils with a record of behaviour, emotional and social difficulty in 2004. Roll status in 2005

	Behaviour, emotional and social difficulty			No SEN type record		
	No 2005 LPD record	With 2005 LPD record	Total	No 2005 LPD record	With 2005 LPD record	Total
<i>Age in 2004</i>						
<i>Number</i>						
5	46	1,071	1,117	2,785	74,118	76,903
6	58	1,305	1,363	2,887	73,872	76,759
7	55	1,501	1,556	2,428	71,118	73,546
8	68	1,849	1,917	2,407	70,065	72,472
9	109	2,057	2,166	2,315	69,760	72,075
10	153	2,113	2,266	5,092	66,257	71,349
11	120	1,641	1,761	1,887	70,156	72,043
12	169	2,127	2,296	1,911	69,812	71,723
13	241	2,545	2,786	1,842	69,370	71,212
14	566	2,205	2,771	2,894	67,626	70,520
Total	1,585	18,414	19,999	26,448	702,154	728,602
<i>Percentage</i>						
5	4.1	95.9	100.0	3.6	96.4	100.0
6	4.3	95.7	100.0	3.8	96.2	100.0
7	3.5	96.5	100.0	3.3	96.7	100.0
8	3.5	96.5	100.0	3.3	96.7	100.0
9	5.0	95.0	100.0	3.2	96.8	100.0
10	6.8	93.2	100.0	7.1	92.9	100.0
11	6.8	93.2	100.0	2.6	97.4	100.0
12	7.4	92.6	100.0	2.7	97.3	100.0
13	8.7	91.3	100.0	2.6	97.4	100.0
14	20.4	79.6	100.0	4.1	95.9	100.0
Total	7.9	92.1	100.0	3.6	96.4	100.0

Source: merged 2002 2003 2004 2005 LPD

Figure 17. Percentage of pupils by age with a 2004 LPD record but no 2005 LPD record. Those with no 2004 SEN record and those with a 2004 record of behaviour, emotional and social difficulty.



Source: merged 2002 2003 2004 2005 LPD

A local authority can take a child into care if it has concerns that the child is vulnerable to abuse and/or neglect, and those in care are often referred to as 'looked after' children. As Table 13 shows, these children would be described as disadvantaged and/or vulnerable.

Table 13. Educational outcomes for looked after and all children in England, 2004.

	Looked after children	All children		Looked after children	All children
<i>Percentage reaching nationally expected levels in 2004 key stage tests/tasks</i>					
Key stage 1 reading test/task	54.4	85.0	Key stage 2 science	53.0	86.0
Key stage 1 writing task	48.3	82.0	Key stage 3 English	22.5	71.0
Key Stage 1 mathematics test	63.5	90.0	Key stage 3 mathematics	25.8	73.0
Key stage 2 English	39.9	77.0	Key stage 3 science	20.8	66.0
Key stage 2 mathematics	37.2	74.0			
Percentage achieving 5+ GCSE A*-C grades or equivalent	9.4	54.0	Percentage who were in year 11 in 2003/4 and were unemployed in September 2004	22.2	5.8
Percentage with a statement of SEN	27.4	3.0	Percentage aged 10-17 convicted of an offence or subject to a final warning/reprimand. 12 months to 30th September 2004	9.3	3.3

Source: Web tables associated with DCSF Statistical First Release 19/2005 *Outcome indicators for looked after children: 12 months to 30th September 2004, England* and available at the time of writing at <http://www.DCSF.gov.uk/rsgateway/DB/SFR/s000577/index.shtml>

Looked after children tend to have lower levels of attainment than other children, and the position deteriorates with age. Less than one in ten achieve five higher grade passes in public examinations at the end of compulsory schooling. More than a quarter of looked after children have statements of SEN, and nearly a quarter were unemployed immediately after the end of compulsory schooling.

Table 8 shows the number of pupils who had a record in the 2004 LPD, were still of compulsory school age in 2005, and could reasonably be expected to be on roll somewhere in that year. Figures are given separately for children who had a record of being in care at any point while at the school attended in 2004, and for pupils who had no record of being in care. Changes in foster parents may involve changing schools, which does increase the risk of the continuity in pupil records being broken. However, an individual local authority is acting in loco parentis for looked after children, and it is reasonable to expect that social workers involved in face to face work with such children or with children at risk who were not looked after would, as a matter of course and as any reasonable parent would, themselves record the details of the school attended. It is doubtful whether a failure to do this or a loss of records, four years after the death of Victoria Climbié can be acceptable, if indeed it ever could have been.

Table 14. Pupils aged 5 to 14 in 2004. Pupil age and looked after at any point in 2004 school 2004 by roll status in 2005. London Pupil Dataset.

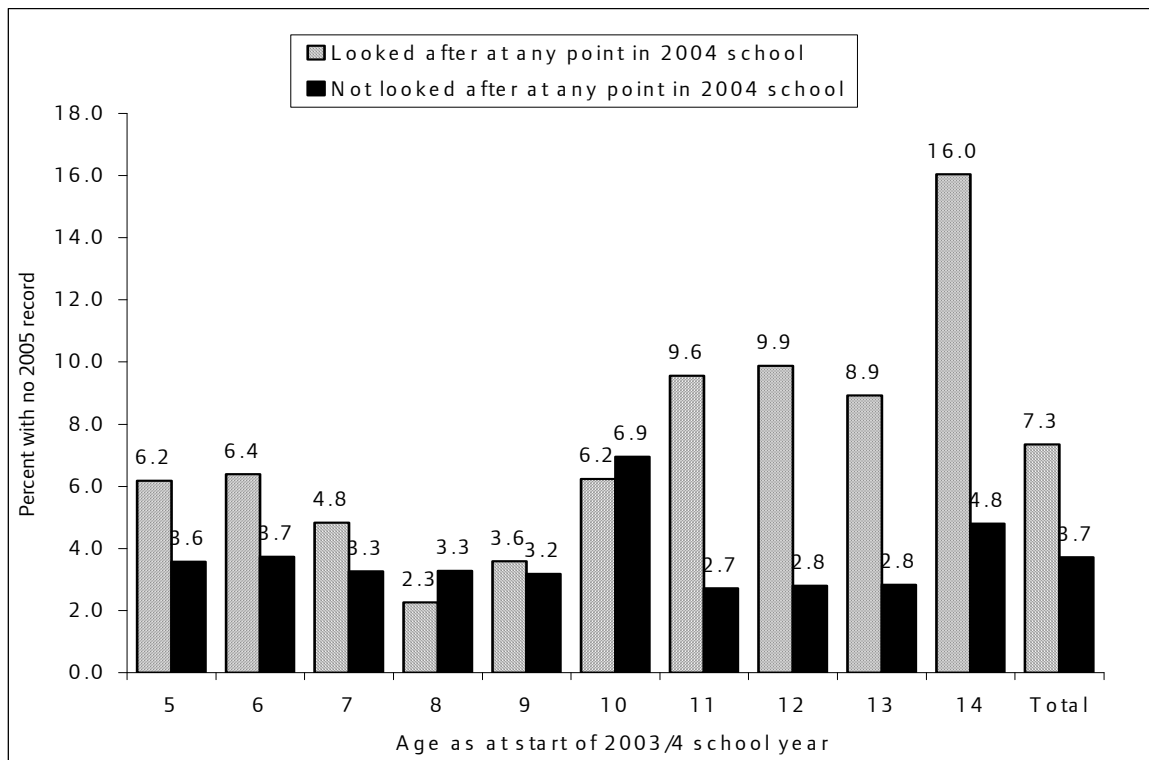
	Pupil has no 2005 record			Pupil has 2005 LPD record		
	Pupil "looked after" at some point while at current school	Pupil never "looked after" while at current school	Total	Pupil "looked after" at some point while at current school	Pupil Never "looked after" while at current school	Total
Age in January 2004 as at 31 st August 2003						
Number						
5	20	2,935	2,955	304	79,303	79,607
6	26	3,111	3,137	381	80,443	80,824
7	19	2,657	2,676	375	78,763	79,138
8	10	2,659	2,669	431	78,455	78,886
9	16	2,585	2,601	429	78,535	78,964
10	31	5,607	5,638	466	75,096	75,562
11	24	2,172	2,196	227	77,769	77,996
12	31	2,236	2,267	283	77,651	77,934
13	37	2,251	2,288	378	77,254	77,632
14	78	3,764	3,842	408	74,621	75,029
Total	292	29,977	30,269	3,682	777,890	781,572
Percentage						
5	0.7	99.3	100.0	0.4	99.6	100.0
6	0.8	99.2	100.0	0.5	99.5	100.0
7	0.7	99.3	100.0	0.5	99.5	100.0
8	0.4	99.6	100.0	0.5	99.5	100.0
9	0.6	99.4	100.0	0.5	99.5	100.0
10	0.5	99.5	100.0	0.6	99.4	100.0
11	1.1	98.9	100.0	0.3	99.7	100.0
12	1.4	98.6	100.0	0.4	99.6	100.0
13	1.6	98.4	100.0	0.5	99.5	100.0
14	2.0	98.0	100.0	0.5	99.5	100.0
Total	1.0	99.0	100.0	0.5	99.5	100.0

Source: merged trimmed 2004 and 2005 LPDs

Figure 18 provides information on the percentage of looked after children, and children who were not 'looked after' in each age group who were on roll in 2004, but who had no 2005 LPD record. For example, 486 pupils aged 14 in 2004 had 'looked after' status. Of these, 78 (16 per cent) had no 2005 record.

It is clear that the propensity to be 'missing' from the 2005 record is, once more, most pronounced in the final year of compulsory schooling. This is another case where a pupil characteristic, in this case looked after status, should provide an early warning of a risk that a child may be missing from maintained education.

Figure 18. Children looked after at any point in school attended in 2004 and 'non-looked after children'. Percentage in each age group with no 2005 record



Source: merged 2002 2003 2004 2005 LPD

Figure 18 is based on Table 14 and, once more, that Table is shown in the main text to highlight the number of children the Figure refers to. Those numbers are small; looked after children form a small minority of pupils missing from the final year of compulsory education.

Nonetheless, the pattern is relatively clear. While secondary transfer is the single main point for children as a whole to 'go missing' from the maintained school record, the pattern for looked after children, and for children with a SEN record of behaviour, emotional and social difficulty is different. Age 14 is the peak age after which pupils are missing from the LPD record. This is not consistent with a pattern of transfers to independent schools, which would explain some and possibly most, of the loss of pupils from the maintained sector at the point of secondary transfer.

Given the clear parallels between the incidence of 'being missing' from the LPD record amongst children with a SEN record of behaviour, emotional and social difficulty and amongst looked after children, might it be that the two groups are made up of the same children? Table 15 shows that looked after children are approximately five times more likely than other children to have a record of SEN, and that they are ten times more likely to have a record of behaviour, emotional and social difficulty.

Table 15. 2004 LPD. Main SEN type and whether a pupil has ever been looked after at current school

	Pupil "looked after" at some point while at current school	Pupil never "looked after" while at current school	Total
<i>Main SEN type 2004 - number</i>			
Specific learning difficulty	192	15,167	15,359
Moderate learning difficulty	662	23,562	24,224
Severe learning difficulty	119	4,471	4,590
Profound and multiple learning difficulty	32	1,365	1,397
Behaviour, emotional and social difficulty	1,002	22,583	23,585
Speech, language and communication difficulty	235	13,381	13,616
Hearing impairment	27	2,153	2,180
Visual impairment	12	1,163	1,175
Multi-sensory impairment	40	193	233
Physical disability	35	3,323	3,358
Autistic spectrum disorder	110	4,934	5,044
Other difficulty/disability	76	4,307	4,383
No SEN type record	2,464	991,786	994,250
Total	5,006	1,088,388	1,093,394
<i>Main SEN type 2004 - percentage</i>			
Specific learning difficulty	3.8	1.4	1.4
Moderate learning difficulty	13.2	2.2	2.2
Severe learning difficulty	2.4	0.4	0.4
Profound and multiple learning difficulty	0.6	0.1	0.1
Behaviour, emotional and social difficulty	20.0	2.1	2.2
Speech, language and communication difficulty	4.7	1.2	1.2
Hearing impairment	0.5	0.2	0.2
Visual impairment	0.2	0.1	0.1
Multi-sensory impairment	0.8	0.0	0.0
Physical disability	0.7	0.3	0.3
Autistic spectrum disorder	2.2	0.5	0.5
Other difficulty/disability	1.5	0.4	0.4
No SEN type record	49.2	91.1	90.9
Total	100.0	100.0	100.0

Source: merged 2002 2003 2004 2005 LPD

However, while looked after children are more likely than other children to have that record of SEN, they account for only 1,002 (4.2 per cent) of the 22,583 pupils with a record of behaviour, emotional and social difficulty. Additionally, 566 pupils aged 14 with a record of emotional, behaviour or social difficult in 2004 were missing from the 2005 record, while a much smaller number (78) of looked after children aged 14 were missing in the same way. Those numbers are shown in Tables 13 and 14. The issue, then, is not so much that a single group of vulnerable children are particularly likely to 'go missing' from the last year of compulsory education in mainstream maintained schools, but that at least two groups of vulnerable children have a comparatively high probability of 'be missing' from the LPD record during the final year of compulsory schooling.

The evidence so far in this Briefing indicates that affluence *and* a number of forms of social disadvantage are separately associated with children being missing from the maintained school record. Social disadvantage can be 'segmented' as well as cumulative. The link with affluence is

shown in the propensity of different groups of children to be missing from state education immediately after the point of secondary transfer, and the link with different segments of disadvantage is shown most clearly in the propensity of young people to be missing from the final year of compulsory schooling. These individuals may well miss the public examinations which take place at the end of that year, and young people who leave school without examination passes will, as DMAG Briefing 2004/6 showed, be at a sizeable disadvantage in London's labour market.

The LPD contains a wide range of data, but it does not contain 'everything'. There are additional variables which might usefully be included in the collection of pupil level data nationally, and some of these are referred to in the Briefing. However, there is clearly scope for further research based on, for example, face to face interviews with young people, parents and teachers, to add to understanding of how socially vulnerable pupils are so often missing from maintained schooling. The same type of research might usefully also shed light on why parents who do not have to pay the fees charged by independent schools instead elect to do so.

8. Conclusions

Current pupil level datasets cannot be used to create a dataset of children who are missing from school. However, existing pupil level data from the NPD can be used by local and central government as well as in education research and statistics, in at least two ways to infer the numbers involved, to identify the ages when young people are most likely to 'be missing' from state schooling, and to identify at least some of the characteristics and circumstances of missing children.

A comparison of pupil headcounts from the London Pupil Dataset and from the 2001 national census points to a clear link between age and the propensity to be missing from maintained schooling. Pupils of primary age are more likely than pupils of secondary age to be accounted for by the maintained school roll, and pupils in the final year of compulsory schooling are least likely to be accounted for by the maintained school roll. A further analysis involving estimates of average income in each London ward points clear link between level of affluence and the propensity to be missing from maintained schooling.

Longitudinal data from the LPD confirm that pupils from affluent areas are particularly likely to 'be missing' from the maintained school roll after the point of secondary transfer and this, combined with information based on a comparison of headcounts from the LPD and the national census, is consistent with a take up of places in independent schools by parents in more affluent areas. By national standards London has a high percentage of its population in the high income group, which provides part (but only part) of the explanation of the high level of take up of places at independent schools in London.

Longitudinal data from the LPD also suggests that the tendency for children to be missing from the last year of compulsory schooling is associated with social and educational disadvantage. Pupils with no, or low records of attainment at key stage 3 were amongst the groups most likely to be missing from that year of education. Of these, the majority attended secondary schools which themselves had comparatively low levels of raw score attainment in public examinations.

Some of those 'missing' pupils will have transferred to Pupil Referral Units (PRUs), but the number aged 15 on roll in PRUs is simply too small to account for all missing 15 year olds. In any event, transfers to PRUs for the final year of compulsory schooling does not negate the issues raised in the Briefing, and this was pointed out in Section 4.

..... whether or not they (missing 15 year olds) all transfer to PRUs is, in one sense, beside the point. In this instance, the key issue is why there should be such a marked tendency for this group of children to be missing *in particular from the final year of compulsory schooling* in maintained schools.

The Briefing confirms that children from low income areas are not only more likely to be missing from secondary schooling, but also that they are likely to have low levels of attainment in key stage tests which is, as noted above, itself a factor associated with children being missing from the last year of compulsory schooling. However, while the tendency to be missing from secondary education is most pronounced amongst the socially and educationally disadvantaged,

it would be a mistake to interpret the issues raised in the Briefing as reflecting a simple two fold division between pupils who are disadvantaged and 'the rest'. In the secondary phase, and as with low attainment, the issue of missing children is most pronounced amongst the least advantaged, least pronounced amongst the most advantaged and shows that pupils with intermediate levels of social advantage can have an intermediate propensity to be missing from school.

More bluntly, the evidence in the Briefing does not support any simple view that pupils can simply be divided into 'working class children' (where there are problems) and 'middle class children' (where those problems do not really exist). This is not to say that socio-economic differences between pupils, and how socio-economic characteristics influence educational outcomes, including the different opportunities schools present to children, are statistically not worth investigating. The Briefing in fact points in the opposite direction, but it does not provide or claim to provide a systematic analysis of how class, or that very different beast socio-economic status, bears on education. There is useful broad gauge systematic research now under way in universities, but this has yet to reach its maximum audience outside academia. Many otherwise involved in education have very little hard systematic evidence which would show what class with all its fine gradations actually means for education (with all its fine gradations) and vice versa in contemporary London. We might for example assume that White British pupils entitled to free school meals were working class children but, even if that were reasonable, it would not be reasonable to assume without evidence that their experiences or educational circumstances and outcomes were representative of 'the working class and education'. The same might be said of small scale studies of limited numbers of people deemed to be 'middle class'. Much of this work has a sense that there probably is a relationship between social formations, including systems of stratification, and educational formations, but it is not entirely clear what that relationship is.

The Briefing does confirm that children missing from the final year of compulsory schooling are particularly likely to have no or low records of attainment at key stage 3, and that there is a degree of variation between different schools in the number and percentage of fourteen year olds who are missing from school one year later. The latter *may* provide scope for the sharing of good practice, and local authorities already largely hold, or in principle have access to, the information needed for them to work with schools in this respect.

However, given the importance of prior attainment as a predictor of attainment in public examinations, the link between children being missing at age 15 and low or no attainment at key stage 3 must raise issues about how researchers accommodate this within analyses of attainment at the end of compulsory schooling. Contemporary analyses simply underestimate low attainment in some schools and, potentially, 'penalise' schools which successfully provide low attaining children with an education up to the end of compulsory schooling.

Additionally, the current practice of funding schools on the basis of the number of pupils on roll *may* provide an incentive for schools to turn a blind eye to pupils who leave during the early part of the penultimate year of schooling, who then appear on the roll as fourteen year olds in the January pupil survey for that year. Equally, the pressures of school performance tables *may*

provide an incentive for schools to remove these, and possibly other, children from the record of pupils in the final year of compulsory schooling.

Any set of performance indicators invites game playing. Where there are incentives to distort information, data collection needs to be accompanied by checks and balances which reduce background noise. One simple expedient would be, as suggested, for local authorities to review and act on the data already available to them. A further response may be to lobby for the leaving date of any pupil leaving a school in the previous twelve months, and leaver destinations, to be included in the pupil level data collected from schools nationally each January. This may also help reduce the number of cases where the issue is one of missing records rather than missing children. These points are, of necessity, speculative. However, there is no doubt that the framework within which data are collected will have a bearing on the nature of the information gathered, and it is to this point that Appendix A to this Briefing turns.

References and Notes

1. David Ewens *Ethnicity and attainment in schools. An analysis of the 2002 and 2003 London Pupil Datasets* DMAG Briefing 2005/31 appendix Tables A16, A18 and A20.
 2. David Ewens *Moving home and changing schools – 1. Widening the analysis of pupil mobility* DMAG Briefing 2005/32
 3. David Ewens *The London Pupil Dataset*
 4. C.A.R. Crosland *The Future of Socialism* Jonathan Cape 1957 pages 260 – 261
 5. *Excellence in Schools* HMSO 1997 page 10
 6. Source: web Tables 7a and 7b associated with *Statistics of Education Schools in England 2004 Edition*, and available at <http://www.DCSF.gov.uk/rsgateway/DB/VOL/v000495/index.shtml> and Average Salaries of full-time teachers in England and Wales, available at <http://www.DCSF.gov.uk/rsgateway/DB/TIM/m002016/index.shtml> (salaries)
Source: web Tables 7a and 7b associated with *Statistics of Education Schools in England 2004 Edition*, and available at <http://www.DCSF.gov.uk/rsgateway/DB/VOL/v000495/index.shtml> and Average Salaries of full-time teachers in England and Wales, available at <http://www.DCSF.gov.uk/rsgateway/DB/TIM/m002016/index.shtml>
 7. Adam Swift *How not to be a hypocrite. School choice for the perplexed parent*, Routledge, 2003, provides a readable polemic on parental choice in education, include choice of independent schooling.
- Researchers are not fully agreed on the educational impact of different ptrs or class size, and in some cases have found little or no effect. However, in England that research is largely based on data for maintained schools. The difference between the average ptr found in independent schools and the average ptr in maintained schools is larger than the difference between ptrs in the mainstream maintained schools. An investigation of the impact of ptrs and/or class size in a sample of maintained *and* independent schools may prove illuminating.
8. See Lovedeep Vaid *PayCheck 2004. An analysis of household income data for London* DMAG Briefing 2004/27 and Lovedeep Vaid *PayCheck 2005. An analysis of household income data for London* DMAG Briefing 2005/29
 9. Source: Table 5 is based on summary information in tables provided on request by DCSF. Figures have been rounded to the nearest 10, and totals may not always agree.
indicates that fewer than 3 pupils were on roll.
 10. Lovedeep Vaid *Unequalised and Equalised Household Income* DMAG Briefing 2006/34

11. By law, all children in maintained schools in England must be taught the national curriculum. Pupils are taught in national curriculum year groups. These largely match pupils' chronological age groups, but do not have to match them exactly. In 2004, more than 2000 pupils aged 15 were not included in national curriculum year group 11, which is the standard national curriculum year group for pupils in the last year of compulsory schooling. Some of these out of year pupils may stay on to take public examinations one year after the end of compulsory schooling, while others may leave with no examination passes. See note 12 below.

12. Point scores for key stage 2 assessments are 15 for pupils working below the level of the test, not awarded a test level or at level 2, 21 for pupils at level 3, 27 for pupils at level 4 and 33 at level 5. Given assessments in English, mathematics and science, the maximum pupil point score is 99. See Department for Children, Schools and Families (DCSF) Statistical First Release (SFR) 22/2005 *National Curriculum Assessments at Key Stage 2, and Key Stage 1 to Key Stage 2 Value Added Measures in England, 2003/2004 (Final)*

Point scores in public examinations at the end of compulsory schooling are now given for a wider range of examinations than in the past, consistent with sections 96, 98, 100 and 101 of the Learning and Skills Act 2000. For the sake of simplicity, these are referred to as Section 96 point scores. The majority of pupils continue to take GCSEs as the main public examination, and points are allocated to grades as follows: grade A*=58 points; grade A=52 points; grade B=46 points; grade C=40 points; grade D=34 points; grade E=28 points; grade F=22 points and; grade G=16 points.

Point scores and Section 96 qualifications are explained further on the DCSF website at <http://www.dcsf.gov.uk/performance/tables/nscoreingsys.shtml>

Pupils on roll in 2004 aged 5 to 14. Number and percentage of pupils not in the expected national curriculum year group

Pupil age at start of school year	End of key stage	Pupils 'in year' or 'out of year'		Total	Percentage 'out of year'
		In year	Out of year		
5		81,704	858	82,562	1.0
6	Key stage 1	82,932	1,029	83,961	1.2
7		80,755	1,059	81,814	1.3
8		80,639	916	81,555	1.1
9		80,644	921	81,565	1.1
10	Key stage 2	80,343	857	81,200	1.1
11		78,762	1,430	80,192	1.8
12		78,702	1,499	80,201	1.9
13	Key stage 3	78,236	1,684	79,920	2.1
14		77,123	1,748	78,871	2.2
15	Key stage 4	74,938	2,242	77,180	2.9
Total		874,778	14,243	889,021	1.6

Source: merged 2002 2003 2004 2005 LPD

From 1992 national performance tables provided information on public examination results for all pupils at the end of compulsory schooling, irrespective of their national curriculum year group. Before that, results were published for pupils at the end of key stage 4. Schools could

determine whether a pupil in the last year of compulsory education had reached the end of key stage 4, and should be included in performance tables. The evidence published by one London borough (Haringey) in 1993 was that comparatively few pupils stayed on an extra year after the end of compulsory schooling to sit public examinations. The data are available in the Council's booklets of examination results in individual schools. There is a distinct possibility that reporting attainment at the end of key stages underestimates the extent of under achievement, especially at the end of compulsory schooling, and this Briefing continues earlier practice of reporting attainment in chronological pupil age groups.

Appendix A. Continuity and discontinuity in the pupil record. Age, gender and ethnicity

There are a variety of reasons why data can be missing from datasets or be recorded inconsistently. Inconsistent or missing data are more likely where

- providing or recording information is technically difficult as with, for example, a badly designed questionnaire
- the information being provided has a low salience for the provider
- the framework for recording data allows itself allows individuals to provide different answers
- the information is genuinely missing, as in the case of somebody who left an area between neighbourhood surveys carried out at two points in time
- the information genuinely changes, for example where the individual's perception of his or her own nationality changes with, for example, a shift in self-identification from being English to being British (or vice versa)
- those reporting information have an incentive to engage in game playing.

Tables A1 and A2, which are based on individual pupil records in the London Pupil Dataset, show the level of consistency in the record of age and gender for the same individuals at two points in time. The record of age is marginally more consistent than the record of gender, though both show a high level of consistency.

Table A1. Pupils on roll in 2003 and in 2004. Consistency in records of age by 2004 pupil home area

	2004 and 2003 records			2004 and 2003 records		
	Not aliened		Total	Alianed	Not aliened	Total
	N.	N.	N.	%	%	%
Pupils living in inner London	318,223	455	318,678	99.9	0.1	100.0
Pupils living in outer London	622,991	574	623,565	99.9	0.1	100.0
Pupils living in Greater London	941,214	1,029	942,243	99.9	0.1	100.0
Pupils living elsewhere	10,209	2	10,211	100.0	0.0	100.0
Pupil home area not identified	12,879	25	12,904	99.8	0.2	100.0
Total, all pupils	964,302	1,056	965,358	99.9	0.1	100.0

Source: Merged 2003 2004 2005 LPD

Note: this table excludes pupils whose home areas could not be identified and pupils who were on roll for only one of the two years

Table A2. Pupils on roll in 2003 and in 2004. Gender match by pupil home area

	2004 and 2003 records			2004 and 2003 records		
	Aligned N.	Not aligned N.	Total N.	Aligned %	Not aligned %	Total %
Pupils living in inner London	317,604	1,074	318,678	99.7	0.3	100.0
Pupils living in outer London	622,177	1,388	623,565	99.8	0.2	100.0
Pupils living in Greater London	939,781	2,462	942,243	99.7	0.3	100.0
Pupils living elsewhere	10,197	14	10,211	99.9	0.1	100.0
Home area not identified	12,838	66	12,904	99.5	0.5	100.0
Total, all pupils	962,816	2,542	965,358	99.7	0.3	100.0

Source: Merged 2003 2004 2005 LPD

Note: this table excludes pupils whose home areas could not be identified and pupils who were on roll for only one of the two years

Tables A3 onwards show consistency and inconsistency in the record of ethnicity, and a record is labelled as 'inconsistent' if it is not *exactly* the same in both 2003 and 2004. Looked at this way, the record of ethnicity is less consistent than the record for age and gender, and this is at least partly linked to the framework for collecting the information. It may also reflect a degree of fluidity in how people think about ethnicity, or the use of ethnic categories which reflect patterns of migration to Britain from individual countries or continents overseas rather than individuals' cultural identity. (At the time of writing work is in progress relating ethnicity to language. One map of south-east Ethiopia, available on the internet at www.ethnologue.com/maps/ETHSW_ET.jpg, lists 87 separate ethnic groups in that region. All of these, and many other ethnic groups elsewhere in Africa, are all subsumed under the general ethnic category 'Black African').

Ethnicity is collected as one item of information for each pupil and, for the main part, is recorded under one of eighteen ethnic subcategories. Each ethnic *subcategory* can be grouped under, or 'mapped back', to a more limited number of *main* ethnic categories. Those main categories can be, and are, used in national reports by the Department for Children, School and Families (DCSF).

Additionally, schools in some authorities are entitled to use '*extended*' ethnic categories. These are more detailed than ethnic subcategories, but each extended category maps back to an ethnic subcategory. Extended categories have been negotiated by individual local authorities with the DCSF. The list of categories used will vary from one local authority to another.

The source record in the National Pupil Dataset, on which the 2003 and 2004 London Pupil Dataset are largely based, is therefore held in a single variable (or 'field') in which some pupils have a record based on ethnic subcategories, while others have a record based on extended ethnic categories. In the LPD, extended ethnic categories have been mapped back to ethnic subcategories, to create a separate 'ethnic subcategories' variable. They have also been mapped

back to main ethnic categories to create a separate ‘main ethnic’ categories variable. The LPD for 2003 and 2004 therefore contains three records of ethnicity, including the source categories, ethnic subcategories and main ethnic categories. Appendix Table A4 in DMAG Briefing 2005/8 (The National and London Pupil Datasets. An Introductory Guide for Researchers and Research Users), provides the full list of extended ethnic categories and the number of pupils in each group. It also shows which ethnic subcategories these map back to, and the main ethnic categories to which those subcategories map back.

Table A3 uses individual pupil level data to cross cross-reference the record of main ethnic category, the broadest category, in 2003 with the record of main ethnic category in 2004. The figures in bold show the number of pupils with consistent records in the two years. Table A4 shows those figures in percentage terms.

Amongst pupils on roll in both 2003 and 2004, 933,818 pupils (96.7 per cent) of a total of 965,358 pupils had consistent records of main ethnicity. Viewed this way, the level of consistency in the record of ethnicity is high, but not as high as in the record of age and gender. For example, amongst pupils listed as ‘White’ in 2003, 1,721 were listed as having a multiple heritage in 2004, 250 were listed as Asian or Asian British, and 657 were listed as Black or Black British. Additionally, the level of inconsistency in the ethnic record over time increases when pupils are grouped in terms of the more detailed ethnic subcategories, and increases further when extended ethnic categories are taken into account.

Table A3. All pupils with 2003 and 2004 LPD records. 2003 by 2004 main ethnic categories – number

	2004 pupil ethnicity, main ethnic categories								Total
	White	Multiple heritage	Asian or Asian British	Black Or Black British	Chinese	Any other ethnic heritage	Refused or not yet obtained	Missing data	
<i>Pupil main ethnic categories in 2003</i>									
White	494,675	1,721	250	657	31	1,201	1,679	35	500,249
Multiple heritage	1,639	56,721	441	1,283	50	521	285	9	60,949
Asian or Asian British	283	485	155,533	352	37	656	250	13	157,609
Black or Black British	725	1,797	389	171,143	34	410	547	29	175,074
Chinese	24	58	33	9	7,206	81	22	4	7,437
Any other ethnic group	1,113	558	946	444	90	31,228	168	8	34,555
Information refused or not obtained	6,940	908	889	1,821	64	538	17,224	7	28,391
No record of ethnicity	431	63	250	160	11	44	47	88	1,094
Total	505,830	62,311	158,731	175,869	7,523	34,679	20,222	193	965,358

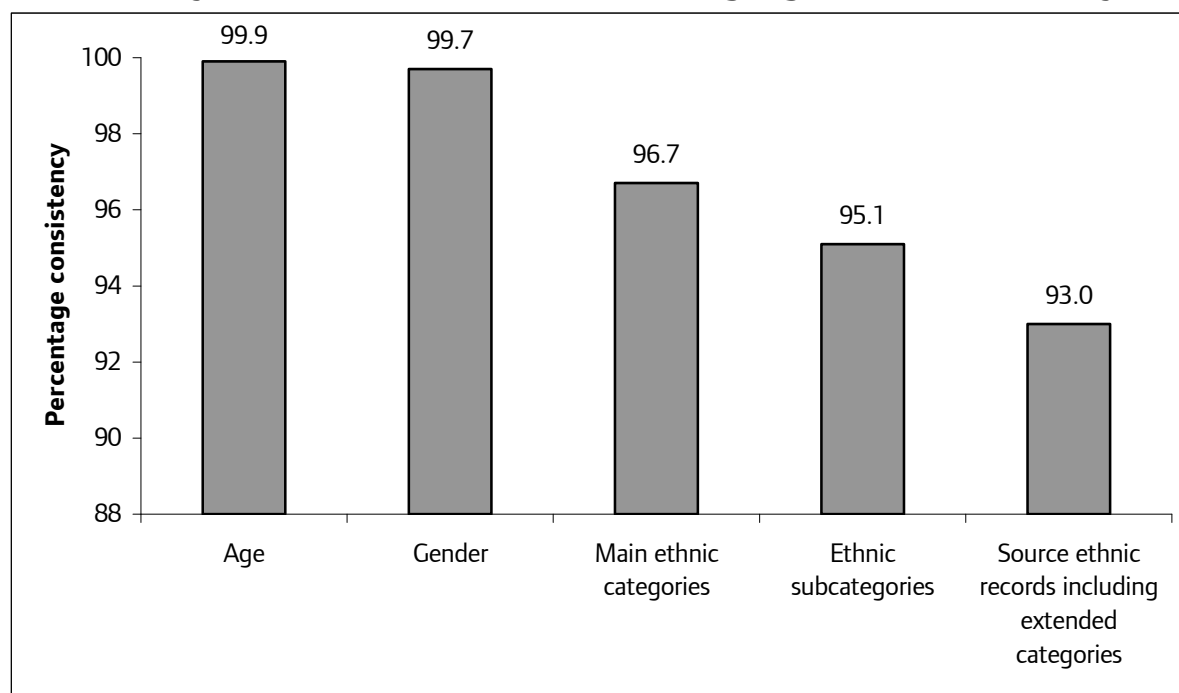
Source: merged 2002 2003 2004 2005LPD

Table A4. All pupils with 2003 and 2004 LPD records. 2003 by 2004 main ethnic categories – percentage

	2004 pupil ethnicity, main ethnic categories								Total
	White	Multiple heritage	Asian or Asian British	Black or Black British	Chinese	Any other ethnic heritage	Refused or not yet obtained	Missing data	
<i>Pupil main ethnic categories in 2003</i>									
White	98.9	0.3	0.0	0.1	0.0	0.2	0.3	0.0	100.0
Multiple heritage	2.7	93.1	0.7	2.1	0.1	0.9	0.5	0.0	100.0
Asian or Asian British	0.2	0.3	98.7	0.2	0.0	0.4	0.2	0.0	100.0
Black or Black British	0.4	1.0	0.2	97.8	0.0	0.2	0.3	0.0	100.0
Chinese	0.3	0.8	0.4	0.1	96.9	1.1	0.3	0.1	100.0
Any other ethnic group	3.2	1.6	2.7	1.3	0.3	90.4	0.5	0.0	100.0
Information refused or not obtained	24.4	3.2	3.1	6.4	0.2	1.9	60.7	0.0	100.0
No record of ethnicity	39.4	5.8	22.9	14.6	1.0	4.0	4.3	8.0	100.0
Total	52.4	6.5	16.4	18.2	0.8	3.6	2.1	0.0	100.0

Source: merged trimmed 2002 2003 2004 LPD

Figure A1. Pupils on roll in both 2003 and 2004. Percentage of pupils on roll in both years with consistent records - age, gender and ethnicity



Source: merged 2002 2003 2004 2005 LPD

See tables A1 to A3 for detailed information on in the record of main ethnicity, ethnic subcategories and extended ethnic categories.

Consistency in the record of ethnicity also falls if a pupil changes school, and particularly if a pupil moves from a school in one borough to a school in another borough. Amongst the latter, almost half the source records in 2004 were different from those in 2003. Even amongst the broad main ethnic categories, 15 per cent of records for pupils in this group were inconsistent.

This is approximately 10 percentage points above the level of inconsistency in the record of main ethnic group as a whole.

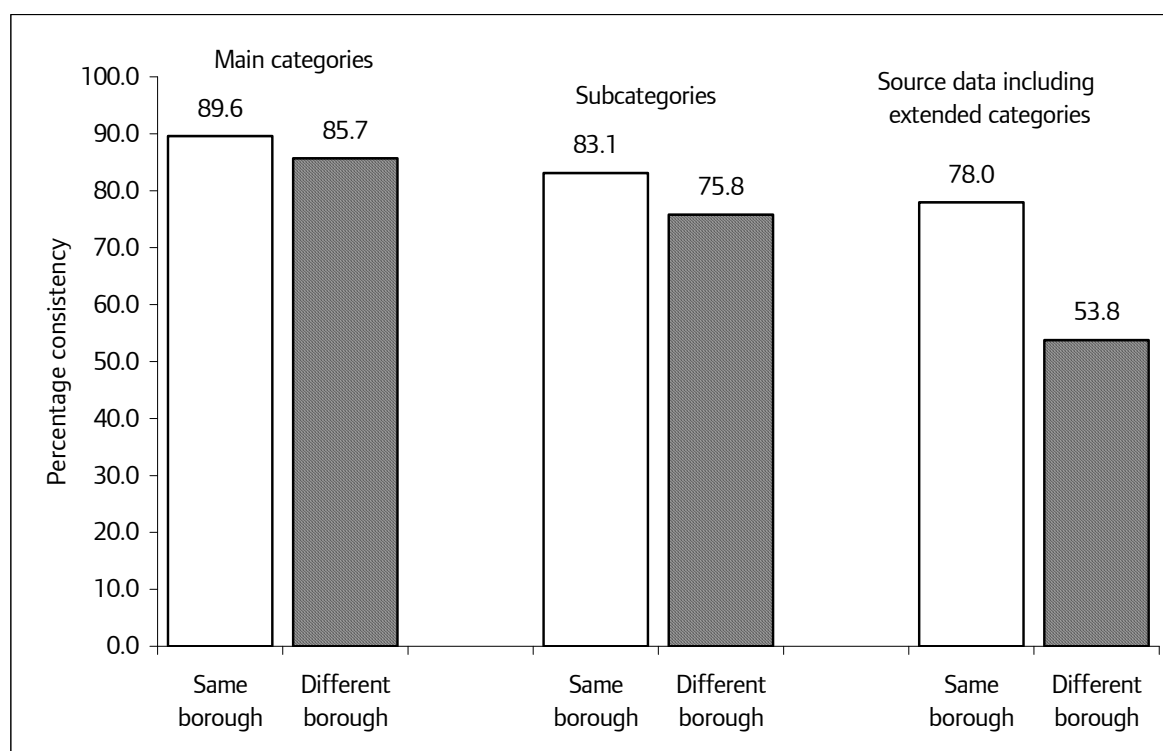
Tables A5 to A7 show the level of consistency in the record of ethnicity for pupils who attended the same school in 2003 and 2004, and for pupils who attended different schools in the two years. Pupils who changed school between 2003 and 2004 had lower levels of consistency in the record of ethnicity than pupils who remained on roll in the same school. Table A8 shows that pupils who moved to schools in a different borough were particularly likely to have an inconsistent record of ethnicity. However, even amongst pupils who remain in the same school, consistency in the record of ethnicity at the two different points in time is lower than the level of consistency in the record of age and gender generally. There is a degree of fluidity in the record of ethnicity over time, which *may* reflect fluidity in the individual child's, or teacher's, perception of ethnicity itself.

Table A5. Pupils on roll in both 2003 and 2004. Consistency in the record of ethnicity

	Percentage of pupils whose records of ethnicity in 2004 were consistent with their 2003 records		
	Main ethnic categories	Ethnic subcategories	Source data including extended categories
All pupils on roll in both 2003 and 2004	96.7	95.1	93.0
Pupils who attended the same school in the two years	98.2	97.5	96.7
Pupils who changed schools between 2003 and 2004	88.4	81.3	72.0
Pupils aged 10 in 2003 and 11 in 2004, who attended schools in the same borough in 2003 and 2004	89.6	83.1	78.0
Pupils aged 10 in 2003 and 11 in 2004, who attended a school in one borough in one year and in a different borough in the other year	85.7	75.8	53.8

Source: merged 2002 2003 2004 2005 LPD

Figure A6. Pupils aged 10 in 2003 and 11 in 2004, and on roll in both years. Percentage with consistent ethnic records, pupils attending schools in the same borough and in different boroughs in the two years



Source: merged 2002 2003 2004 2005 LPD

Table A6. Pupils on roll in 2003 and 2004. Alignment of records of ethnicity in 2004 with records of ethnicity in 2003 - main ethnicity, number

2004 pupil ethnicity, main categories	Pupil on roll in the same school in both years			Pupil on roll in different schools in the two years		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
White	427,995	6,593	434,588	66,681	4,562	71,243
Dual/multiple heritage	50,312	2,118	52,430	6,409	3,471	9,880
Asian or Asian British	132,813	1,456	134,269	22,720	1,742	24,462
Black or Black British	143,958	2,450	146,408	27,185	2,276	29,461
Chinese	6,339	147	6,486	867	170	1,037
Any other ethnic heritage	27,532	1,351	28,883	3,696	2,100	5,796
Refused or not yet obtained	16,579	646	17,225	645	2,352	2,997
Missing data	87	18	105	1	87	88
Total	805,615	14,779	820,394	128,204	16,760	144,964

Source: merged 2002 2003 2004 2005 LPD

Table A7. Pupils on roll in 2003 and 2004. Alignment of records of ethnicity in 2004 with records of ethnicity in 2003 - main ethnicity, percentage

2004 pupil ethnicity, main categories	Pupil on roll in the same school in both years			Pupil on roll in different schools in the two years		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
White	98.5	1.5	100.0	93.6	6.4	100.0
Dual/multiple heritage	96.0	4.0	100.0	64.9	35.1	100.0
Asian or Asian British	98.9	1.1	100.0	92.9	7.1	100.0
Black or Black British	98.3	1.7	100.0	92.3	7.7	100.0
Chinese	97.7	2.3	100.0	83.6	16.4	100.0
Any other ethnic heritage	95.3	4.7	100.0	63.8	36.2	100.0
Refused or not yet obtained	96.2	3.8	100.0	21.5	78.5	100.0
Missing data	82.9	17.1	100.0	1.1	98.9	100.0
Total	98.2	1.8	100.0	88.4	11.6	100.0

Source: merged 2002 2003 2004 2005 LPD

As noted, extended categories vary between local authorities. If a pupil, whose ethnicity has been recorded under an extended category in one school, then moves to a school in a different local authority (or possibly in the same local authority), then the extended record of ethnicity may well be changed to a record based on broader ethnic subcategories. In this situation, there may be a risk of inconsistency even in the record of broad, main ethnic category. Table A8 confirms that this is so, and that it is particularly so for pupils with a dual or multiple heritage and for pupils with an 'any other' ethnic record.

Table A8 Pupils on roll in 2003 and 2004 aged 10 in 2003 and 11 in 2004 and at school in the same borough and in different boroughs in both years. Alignment of main ethnic categories in 2004 with main ethnic categories in 2003 - number and percentage

	Number					
	On roll in the same LA			On roll in different boroughs		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
2004 pupil ethnicity, main categories						
White	30,387	1,868	32,255	7,876	635	8,511
Dual/multiple heritage	2,496	1,259	3,755	761	446	1,207
Asian or Asian British	9,615	604	10,219	1,432	184	1,616
Black or Black British	9,063	733	9,796	3,254	260	3,514
Chinese	358	78	436	106	21	127
Any other ethnic heritage	1,265	650	1,915	256	271	527
Refused or not yet obtained	294	995	1,289	52	475	527
Total	53,478	6,187	59,665	13,737	2,292	16,029

	Percentage					
	On roll in the same LA			On roll in different boroughs		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
2004 pupil ethnicity, main categories						
White	94.2	5.8	100.0	92.5	7.5	100.0
Dual/multiple heritage	66.5	33.5	100.0	63.0	37.0	100.0
Asian or Asian British	94.1	5.9	100.0	88.6	11.4	100.0
Black or Black British	92.5	7.5	100.0	92.6	7.4	100.0
Chinese	82.1	17.9	100.0	83.5	16.5	100.0
Any other ethnic heritage	66.1	33.9	100.0	48.6	51.4	100.0
Refused or not yet obtained	22.8	77.2	100.0	9.9	90.1	100.0
Total	89.6	10.4	100.0	85.7	14.3	100.0

Source: merged trimmed 2002 2003 2004 LPD

The extended ethnic categories allow for a wide range of 'other' groups, and Table A9 shows that approximately two thirds of those records are inconsistent over time compared with slightly more than 20 per cent inconsistency amongst pupils whose record does not include the word 'other'. It is likely that the word 'other' means 'other than the more specific categories used in the school the individual child attends' and, since different categories can be used in different schools, the word 'other' will mean different things in different schools.

A9 Pupils on roll in 2003 and 2004 aged 10 in 2003 and 11 in 2004. Alignment of 2004 source records with 2003 source records.

	Aligned	Not Aligned	Total	Not		Total
				Aligned	Aligned	
All excluding missing data and 'other' categories	52,044	14,156	66,200	78.6	21.4	100.0
'Other' categories	2,757	4,559	7,316	37.7	62.3	100

Source: merged trimmed 2002 2003 2004 LPD

In sum, extended ethnic categories are most likely to be inconsistency over time. Pupils who change school, particularly where this entails movement to a school in a different borough, are also particularly likely to have an inconsistent record. Finally, pupils who have an ethnic record

which includes the word 'other' are also particularly likely to have an inconsistent record of ethnicity. As a broad principle the consistency of the ethnic record, and of any other record, will be shaped in part by the framework within which data are collected.

One option might be for extended ethnic categories used anywhere in London to be available to all maintained schools in the capital, including Academies and City Technology Colleges, with an accompanying reduction in the number of categories which include the word 'other'. This would, in some instances, reduce the burden placed on schools. For example, pupils with an extended record of ethnicity currently need to have the record amended if they transfer between schools using different extended categories. That would not be required if schools were to have access to a common set of categories.

While that approach has its advantages there are other issues which would remain unresolved. Re-basing the existing ethnic record to include all extended categories would involve work by schools, and a common set of ethnic categories would not apply to pupils who moved to London schools from schools elsewhere. Further, while the more extended categories provide a more sensitive picture of ethnicity in London, *any* set of categories, fixed at one moment in time, would be insensitive to the arrival of pupils from new ethnic groups. Additionally, ethnicity involves a sense of identity and that can change over time. If the record of ethnicity allows for this, then a degree of fluidity in that record is simply inevitable.

One option may be to use the record of language spoken to add depth to the record of ethnicity. Language data was collected nationally for the first time in 2007, and these would have a clear value in shedding light on what labels such as 'other ethnic group' actually mean. For the present, researchers have the option of using extended ethnic categories for borough level analyses and of using broader categories for analyses of pupil level data in two or more local authorities.

While there are specific issues concerning the record of ethnicity, the main aim of this appendix is to show that the nature of data collected is constrained by the framework within which they are collected. On one reading of the Briefing, schools need to be urged to greater efforts to ensure that individual pupil records are complete, are transferred to a child's new school when transfers take place, and that cases of missing children are followed up as a high priority. That may well be part of the answer. However, this appendix provides a reminder that further action on 'missing children' would need to include a 'no guilt assumed' consideration of the impact, advantages and disadvantages of the framework within which schools collect and pass pupil level data between themselves.

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B1. 'missing' children. Locally resident pupils attending maintained schools by age group, and numbers in the locally resident population

	Age						Total 5-10
	5	6	7	8	9	10	
<i>January 2002 LPD locally-resident pupil count</i>							
Inner London	29,608	28,819	28,128	27,596	27,658	26,783	168,592
Outer London	51,343	51,609	52,390	51,947	52,700	52,733	312,722
Greater London	80,951	80,428	80,518	79,543	80,358	79,516	481,314
<i>2001 mid-year population count</i>							
Inner London	34,411	33,077	32,677	33,025	31,993	31,691	196,874
Outer London	56,661	56,439	57,513	57,233	58,572	57,481	343,899
Greater London	91,072	89,516	90,190	90,258	90,565	89,172	540,773
<i>Roll as a percentage of the locally resident population</i>							
Inner London	86.0	87.1	86.1	83.6	86.5	84.5	85.6
Outer London	90.6	91.4	91.1	90.8	90	91.7	90.9
Greater London	88.9	89.8	89.3	88.1	88.7	89.2	89

	Age					Total 11-15	Total 5-15
	11	12	13	14	15		
<i>January 2002 LPD locally-resident pupil count</i>							
Inner London	25,540	25,301	24,921	24,375	22,438	122,575	291,167
Outer London	51,310	50,503	51,315	49,003	46,328	248,459	561,181
Greater London	76,850	75,804	76,236	73,378	68,766	371,034	852,348
<i>2001 mid-year population count</i>							
Inner London	31,417	30,631	30,813	29,847	28,693	151,401	348,275
Outer London	56,908	55,689	56,511	54,235	54,141	277,484	621,383
Greater London	88,325	86,320	87,324	84,082	82,834	428,885	969,658
<i>Roll as a percentage of the locally resident population</i>							
Inner London	81.3	82.6	80.9	81.7	78.2	81	83.6
Outer London	90.2	90.7	90.8	90.4	85.6	89.5	90.3
Greater London	87	87.8	87.3	87.3	83	86.5	87.9

Source: 2002 LPD and 2001 national census

Note: some discrepancies will be explained by the nature of the data. The age count for population figures was July 2001, while pupil ages were counted as at 31st August 2001 and were for pupils on roll in January 2002.

B2. Pupils on roll in January 2005 by age. Number and percentage on roll admitted after January 2004

Pupil age at start of 2003/4 school year	Number admitted after January 2004	Number admitted before January 2004	Total	Percentage admitted after January 2004
0	17	1	18	94.4
1	39		39	100.0
2	9,968	82	10,050	99.2
3	70,225	7,593	77,818	90.2
4	98,105	50,871	148,976	65.9
5	19,391	134,605	153,996	12.6
6	15,243	140,106	155,349	9.8
7	51,474	105,745	157,219	32.7
8	15,397	138,372	153,769	10.0
9	14,373	139,704	154,077	9.3
10	11,213	145,266	156,479	7.2
11	149,853	4,547	154,400	97.1
12	10,383	147,490	157,873	6.6
13	9,803	147,220	157,023	6.2
14	7,081	148,966	156,047	4.5
15	3,868	146,458	150,326	2.6
16	13,092	53,662	66,754	19.6
17	2,571	48,428	50,999	5.0
18	631	5,085	5,716	11.0
19	64	447	511	12.5
20	12	77	89	13.5
21	4	18	22	18.2
22	2	3	5	40.0
23	1		1	100.0
24	1	2	3	33.3
25	1		1	100.0
39		1	1	0.0
Total	502,812	1,564,749	2,067,561	24.3

Source: merged 2002 2003 2004 2005 LPD

B3. Pupils living in London in 2004. 2004 age by 2005 roll status

	Number			Percentage			Column percentage, no 2005 record
	Pupil on roll in 2004 and 2005	Pupil on roll in 2004 but not in 2005	Total	Pupil on roll in 2004 and 2005	Pupil on roll in 2004 but not in 2005	Total	
Pupil age at start of 2003/4 school year							
0	13	1	14	92.9	7.1	100.0	0.0
1	26	5	31	83.9	16.1	100.0	0.0
2	6,564	830	7,394	88.8	11.2	100.0	0.7
3	51,367	3,260	54,627	94.0	6.0	100.0	5.1
4	76,748	3,145	79,893	96.1	3.9	100.0	7.5
5	78,070	2,892	80,962	96.4	3.6	100.0	7.6
6	79,266	3,069	82,335	96.3	3.7	100.0	7.7
7	77,474	2,614	80,088	96.7	3.3	100.0	7.5
8	77,136	2,601	79,737	96.7	3.3	100.0	7.5
9	77,186	2,555	79,741	96.8	3.2	100.0	7.5
10	73,719	5,484	79,203	93.1	6.9	100.0	7.4
11	76,235	2,138	78,373	97.3	2.7	100.0	7.3
12	75,980	2,157	78,137	97.2	2.8	100.0	7.3
13	75,566	2,098	77,664	97.3	2.7	100.0	7.3
14	72,877	3,522	76,399	95.4	4.6	100.0	7.2
15	31,039	43,454	74,493	41.7	58.3	100.0	7.0
16	23,670	7,301	30,971	76.4	23.6	100.0	2.9
17	3,481	19,241	22,722	15.3	84.7	100.0	2.1
18	365	3,080	3,445	10.6	89.4	100.0	0.3
19	57	264	321	17.8	82.2	100.0	0.0
20	12	37	49	24.5	75.5	100.0	0.0
21	1	10	11	9.1	90.9	100.0	0.0
22		2	2		100.0	100.0	0.0
23		1	1		100.0	100.0	0.0
24	1		1	100.0		100.0	0.0
25		1	1		100.0	100.0	0.0
33	8	8	16	50.0	50.0	100.0	0.0
38	1		1	100.0		100.0	0.0
Total	956,862	109,770	1,066,632	89.7	10.3	100.0	100.0
Total 5-10	462,851	19,215	482,066	96.0	4.0	100.0	0.0
Total 11-14	300,658	9,915	310,573	96.8	3.2	100.0	0.0
Total 5-14	763,509	29,130	792,639	96.3	3.7	100.0	0.0

Source: merged 2002 2003 2004 2005 LPD

B4. Pupils aged 10 in 2004, 2004 ks2 English test by selected PayCheck group and 2005 roll status

	K2 2004 English test			Total
	No record, absent or disapplied	Pupil assessed at below level 4+	Pupil at level 4+	
<i>Pupil on roll in 2004 and 2005</i>				
<i>Number</i>				
FSM or mean income less than £18,000 (60% of median)	1,688	7,051	14,156	22,895
Mean income £25,300 to 32,400 and no FSM	526	2,780	12,865	16,171
Mean income £39,800 to £53,900 and no FSM	216	1,009	7,560	8,785
<i>Percentage</i>				
FSM or mean income less than £18,000 (60% of median)	7.4	30.8	61.8	100.0
Mean income £25,300 to 32,400 and no FSM	3.3	17.2	79.6	100.0
Mean income £39,800 to £53,900 and no FSM	2.5	11.5	86.1	100.0
<i>Pupils on roll in 2004 with no 2005 record</i>				
<i>Number</i>				
FSM or mean income less than £18,000 (60% of median)	250	326	658	1,234
Mean income £25,300 to 32,400 and no FSM	133	121	796	1,050
Mean income £39,800 to £53,900 and no FSM	75	75	1,062	1,212
<i>Percentage</i>				
FSM or mean income less than £18,000 (60% of median)	20.3	26.4	53.3	100.0
Mean income £25,300 to 32,400 and no FSM	12.7	11.5	75.8	100.0
Mean income £39,800 to £53,900 and no FSM	6.2	6.2	87.6	100.0
<i>All pupils in 2004, regardless of roll status in 2005</i>				
<i>Number</i>				
FSM or mean income less than £18,000 (60% of median)	1,938	7,377	14,814	24,129
Mean income £25,300 to 32,400 and no FSM	659	2,901	13,661	17,221
Mean income £39,800 to £53,900 and no FSM	291	1,084	8,622	9,997
<i>Percentage</i>				
FSM or mean income less than £18,000 (60% of median)	8.0	30.6	61.4	100.0
Mean income £25,300 to 32,400 and no FSM	3.8	16.8	79.3	100.0
Mean income £39,800 to £53,900 and no FSM	2.9	10.8	86.2	100.0
<i>Propensity in each group to be 'not on roll' in 2005</i>				
FSM or mean income less than £18,000 (60% of median)	12.9	4.4	4.4	5.1
Mean income £25,300 to 32,400 and no FSM	20.2	4.2	5.8	6.1
Mean income £39,800 to £53,900 and no FSM	25.8	6.9	12.3	12.1

Source: merged 2002 2003 2004 2005 LPD

PayCheck equivalised income at postcode level could not be matched with approximately 25 per cent of pupil records. Totals in Tables showing PayCheck information will differ from totals based on the full LPD.

B5. Pupils aged 14 living in London in 2004. 2003 key stage assessment record and 2005 roll status, and selected PayCheck income group

	ks3 2003 English test			Total
	No record, absent or disapplied	Pupil assessed at below level 5	Pupil at level 5+	
<i>Pupils on roll in 2004 and 2005</i>				
<i>Number</i>				
Mean income less than £18,000 (60% of median)	270	1,032	1,487	2,789
Mean income £25,300 to 32,400 and no FSM	833	3,907	11,967	16,707
Mean income £39,800 or £53,900 and no FSM	277	1,241	7,298	8,816
<i>Percentage</i>				
Mean income less than £18,000 (60% of median)	9.7	37.0	53.3	100.0
Mean income £25,300 to 32,400 and no FSM	5.0	23.4	71.6	100.0
Mean income £39,800 or £53,900 and no FSM	3.1	14.1	82.8	100.0
<i>Pupils on roll in 2004 but not in 2005</i>				
<i>Number</i>				
Mean income less than £18,000 (60% of median)	61	83	44	188
Mean income £25,300 to 32,400 and no FSM	156	230	186	572
Mean income £39,800 or £53,900 and no FSM	52	72	108	232
Total	510	736	656	1902
<i>Percentage</i>				
Mean income less than £18,000 (60% of median)	32.4	44.1	23.4	100.0
Mean income £25,300 to 32,400 and no FSM	27.3	40.2	32.5	100.0
Mean income £39,800 or £53,900 and no FSM	22.4	31.0	46.6	100.0
<i>All pupils on roll in 2004, regardless of 2005 roll status</i>				
<i>Number</i>				
Mean income less than £18,000 (60% of median)	331	1,115	1,531	2,977
Mean income £25,300 to 32,400 and no FSM	989	4,137	12,153	17,279
Mean income £39,800 or £53,900 and no FSM	329	1,313	7,406	9,048
<i>Percentage</i>				
Mean income less than £18,000 (60% of median)	11.1	37.5	51.4	100.0
Mean income £25,300 to 32,400 and no FSM	5.7	23.9	70.3	100.0
Mean income £39,800 or £53,900 and no FSM	3.6	14.5	81.9	100.0
<i>Pupils on roll in 2004 with no 2005 record as a percentage of all pupils in the same group</i>				
Mean income less than £18,000 (60% of median)	18.4	7.4	2.9	6.3
Mean income £25,300 to 32,400 and no FSM	15.8	5.6	1.5	3.3
Mean income £39,800 or £53,900 and no FSM	15.8	5.5	1.5	2.6

Source: merged 2002 2003 2004 2005 LPD

PayCheck equivalised income at postcode level could not be matched with approximately 25 per cent of pupil records. Totals in Tables showing PayCheck information will differ from totals based on the full LPD.

B6. Pupils aged 10 in equivalised mean income groups attending schools grouped by average total pupil key stage 2 point score

	School 2004 k2 quartile, pupil average total point score				Total
	Lowest quartile (<73.7143 points)	Next to lowest quartile (>=73.7143 & <79.7586 points)	Next to highest quartile (>=79.7586 & <84.6716 points)	Highest quartile (>=84.6716 points)	
<i>2005 PayCheck 6 income groups - number of pupils</i>					
Mean income less than £18,000 (60% of median) or FSM	912	1,247	745	318	3,222
Mean income £18,000 to £25,200 and no FSM	2,628	4,196	3,111	1,832	11,767
Mean income £25,300 to 32,400 and no FSM	2,596	5,065	5,295	4,371	17,327
Mean income £32,500 to £39,700 and no FSM	1,256	3,209	4,742	5,524	14,731
Mean income £39,800 or £53,900 and no FSM	696	1,780	2,749	4,840	10,065
Mean income £54,000 and above	122	196	424	802	1,544
Total	8,210	15,693	17,066	17,687	58,656
<i>2005 PayCheck 6 income groups - pupil percentages</i>					
Mean income less than £18,000 (60% of median) or FSM	28.3	38.7	23.1	9.9	100.0
Mean income £18,000 to £25,200 and no FSM	22.3	35.7	26.4	15.6	100.0
Mean income £25,300 to 32,400 and no FSM	15.0	29.2	30.6	25.2	100.0
Mean income £32,500 to £39,700 and no FSM	8.5	21.8	32.2	37.5	100.0
Mean income £39,800 or £53,900 and no FSM	6.9	17.7	27.3	48.1	100.0
Mean income £54,000 and above	7.9	12.7	27.5	51.9	100.0
Total	14.0	26.8	29.1	30.2	100.0

Source: merged 2002 2003 2004 2005 LPD

Note on Table B6. PayCheck equivalised income at postcode level could not be matched with approximately 25 per cent of pupil records. Totals in Tables based on the full LPD are therefore different from totals in Tables using PayCheck data.

B7. Pupils aged 15 in equivalised mean income groups attending schools grouped by average total pupil Section 96 point score

	School quartiles, 2004 Section 96 pupil average total points (pupils aged 15)				Total
	Lowest quartile (<174.9625 points)	Next to lowest quartile (>=174.9625 & 265.3609 points)	Next to highest quartile (>=265.3609 & <317.3697 points)	Highest quartile (>=317.3697 points)	
<i>2005 PayCheck 6 income groups - pupil numbers</i>					
Mean income less than £18,000 (60% of median) or FSM	105	1,467	1,130	331	3,033
Mean income £18,000 to £25,200 and no FSM	340	4,880	4,397	2,071	11,688
Mean income £25,300 to 32,400 and no FSM	478	5,961	7,010	4,587	18,036
Mean income £32,500 to £39,700 and no FSM	274	3,747	5,744	5,362	15,127
Mean income £39,800 or £53,900 and no FSM	139	2,006	3,511	4,159	9,815
Mean income £54,000 and above	24	265	413	516	1,218
Total	1,360	18,326	22,205	17,026	58,917
<i>2005 PayCheck 6 income groups - pupil percentages</i>					
Mean income less than £18,000 (60% of median) or FSM	3.5	48.4	37.3	10.9	100.0
Mean income £18,000 to £25,200 and no FSM	2.9	41.8	37.6	17.7	100.0
Mean income £25,300 to 32,400 and no FSM	2.7	33.1	38.9	25.4	100.0
Mean income £32,500 to £39,700 and no FSM	1.8	24.8	38.0	35.4	100.0
Mean income £39,800 or £53,900 and no FSM	1.4	20.4	35.8	42.4	100.0
Mean income £54,000 and above	2.0	21.8	33.9	42.4	100.0
Total	2.3	31.1	37.7	28.9	100.0

Source: merged 2002 2003 2004 2005 LPD

Note on Table B7. PayCheck equivalised income at postcode level could not be matched with approximately 25 per cent of pupil records. Totals in Tables based on the full LPD are therefore different from totals in Tables using PayCheck data.

B8. 2005 school Section 96 average total pupil point score quartiles and 2005 roll status of pupils aged 14 in 2004

	School quartiles 2004 Sec 96 total points (pupils aged 15)				Total
	Lowest quartile (<174.9625 points)	Next to lowest quartile (≥ 174.9625 & <265.3609 points)	Next to highest quartile (≥ 265.3609 & <317.3697 points)	Highest quartile (≥ 317.3697 points)	
<i>Pupil on roll in 2004 but not in 2005</i>					
White British	81	1,045	607	152	1,885
White Irish	2	32	32	10	76
White Traveller of Irish heritage	3	6	5	1	15
Any other White	5	165	75	35	280
Gypsy/Roma		7	5		12
Dual White and Black Caribbean	4	71	23	6	104
Dual White and Black African	1	10	12	4	27
Dual White and Asian		9	3	2	14
Any other dual heritage	2	48	33	6	89
Asian Indian	3	16	51	9	79
Asian Pakistani	1	37	30	17	85
Asian Bangladeshi	2	60	34	6	102
Asian any other	1	40	24	8	73
Black Caribbean	13	207	72	24	316
Black African	14	188	72	14	288
Any other Black heritage	4	52	27	4	87
Chinese	2	7	4	2	15
Any other ethnic group	2	83	39	19	143
Refused	3	22	12	9	46
Information not yet obtained		20	22	10	52
Missing data	1	10	4		15
Total	144	2,135	1,186	338	3,803
<i>All pupils on roll in 2004</i>					
White British	1,174	11,310	13,226	9,989	35,699
White Irish	25	172	369	353	919
White Traveller of Irish heritage	7	18	20	6	51
Any other White	150	2,053	1,825	1,333	5,361
Gypsy/Roma	2	34	13	4	53
Dual White and Black Caribbean	68	561	464	300	1,393
Dual White and Black African	9	166	145	99	419
Dual White and Asian	17	124	209	263	613
Any other dual heritage	63	537	508	403	1,511
Asian Indian	93	971	2,317	1,861	5,242
Asian Pakistani	56	768	1,060	600	2,484
Asian Bangladeshi	42	1,365	1,197	310	2,914
Asian any other	53	528	706	575	1,862
Black Caribbean	187	2,873	1,801	916	5,777
Black African	190	3,462	2,317	1,016	6,985
Any other Black heritage	48	744	531	182	1,505
Chinese	10	203	238	263	714
Any other ethnic group	66	1,292	945	601	2,904
Refused	20	187	320	375	902
Information not yet obtained	16	202	363	432	1,013
Missing data	1	10	4	0	15
Total	2,154	25,455	27,396	19,543	74,548

Source: merged 2002 2003 2004 2005 LPD

B9. Pupils 'missing' from the final year of compulsory schooling in 2005, by ethnicity. Within group percentages

School quartiles 2004 Sec 96 total points (pupils aged 15)

	Lowest quartile (<174.9625 points)	Next to lowest quartile (≥174.9625 & <265.3609 points)	Next to highest quartile (≥265.3609 & <317.3697 points)	Highest quartile (≥317.3697 points)	Total
<i>Pupil on roll in 2004 but not in 2005</i>					
White British	6.9	9.2	4.6	1.5	5.3
White Irish	8.0	18.6	8.7	2.8	8.3
White Traveller of Irish heritage	42.9	33.3	25.0	16.7	29.4
Any other White	3.3	8.0	4.1	2.6	5.2
Gypsy/Roma		20.6	38.5		22.6
Dual White and Black Caribbean	5.9	12.7	5.0	2.0	7.5
Dual White and Black African	11.1	6.0	8.3	4.0	6.4
Dual White and Asian		7.3	1.4	0.8	2.3
Any other dual heritage	3.2	8.9	6.5	1.5	5.9
Asian Indian	3.2	1.6	2.2	0.5	1.5
Asian Pakistani	1.8	4.8	2.8	2.8	3.4
Asian Bangladeshi	4.8	4.4	2.8	1.9	3.5
Asian any other	1.9	7.6	3.4	1.4	3.9
Black Caribbean	7.0	7.2	4.0	2.6	5.5
Black African	7.4	5.4	3.1	1.4	4.1
Any other Black heritage	8.3	7.0	5.1	2.2	5.8
Chinese	20.0	3.4	1.7	0.8	2.1
Any other ethnic group	3.0	6.4	4.1	3.2	4.9
Refused	15.0	11.8	3.8	2.4	5.1
Information not yet obtained		9.9	6.1	2.3	5.1
Missing data	100.0	100.0	100.0		100.0
Total	6.7	8.4	4.3	1.7	5.1

Source: merged 2002 2003 2004 2005 LPD

Note: The figures in this Table are based on Table B8. For example, 81 of a total 1,174 (6.9 per cent) of White British pupils aged 14 attending schools in the lowest attainment quartile were 'missing' from the 2005 record

B10. Pupils on roll in 2003 and 2004. Alignment of records of ethnicity in 2004 with records of ethnicity in 2003 - main ethnicity - number and percentage

2004 pupil ethnicity, main categories	Number			Percentage		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
White	494,676	11,155	505,831	97.8	2.2	100.0
Dual/multiple heritage	56,721	5,589	62,310	91.0	9.0	100.0
Asian or Asian British	155,533	3,198	158,731	98.0	2.0	100.0
Black or Black British	171,143	4,726	175,869	97.3	2.7	100.0
Chinese	7,206	317	7,523	95.8	4.2	100.0
Any other ethnic heritage	31,228	3,451	34,679	90.0	10.0	100.0
Refused or not yet obtained	17,224	2,998	20,222	85.2	14.8	100.0
Missing data	88	105	193	45.6	54.4	100.0
Total	933,819	31,539	965,358	96.7	3.3	100.0

Source: merged 2002 2003 2004 2005 LPD

B11. Pupils on roll in 2003 and 2004. Alignment of records of ethnicity in 2004 with records of ethnicity in 2003 - ethnic subcategories - number and percentage

2004 pupil ethnicity, subcategories	Number			Percentage		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
White British	415,087	10,913	426,000	97.4	2.6	100.0
White Irish	10,413	862	11,275	92.4	7.6	100.0
White Traveller of Irish heritage	847	174	1,021	83.0	17.0	100.0
Any other White	61,790	5,049	66,839	92.4	7.6	100.0
Gypsy/Roma	569	127	696	81.8	18.2	100.0
Dual White and Black Caribbean	19,027	2,298	21,325	89.2	10.8	100.0
Dual White and Black African	5,900	941	6,841	86.2	13.8	100.0
Dual White and Asian	8,566	968	9,534	89.8	10.2	100.0
Any other dual heritage	21,383	3,227	24,610	86.9	13.1	100.0
Asian Indian	59,256	1,367	60,623	97.7	2.3	100.0
Asian Pakistani	31,853	857	32,710	97.4	2.6	100.0
Asian Bangladeshi	40,484	670	41,154	98.4	1.6	100.0
Asian any other	21,801	2,443	24,244	89.9	10.1	100.0
Black Caribbean	62,873	3,462	66,335	94.8	5.2	100.0
Black African	88,450	3,509	91,959	96.2	3.8	100.0
Any other Black heritage	14,509	3,066	17,575	82.6	17.4	100.0
Chinese	7,206	317	7,523	95.8	4.2	100.0
Any other ethnic group	31,228	3,451	34,679	90.0	10.0	100.0
Refused	9,803	1,825	11,628	84.3	15.7	100.0
Information not yet obtained	6,888	1,706	8,594	80.1	19.9	100.0
Missing data	88	105	193	45.6	54.4	100.0
Total	918,021	47,337	965,358	95.1	4.9	100.0

Source: merged 2002 2003 2004 2005 LPD

B12. Pupils on roll in 2003 and 2004. Alignment of records of ethnicity in 2004 with records of ethnicity in 2003 - source ethnic record, including extended ethnic categories - number and percentage

2004 pupil ethnicity, source information (including extended categories)	Number			Percentage		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
White British	321,739	11,808	333,547	96.5	3.5	100.0
White English	85,463	4,410	89,873	95.1	4.9	100.0
White Scottish	383	61	444	86.3	13.7	100.0
White Welsh	188	15	203	92.6	7.4	100.0
White other British	1,571	362	1,933	81.3	18.7	100.0
White Irish	10,413	862	11,275	92.4	7.6	100.0
White Traveller of Irish heritage	847	174	1,021	83.0	17.0	100.0
Any other White	10,076	1,957	12,033	83.7	16.3	100.0
White Albanian	645	156	801	80.5	19.5	100.0
White Bosnian-Herzegovinian	94	18	112	83.9	16.1	100.0
White Croatian	86	18	104	82.7	17.3	100.0
White Greek/Greek Cypriot	2,080	147	2,227	93.4	6.6	100.0
White Greek	469	76	545	86.1	13.9	100.0
White Greek Cypriot	2,821	197	3,018	93.5	6.5	100.0
White Italian	728	56	784	92.9	7.1	100.0
White Kosovan	1,932	261	2,193	88.1	11.9	100.0
White Portuguese	1,579	109	1,688	93.5	6.5	100.0
White Serbian	80	17	97	82.5	17.5	100.0
White Turkish or Turkish Cypriot	4,318	414	4,732	91.3	8.7	100.0
White Turkish	5,819	728	6,547	88.9	11.1	100.0
White Turkish Cypriot	2,476	293	2,769	89.4	10.6	100.0
White European	4,882	589	5,471	89.2	10.8	100.0
White Eastern European	3,931	595	4,526	86.9	13.1	100.0
White Western European	4,805	800	5,605	85.7	14.3	100.0
White other	11,105	2,482	13,587	81.7	18.3	100.0
White Gypsy Roma	569	127	696	81.8	18.2	100.0
Dual White and Black Caribbean	19,027	2,298	21,325	89.2	10.8	100.0
Dual White and Black African	5,900	941	6,841	86.2	13.8	100.0
Dual White and Asian	7,894	890	8,784	89.9	10.1	100.0
Dual White and Pakistani	69	17	86	80.2	19.8	100.0
Dual White and Indian	220	39	259	84.9	15.1	100.0
Dual White and any other Asian	335	70	405	82.7	17.3	100.0
Any other dual heritage	16,480	3,053	19,533	84.4	15.6	100.0
Dual Asian and any other ethnic heritage	415	94	509	81.5	18.5	100.0
Dual Asian and Black	171	47	218	78.4	21.6	100.0
Dual Asian and Chinese	14	6	20	70.0	30.0	100.0
Dual Black and any other ethnic heritage	593	118	711	83.4	16.6	100.0
Dual Black and Chinese	11	4	15	73.3	26.7	100.0
Dual Chinese and any other ethnic heritage	57	23	80	71.3	28.8	100.0
Dual White and any other ethnic heritage	1,508	250	1,758	85.8	14.2	100.0
Dual White and Chinese	111	24	135	82.2	17.8	100.0
Other dual heritage	1,363	268	1,631	83.6	16.4	100.0

Source: merged 2002 2003 2004 2005 LPD

B12. Pupils on roll in 2003 and 2004. Alignment of records of ethnicity in 2004 with records of ethnicity in 2003 - source ethnic record, including extended ethnic categories - number and percentage, continued

2004 pupil ethnicity, source information (including extended categories)	Number			Percentage		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
Asian Indian	59,256	1,367	60,623	97.7	2.3	100.0
Asian Pakistani	27,631	946	28,577	96.7	3.3	100.0
Asian Mirpuri Pakistani	237	68	305	77.7	22.3	100.0
Asian other Pakistani	3,099	373	3,472	89.3	10.7	100.0
Asian Kashmiri Pakistani	279	77	356	78.4	21.6	100.0
Asian Bangladeshi	40,484	670	41,154	98.4	1.6	100.0
Asian other Asian	10,666	2,155	12,821	83.2	16.8	100.0
Asian African Asian	811	119	930	87.2	12.8	100.0
Asian Kashmiri other	4	1	5	80.0	20.0	100.0
Asian Nepali	110	9	119	92.4	7.6	100.0
Asian Sinhalese	285	37	322	88.5	11.5	100.0
Asian Sri Lankan	4,720	324	5,044	93.6	6.4	100.0
Asian other Asian	3,793	1,210	5,003	75.8	24.2	100.0
Black Caribbean	62,873	3,462	66,335	94.8	5.2	100.0
Black African	24,789	2,883	27,672	89.6	10.4	100.0
Black African Angolan	180	44	224	80.4	19.6	100.0
Black African Congolese	863	162	1,025	84.2	15.8	100.0
Black African Ghanaian	6,189	745	6,934	89.3	10.7	100.0
Black African Nigerian	14,639	1,812	16,451	89.0	11.0	100.0
Black African Sierra Leonean	956	166	1,122	85.2	14.8	100.0
Black African Somali	12,663	940	13,603	93.1	6.9	100.0
Black African Sudanese	90	22	112	80.4	19.6	100.0
Black African other	21,656	3,160	24,816	87.3	12.7	100.0
Black any other ethnic heritage	12,518	2,906	15,424	81.2	18.8	100.0
Black European	257	106	363	70.8	29.2	100.0
Black North American	23	9	32	71.9	28.1	100.0
Black other	1,427	329	1,756	81.3	18.7	100.0
Chinese	6,238	345	6,583	94.8	5.2	100.0
Chinese Hong Kong Chinese	421	47	468	90.0	10.0	100.0
Chinese Malaysian Chinese	37	6	43	86.0	14.0	100.0
Chinese Singaporean Chinese	3	0	3	100.0	0.0	100.0
Chinese Taiwanese	0	1	1	0.0	100.0	100.0
Chinese other	382	43	425	89.9	10.1	100.0
Any other ethnic group	8,482	1,606	10,088	84.1	15.9	100.0
Afghan	2,465	244	2,709	91.0	9.0	100.0
Arab other	1,737	273	2,010	86.4	13.6	100.0
Egyptian	244	43	287	85.0	15.0	100.0
Filipino	1,155	90	1,245	92.8	7.2	100.0
Iranian	1,455	160	1,615	90.1	9.9	100.0
Iraqi	1,268	145	1,413	89.7	10.3	100.0
Japanese	301	10	311	96.8	3.2	100.0

Source: merged 2002 2003 2004 2005 LPD

B12. Pupils on roll in 2003 and 2004. Alignment of records of ethnicity in 2004 with records of ethnicity in 2003 - source ethnic record, including extended ethnic categories - number and percentage, continued

2004 pupil ethnicity, source information (including extended categories)	Number			Percentage		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
Korean	432	38	470	91.9	8.1	100.0
Kurdish	2,354	323	2,677	87.9	12.1	100.0
Latin/South/Central American	2,226	285	2,511	88.6	11.4	100.0
Lebanese	293	52	345	84.9	15.1	100.0
Libyan	10	2	12	83.3	16.7	100.0
Malay	14	3	17	82.4	17.6	100.0
Moroccan	608	49	657	92.5	7.5	100.0
Polynesian	5	2	7	71.4	28.6	100.0
Thai	31	13	44	70.5	29.5	100.0
Vietnamese	2,338	122	2,460	95.0	5.0	100.0
Yemeni	6	2	8	75.0	25.0	100.0
Any other ethnic group	4,547	1,246	5,793	78.5	21.5	100.0
Refused	9,803	1,825	11,628	84.3	15.7	100.0
Information not yet obtained	6,888	1,706	8,594	80.1	19.9	100.0
Missing data	88	105	193	45.6	54.4	100.0
Total	897,596	67,762	965,358	93.0	7.0	100.0

Source: merged 2002 2003 2004 2005 LPD

B13. Pupils on roll in 2003 and 2004. Alignment of records of ethnicity in 2004 with records of ethnicity in 2003 - ethnic subcategories, number

2004 pupil ethnicity, subcategories	Pupil on roll in the same school in both years			Pupil on roll in different schools in the two years		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
White British	360,183	6,130	366,313	54,904	4,783	59,687
White Irish	9,573	314	9,887	840	548	1,388
White Traveller of Irish heritage	703	87	790	144	87	231
Any other White	54,702	2,332	57,034	7,088	2,717	9,805
Gypsy/Roma	503	61	564	66	66	132
Dual White and Black Caribbean	16,890	895	17,785	2,137	1,403	3,540
Dual White and Black African	5,361	284	5,645	539	657	1,196
Dual White and Asian	7,760	359	8,119	806	609	1,415
Any other dual heritage	19,767	1,114	20,881	1,616	2,113	3,729
Asian Indian	51,401	573	51,974	7,855	794	8,649
Asian Pakistani	26,963	378	27,341	4,890	479	5,369
Asian Bangladeshi	34,853	431	35,284	5,631	239	5,870
Asian any other	18,982	688	19,670	2,819	1,755	4,574
Black Caribbean	54,487	1,504	55,991	8,386	1,958	10,344
Black African	74,296	1,561	75,857	14,154	1,948	16,102
Any other Black heritage	13,704	856	14,560	805	2,210	3,015
Chinese	6,339	147	6,486	867	170	1,037
Any other ethnic group	27,532	1,351	28,883	3,696	2,100	5,796
Refused	9,387	601	9,988	416	1,224	1,640
Information not yet obtained	6,726	511	7,237	162	1,195	1,357
Missing data	87	18	105	1	87	88
Total	800,199	20,195	820,394	117,822	27,142	144,964

Source: merged 2002 2003 2004 2005 LPD

B14. Pupils on roll in 2003 and 2004. Alignment of records of ethnicity in 2004 with records of ethnicity in 2003 - ethnic subcategories, percentage

2004 pupil ethnicity, subcategories	Pupil on roll in the same school in both years			Pupil on roll in different schools in the two years		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
White British	98.3	1.7	100.0	92.0	8.0	100.0
White Irish	96.8	3.2	100.0	60.5	39.5	100.0
White Traveller of Irish heritage	89.0	11.0	100.0	62.3	37.7	100.0
Any other White	95.9	4.1	100.0	72.3	27.7	100.0
Gypsy/Roma	89.2	10.8	100.0	50.0	50.0	100.0
Dual White and Black Caribbean	95.0	5.0	100.0	60.4	39.6	100.0
Dual White and Black African	95.0	5.0	100.0	45.1	54.9	100.0
Dual White and Asian	95.6	4.4	100.0	57.0	43.0	100.0
Any other dual heritage	94.7	5.3	100.0	43.3	56.7	100.0
Asian Indian	98.9	1.1	100.0	90.8	9.2	100.0
Asian Pakistani	98.6	1.4	100.0	91.1	8.9	100.0
Asian Bangladeshi	98.8	1.2	100.0	95.9	4.1	100.0
Asian any other	96.5	3.5	100.0	61.6	38.4	100.0
Black Caribbean	97.3	2.7	100.0	81.1	18.9	100.0
Black African	97.9	2.1	100.0	87.9	12.1	100.0
Any other Black heritage	94.1	5.9	100.0	26.7	73.3	100.0
Chinese	97.7	2.3	100.0	83.6	16.4	100.0
Any other ethnic group	95.3	4.7	100.0	63.8	36.2	100.0
Refused	94.0	6.0	100.0	25.4	74.6	100.0
Information not yet obtained	92.9	7.1	100.0	11.9	88.1	100.0
Missing data	82.9	17.1	100.0	1.1	98.9	100.0
Total	97.5	2.5	100.0	81.3	18.7	100.0

Source: merged 2002 2003 2004 2005 LPD

B15. Pupils on roll in 2003 and 2004. Alignment of records of ethnicity in 2004 with records of ethnicity in 2003 - source ethnic record, including extended ethnic categories – number

2004 pupil ethnicity, source information (including extended categories)	Pupil on roll in the same school in both years			Pupil on roll in different schools in the two years		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
White British	280,392	6,006	286,398	41,347	5,802	47,149
White English	76,631	1,078	77,709	8,832	3,332	12,164
White Scottish	353	25	378	30	36	66
White Welsh	178	2	180	10	13	23
White other British	1,519	129	1,648	52	233	285
White Irish	9,573	314	9,887	840	548	1,388
White Traveller of Irish heritage	703	87	790	144	87	231
Any other White	9,385	962	10,347	691	995	1,686
White Albanian	580	45	625	65	111	176
White Bosnian-Herzegovinian	83	3	86	11	15	26
White Croatian	73	5	78	13	13	26
White Greek/Greek Cypriot	1,908	57	1,965	172	90	262
White Greek	447	25	472	22	51	73
White Greek Cypriot	2,515	101	2,616	306	96	402
White Italian	692	21	713	36	35	71
White Kosovan	1,661	88	1,749	271	173	444
White Portuguese	1,429	27	1,456	150	82	232
White Serbian	76	5	81	4	12	16
White Turkish or Turkish Cypriot	3,811	140	3,951	507	274	781
White Turkish	5,131	293	5,424	688	435	1,123
White Turkish Cypriot	2,218	149	2,367	258	144	402
White European	4,650	125	4,775	232	464	696
White Eastern European	3,512	129	3,641	419	466	885
White Western European	4,533	288	4,821	272	512	784
White other	10,571	1,296	11,867	534	1,186	1,720
White Gypsy Roma	503	61	564	66	66	132
Dual White and Black Caribbean	16,890	895	17,785	2,137	1,403	3,540
Dual White and Black African	5,361	284	5,645	539	657	1,196
Dual White and Asian	7,137	336	7,473	757	554	1,311
Dual White and Pakistani	68	6	74	1	11	12
Dual White and Indian	209	14	223	11	25	36
Dual White and any other Asian	324	25	349	11	45	56
Any other dual heritage	15,251	1,338	16,589	1,229	1,715	2,944
Dual Asian and any other ethnic heritage	393	19	412	22	75	97
Dual Asian and Black	163	16	179	8	31	39
Dual Asian and Chinese	14		14		6	6
Dual Black and any other ethnic heritage	573	14	587	20	104	124
Dual Black and Chinese	11	1	12		3	3
Dual Chinese and any other ethnic heritage	54	13	67	3	10	13
Dual White and any other ethnic heritage	1,449	56	1,505	59	194	253
Dual White and Chinese	109	10	119	2	14	16
Other dual heritage	1,334	63	1,397	29	205	234

Source: merged 2002 2003 2004 2005 LPD

B15. Pupils on roll in 2003 and 2004. Alignment of records of ethnicity in 2004 with records of ethnicity in 2003 - source ethnic record, including extended ethnic categories - number, continued

2004 pupil ethnicity, source information (including extended categories)	Pupil on roll in the same school in both years			Pupil on roll in different schools in the two years		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
Asian Indian	51,401	573	51,974	7,855	794	8,649
Asian Pakistani	23,578	385	23,963	4,053	561	4,614
Asian Mirpuri Pakistani	222	20	242	15	48	63
Asian other Pakistani	2,720	131	2,851	379	242	621
Asian Kashmiri Pakistani	267	18	285	12	59	71
Asian Bangladeshi	34,853	431	35,284	5,631	239	5,870
Asian other Asian	9,411	805	10,216	1,255	1,350	2,605
Asian African Asian	765	24	789	46	95	141
Asian Kashmiri other	4		4		1	1
Asian Nepali	96		96	14	9	23
Asian Sinhalese	263	13	276	22	24	46
Asian Sri Lankan	4,123	77	4,200	597	247	844
Asian other Asian	3,531	558	4,089	262	652	914
Black Caribbean	54,487	1,504	55,991	8,386	1,958	10,344
Black African	21,653	611	22,264	3,136	2,272	5,408
Black African Angolan	158	2	160	22	42	64
Black African Congolese	751	44	795	112	118	230
Black African Ghanaian	5,449	317	5,766	740	428	1,168
Black African Nigerian	12,982	970	13,952	1,657	842	2,499
Black African Sierra Leonean	858	87	945	98	79	177
Black African Somali	10,456	478	10,934	2,207	462	2,669
Black African Sudanese	89	2	91	1	20	21
Black African other	19,598	1,352	20,950	2,058	1,808	3,866
Black any other ethnic heritage	11,821	954	12,775	697	1,952	2,649
Black European	254	16	270	3	90	93
Black North American	23	2	25		7	7
Black other	1,382	108	1,490	45	221	266
Chinese	5,514	151	5,665	724	194	918
Chinese Hong Kong Chinese	396	13	409	25	34	59
Chinese Malaysian Chinese	36	2	38	1	4	5
Chinese Singaporean Chinese	3		3			
Chinese Taiwanese		1	1			
Chinese other	362	8	370	20	35	55
Any other ethnic group	7,969	636	8,605	513	970	1,483
Afghan	1,911	57	1,968	554	187	741
Arab other	1,583	128	1,711	154	145	299
Egyptian	227	8	235	17	35	52
Filipino	1,070	28	1,098	85	62	147
Iranian	1,238	40	1,278	217	120	337
Iraqi	1,071	44	1,115	197	101	298
Japanese	272	6	278	29	4	33
Korean	348	2	350	84	36	120
Kurdish	2,135	121	2,256	219	202	421

Source: merged 2002 2003 2004 2005 LPD

B15. Pupils on roll in 2003 and 2004. Alignment of records of ethnicity in 2004 with records of ethnicity in 2003 - source ethnic record, including extended ethnic categories - number, continued

2004 pupil ethnicity, source information (including extended categories)	Pupil on roll in the same school in both years			Pupil on roll in different schools in the two years		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
Latin/South/Central American	1,954	103	2,057	272	182	454
Lebanese	265	5	270	28	47	75
Libyan	10	1	11		1	1
Malay	14		14		3	3
Moroccan	559	14	573	49	35	84
Polynesian	5	1	6		1	1
Thai	30		30	1	13	14
Vietnamese	2,039	52	2,091	299	70	369
Yemeni	6		6		2	2
Any other ethnic group	4,324	607	4,931	223	639	862
Refused	9,387	601	9,988	416	1,224	1,640
Information not yet obtained	6,726	511	7,237	162	1,195	1,357
Missing data	87	18	105	1	87	88
Total	793,203	27,191	820,394	104,393	40,571	144,964

Source: merged 2002 2003 2004 2005 LPD

B16. Pupils on roll in 2003 and 2004. Alignment of records of ethnicity in 2004 with records of ethnicity in 2003 - source ethnic record, including extended ethnic categories – percentage

2004 pupil ethnicity, source information (including extended categories)	Pupil on roll in the same school in both years			Pupil on roll in different schools in the two years		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
White British	97.9	2.1	100.0	87.7	12.3	100.0
White English	98.6	1.4	100.0	72.6	27.4	100.0
White Scottish	93.4	6.6	100.0	45.5	54.5	100.0
White Welsh	98.9	1.1	100.0	43.5	56.5	100.0
White other British	92.2	7.8	100.0	18.2	81.8	100.0
White Irish	96.8	3.2	100.0	60.5	39.5	100.0
White Traveller of Irish heritage	89.0	11.0	100.0	62.3	37.7	100.0
Any other White	90.7	9.3	100.0	41.0	59.0	100.0
White Albanian	92.8	7.2	100.0	36.9	63.1	100.0
White Bosnian-Herzegovinian	96.5	3.5	100.0	42.3	57.7	100.0
White Croatian	93.6	6.4	100.0	50.0	50.0	100.0
White Greek/Greek Cypriot	97.1	2.9	100.0	65.6	34.4	100.0
White Greek	94.7	5.3	100.0	30.1	69.9	100.0
White Greek Cypriot	96.1	3.9	100.0	76.1	23.9	100.0
White Italian	97.1	2.9	100.0	50.7	49.3	100.0
White Kosovan	95.0	5.0	100.0	61.0	39.0	100.0
White Portuguese	98.1	1.9	100.0	64.7	35.3	100.0
White Serbian	93.8	6.2	100.0	25.0	75.0	100.0
White Turkish or Turkish Cypriot	96.5	3.5	100.0	64.9	35.1	100.0
White Turkish	94.6	5.4	100.0	61.3	38.7	100.0
White Turkish Cypriot	93.7	6.3	100.0	64.2	35.8	100.0
White European	97.4	2.6	100.0	33.3	66.7	100.0
White Eastern European	96.5	3.5	100.0	47.3	52.7	100.0
White Western European	94.0	6.0	100.0	34.7	65.3	100.0
White other	89.1	10.9	100.0	31.0	69.0	100.0
White Gypsy Roma	89.2	10.8	100.0	50.0	50.0	100.0
Dual White and Black Caribbean	95.0	5.0	100.0	60.4	39.6	100.0
Dual White and Black African	95.0	5.0	100.0	45.1	54.9	100.0
Dual White and Asian	95.5	4.5	100.0	57.7	42.3	100.0
Dual White and Pakistani	91.9	8.1	100.0	8.3	91.7	100.0
Dual White and Indian	93.7	6.3	100.0	30.6	69.4	100.0
Dual White and any other Asian	92.8	7.2	100.0	19.6	80.4	100.0
Any other dual heritage	91.9	8.1	100.0	41.7	58.3	100.0
Dual Asian and any other ethnic heritage	95.4	4.6	100.0	22.7	77.3	100.0
Dual Asian and Black	91.1	8.9	100.0	20.5	79.5	100.0
Dual Asian and Chinese	100.0		100.0		100.0	100.0
Dual Black and any other ethnic heritage	97.6	2.4	100.0	16.1	83.9	100.0
Dual Black and Chinese	91.7	8.3	100.0		100.0	100.0
Dual Chinese and any other ethnic heritage	80.6	19.4	100.0	23.1	76.9	100.0
Dual White and any other ethnic heritage	96.3	3.7	100.0	23.3	76.7	100.0
Dual White and Chinese	91.6	8.4	100.0	12.5	87.5	100.0
Other dual heritage	95.5	4.5	100.0	12.4	87.6	100.0

Source: merged 2002 2003 2004 2005 LPD

B16. Pupils on roll in 2003 and 2004. Alignment of records of ethnicity in 2004 with records of ethnicity in 2003 - source ethnic record, including extended ethnic categories - percentage, continued

2004 pupil ethnicity, source information (including extended categories)	Pupil on roll in the same school in both years			Pupil on roll in different schools in the two years		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
Asian Indian	98.9	1.1	100.0	90.8	9.2	100.0
Asian Pakistani	98.4	1.6	100.0	87.8	12.2	100.0
Asian Mirpuri Pakistani	91.7	8.3	100.0	23.8	76.2	100.0
Asian other Pakistani	95.4	4.6	100.0	61.0	39.0	100.0
Asian Kashmiri Pakistani	93.7	6.3	100.0	16.9	83.1	100.0
Asian Bangladeshi	98.8	1.2	100.0	95.9	4.1	100.0
Asian other Asian	92.1	7.9	100.0	48.2	51.8	100.0
Asian African Asian	97.0	3.0	100.0	32.6	67.4	100.0
Asian Kashmiri other	100.0		100.0		100.0	100.0
Asian Nepali	100.0		100.0	60.9	39.1	100.0
Asian Sinhalese	95.3	4.7	100.0	47.8	52.2	100.0
Asian Sri Lankan	98.2	1.8	100.0	70.7	29.3	100.0
Asian other Asian	86.4	13.6	100.0	28.7	71.3	100.0
Black Caribbean	97.3	2.7	100.0	81.1	18.9	100.0
Black African	97.3	2.7	100.0	58.0	42.0	100.0
Black African Angolan	98.8	1.3	100.0	34.4	65.6	100.0
Black African Congolese	94.5	5.5	100.0	48.7	51.3	100.0
Black African Ghanaian	94.5	5.5	100.0	63.4	36.6	100.0
Black African Nigerian	93.0	7.0	100.0	66.3	33.7	100.0
Black African Sierra Leonean	90.8	9.2	100.0	55.4	44.6	100.0
Black African Somali	95.6	4.4	100.0	82.7	17.3	100.0
Black African Sudanese	97.8	2.2	100.0	4.8	95.2	100.0
Black African other	93.5	6.5	100.0	53.2	46.8	100.0
Black any other ethnic heritage	92.5	7.5	100.0	26.3	73.7	100.0
Black European	94.1	5.9	100.0	3.2	96.8	100.0
Black North American	92.0	8.0	100.0		100.0	100.0
Black other	92.8	7.2	100.0	16.9	83.1	100.0
Chinese	97.3	2.7	100.0	78.9	21.1	100.0
Chinese Hong Kong Chinese	96.8	3.2	100.0	42.4	57.6	100.0
Chinese Malaysian Chinese	94.7	5.3	100.0	20.0	80.0	100.0
Chinese Singaporean Chinese	100.0		100.0			
Chinese Taiwanese		100.0	100.0			
Chinese other	97.8	2.2	100.0	36.4	63.6	100.0
Any other ethnic group	92.6	7.4	100.0	34.6	65.4	100.0
Afghan	97.1	2.9	100.0	74.8	25.2	100.0
Arab other	92.5	7.5	100.0	51.5	48.5	100.0
Egyptian	96.6	3.4	100.0	32.7	67.3	100.0
Filipino	97.4	2.6	100.0	57.8	42.2	100.0
Iranian	96.9	3.1	100.0	64.4	35.6	100.0
Iraqi	96.1	3.9	100.0	66.1	33.9	100.0
Japanese	97.8	2.2	100.0	87.9	12.1	100.0
Korean	99.4	0.6	100.0	70.0	30.0	100.0
Kurdish	94.6	5.4	100.0	52.0	48.0	100.0

Source: merged 2002 2003 2004 2005 LPD

B16. Pupils on roll in 2003 and 2004. Alignment of records of ethnicity in 2004 with records of ethnicity in 2003 - source ethnic record, including extended ethnic categories - percentage, continued

2004 pupil ethnicity, source information (including extended categories)	Pupil on roll in the same school in both years			Pupil on roll in different schools in the two years		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
Latin/South/Central American	95.0	5.0	100.0	59.9	40.1	100.0
Lebanese	98.1	1.9	100.0	37.3	62.7	100.0
Libyan	90.9	9.1	100.0		100.0	100.0
Malay	100.0		100.0		100.0	100.0
Moroccan	97.6	2.4	100.0	58.3	41.7	100.0
Polynesian	83.3	16.7	100.0		100.0	100.0
Thai	100.0		100.0	7.1	92.9	100.0
Vietnamese	97.5	2.5	100.0	81.0	19.0	100.0
Yemeni	100.0		100.0		100.0	100.0
Any other ethnic group	87.7	12.3	100.0	25.9	74.1	100.0
Refused	94.0	6.0	100.0	25.4	74.6	100.0
Information not yet obtained	92.9	7.1	100.0	11.9	88.1	100.0
Missing data	82.9	17.1	100.0	1.1	98.9	100.0
Total	96.7	3.3	100.0	72.0	28.0	100.0

Source: merged 2002 2003 2004 2005 LPD

B17. Pupils on roll in 2003 and 2004 aged 10 in 2003 and 11 in 2004 and at school in the same borough and in different boroughs in both years. Alignment of main ethnic categories in 2004 with main ethnic categories in 2003 - number and percentage

	Number					
	On roll in the same borough			On roll in different boroughs		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
2004 pupil ethnicity, main categories						
White	30,387	1,868	32,255	7,876	635	8,511
Dual/multiple heritage	2,496	1,259	3,755	761	446	1,207
Asian or Asian British	9,615	604	10,219	1,432	184	1,616
Black or Black British	9,063	733	9,796	3,254	260	3,514
Chinese	358	78	436	106	21	127
Any other ethnic heritage	1,265	650	1,915	256	271	527
Refused or not yet obtained	294	995	1,289	52	475	527
Total	53,478	6,187	59,665	13,737	2,292	16,029

	Percentage					
	On roll in the same borough			On roll in different boroughs		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
2004 pupil ethnicity, main categories						
White	94.2	5.8	100.0	92.5	7.5	100.0
Dual/multiple heritage	66.5	33.5	100.0	63.0	37.0	100.0
Asian or Asian British	94.1	5.9	100.0	88.6	11.4	100.0
Black or Black British	92.5	7.5	100.0	92.6	7.4	100.0
Chinese	82.1	17.9	100.0	83.5	16.5	100.0
Any other ethnic heritage	66.1	33.9	100.0	48.6	51.4	100.0
Refused or not yet obtained	22.8	77.2	100.0	9.9	90.1	100.0
Total	89.6	10.4	100.0	85.7	14.3	100.0

Source: merged trimmed 2002 2003 2004 LPD

B18. Pupils on roll in 2003 and 2004 aged 10 in 2003 and 11 in 2004 and at school in the same borough and in different boroughs in both years. Alignment of ethnic subcategories in 2004 with ethnic subcategories in 2003 - number and percentage

	Number					
	On roll in the same borough			On roll in different boroughs		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
2004 pupil ethnicity, DCSF subcategories						
White British	25,918	1,980	27,898	6,342	811	7,153
White Irish	319	209	528	176	109	285
White Traveller of Irish heritage	40	19	59	1	3	4
Any other White	2,612	1,106	3,718	651	407	1,058
Gypsy/Roma	20	32	52	7	4	11
Dual White and Black Caribbean	851	523	1,374	277	193	470
Dual White and Black African	200	237	437	47	63	110
Dual White and Asian	313	248	561	88	75	163
Any other dual heritage	636	747	1,383	170	294	464
Asian Indian	3,487	310	3,797	629	76	705
Asian Pakistani	2,142	194	2,336	225	33	258
Asian Bangladeshi	2,533	74	2,607	224	13	237
Asian any other	907	572	1,479	233	183	416
Black Caribbean	3,034	636	3,670	1,152	273	1,425
Black African	4,395	600	4,995	1,446	236	1,682
Any other Black heritage	310	821	1,131	78	329	407
Chinese	358	78	436	106	21	127
Any other ethnic group	1,265	650	1,915	256	271	527
Refused	184	510	694	31	217	248
Information not yet obtained	81	514	595	11	268	279
Total	49,605	10,060	59,665	12,150	3,879	16,029

	Percentage					
	On roll in the same borough			On roll in different boroughs		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
2004 pupil ethnicity, DCSF subcategories						
White British	92.9	7.1	100.0	88.7	11.3	100.0
White Irish	60.4	39.6	100.0	61.8	38.2	100.0
White Traveller of Irish heritage	67.8	32.2	100.0	25.0	75.0	100.0
Any other White	70.3	29.7	100.0	61.5	38.5	100.0
Gypsy/Roma	38.5	61.5	100.0	63.6	36.4	100.0
Dual White and Black Caribbean	61.9	38.1	100.0	58.9	41.1	100.0
Dual White and Black African	45.8	54.2	100.0	42.7	57.3	100.0
Dual White and Asian	55.8	44.2	100.0	54.0	46.0	100.0
Any other dual heritage	46.0	54.0	100.0	36.6	63.4	100.0
Asian Indian	91.8	8.2	100.0	89.2	10.8	100.0
Asian Pakistani	91.7	8.3	100.0	87.2	12.8	100.0
Asian Bangladeshi	97.2	2.8	100.0	94.5	5.5	100.0
Asian any other	61.3	38.7	100.0	56.0	44.0	100.0
Black Caribbean	82.7	17.3	100.0	80.8	19.2	100.0
Black African	88.0	12.0	100.0	86.0	14.0	100.0
Any other Black heritage	27.4	72.6	100.0	19.2	80.8	100.0
Chinese	82.1	17.9	100.0	83.5	16.5	100.0
Any other ethnic group	66.1	33.9	100.0	48.6	51.4	100.0
Refused	26.5	73.5	100.0	12.5	87.5	100.0
Information not yet obtained	13.6	86.4	100.0	3.9	96.1	100.0
Total	83.1	16.9	100.0	75.8	24.2	100.0

Source: merged trimmed 2002 2003 2004 LPD

B19. Pupils on roll in 2003 and 2004 aged 10 in 2003 and 11 in 2004 and at school in the same borough and in different boroughs in both years. Alignment of source ethnic data with extended categories in 2004 with source ethnic subcategories with extended categories in 2003 - number

	Number					
	On roll in the same borough			On roll in different boroughs		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
2004 pupil ethnicity, source information (including extended categories)						
White British	19,650	1,809	21,459	4,250	1,495	5,745
White English	5,336	943	6,279	259	1,087	1,346
White Scottish	15	16	31		9	9
White Welsh	6	8	14	1	3	4
White other British	16	99	115	1	48	49
White Irish	319	209	528	176	109	285
White Traveller of Irish heritage	40	19	59	1	3	4
Any other White	260	328	588	23	156	179
White Albanian	15	29	44	1	7	8
White Bosnian-Herzegovinian	4	8	12		2	2
White Croatian	4	3	7		2	2
White Greek/Greek Cypriot	95	23	118	3	33	36
White Greek	10	26	36		6	6
White Greek Cypriot	195	39	234	4	29	33
White Italian	23	12	35	5	14	19
White Kosovan	78	45	123	4	5	9
White Portuguese	68	23	91	2	19	21
White Serbian	1	1	2		2	2
White Turkish or Turkish Cypriot	230	82	312	10	68	78
White Turkish	281	187	468	37	32	69
White Turkish Cypriot	143	76	219	7	14	21
White European	82	125	207	23	102	125
White Eastern European	145	140	285	19	51	70
White Western European	90	171	261	16	127	143
White other	184	492	676	34	201	235
White Gypsy Roma	20	32	52	7	4	11
Dual White and Black Caribbean	851	523	1,374	277	193	470
Dual White and Black African	200	237	437	47	63	110
Dual White and Asian	294	218	512	81	69	150
Dual White and Pakistani		7	7		1	1
Dual White and Indian	6	10	16		7	7
Dual White and any other Asian	5	21	26	1	4	5
Any other dual heritage	466	581	1,047	118	249	367
Dual Asian and any other ethnic heritage	12	29	41		5	5
Dual Asian and Black	4	12	16		6	6
Dual Asian and Chinese		4	4		1	1
Dual Black and any other ethnic heritage	7	33	40		18	18
Dual Black and Chinese	1	1	2			
Dual Chinese and any other ethnic heritage		2	2			
Dual White and any other ethnic heritage	29	73	102	1	32	33
Dual White and Chinese		9	9		2	2
Other dual heritage	22	98	120	2	30	32
Asian Indian	3,487	310	3,797	629	76	705
Asian Pakistani	1,860	257	2,117	179	42	221
Asian Mirpuri Pakistani	6	9	15		8	8
Asian other Pakistani	135	38	173		24	24
Asian Kashmiri Pakistani	6	25	31		5	5

Source: trimmed 2002 2003 2004 LPD

**B19. Pupils on roll in 2003 and 2004 aged 10 in 2003 and 11 in 2004 and at school in the same borough and in different boroughs in both years.
Alignment of source ethnic data with extended categories in 2004 with source ethnic subcategories with extended categories in 2003 - number,**

	Number					
	On roll in the same borough			On roll in different boroughs		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
2004 pupil ethnicity, source information (including extended categories)						
Asian Bangladeshi	2,533	74	2,607	224	13	237
Asian other Asian	403	391	794	87	167	254
Asian African Asian	29	38	67	2	9	11
Asian Kashmiri other		1	1			
Asian Nepali	4	1	5		2	2
Asian Sinhalese	12	4	16	1	4	5
Asian Sri Lankan	241	54	295	18	41	59
Asian other Asian	100	201	301	5	80	85
Black Caribbean	3,034	636	3,670	1,152	273	1,425
Black African	1,121	402	1,523	228	535	763
Black African Angolan	15	17	32		2	2
Black African Congolese	34	27	61	6	8	14
Black African Ghanaian	265	140	405	84	74	158
Black African Nigerian	603	224	827	145	147	292
Black African Sierra Leonean	44	24	68	3	12	15
Black African Somali	602	113	715	58	22	80
Black African Sudanese	1	1	2		4	4
Black African other	841	521	1,362	76	278	354
Black any other ethnic heritage	276	685	961	57	276	333
Black European	3	46	49		22	22
Black North American		3	3		1	1
Black other	17	101	118	3	48	51
Chinese	303	86	389	85	28	113
Chinese Hong Kong Chinese	9	9	18	1	9	10
Chinese Malaysian Chinese	1	2	3		1	1
Chinese other	6	20	26		3	3
Any other ethnic group	203	261	464	8	143	151
Afghan	159	35	194	13	10	23
Arab other	65	44	109	7	17	24
Egyptian	4	12	16	2	1	3
Filipino	57	15	72	2	26	28
Iranian	67	36	103	17	13	30
Iraqi	63	21	84	10	7	17
Japanese	10	2	12			
Korean	34	8	42	1	4	5
Kurdish	62	76	138	5	13	18
Latin/South/Central American	114	47	161	21	48	69
Lebanese	10	11	21	6	12	18
Libyan		1	1			
Malay					1	1
Moroccan	27	10	37	15	5	20
Polynesian		1	1			
Thai	1	6	7		3	3
Vietnamese	154	31	185	13	8	21
Yemeni		2	2			
Any other ethnic group	75	191	266	9	87	96
Refused	184	510	694	31	217	248
Information not yet obtained	81	514	595	11	268	279
Total	46,568	13,097	59,665	8,624	7,405	16,029

Source: trimmed 2002 2003 2004 LPD

B20. Pupils on roll in 2003 and 2004 aged 10 in 2003 and 11 in 2004 and at school in the same borough and in different boroughs in both years. Alignment of source ethnic data with extended categories in 2004 with source ethnic subcategories with extended categories in 2003 – percentage

	Percentage					
	On roll in the same borough			On roll in different boroughs		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
2004 pupil ethnicity, source information (including extended categories)						
White British	91.6	8.4	100.0	74.0	26.0	100.0
White English	85.0	15.0	100.0	19.2	80.8	100.0
White Scottish	48.4	51.6	100.0		100.0	100.0
White Welsh	42.9	57.1	100.0	25.0	75.0	100.0
White other British	13.9	86.1	100.0	2.0	98.0	100.0
White Irish	60.4	39.6	100.0	61.8	38.2	100.0
White Traveller of Irish heritage	67.8	32.2	100.0	25.0	75.0	100.0
Any other White	44.2	55.8	100.0	12.8	87.2	100.0
White Albanian	34.1	65.9	100.0	12.5	87.5	100.0
White Bosnian-Herzegovinian	33.3	66.7	100.0		100.0	100.0
White Croatian	57.1	42.9	100.0		100.0	100.0
White Greek/Greek Cypriot	80.5	19.5	100.0	8.3	91.7	100.0
White Greek	27.8	72.2	100.0		100.0	100.0
White Greek Cypriot	83.3	16.7	100.0	12.1	87.9	100.0
White Italian	65.7	34.3	100.0	26.3	73.7	100.0
White Kosovan	63.4	36.6	100.0	44.4	55.6	100.0
White Portuguese	74.7	25.3	100.0	9.5	90.5	100.0
White Serbian	50.0	50.0	100.0		100.0	100.0
White Turkish or Turkish Cypriot	73.7	26.3	100.0	12.8	87.2	100.0
White Turkish	60.0	40.0	100.0	53.6	46.4	100.0
White Turkish Cypriot	65.3	34.7	100.0	33.3	66.7	100.0
White European	39.6	60.4	100.0	18.4	81.6	100.0
White Eastern European	50.9	49.1	100.0	27.1	72.9	100.0
White Western European	34.5	65.5	100.0	11.2	88.8	100.0
White other	27.2	72.8	100.0	14.5	85.5	100.0
White Gypsy Roma	38.5	61.5	100.0	63.6	36.4	100.0
Dual White and Black Caribbean	61.9	38.1	100.0	58.9	41.1	100.0
Dual White and Black African	45.8	54.2	100.0	42.7	57.3	100.0
Dual White and Asian	57.4	42.6	100.0	54.0	46.0	100.0
Dual White and Pakistani		100.0	100.0		100.0	100.0
Dual White and Indian	37.5	62.5	100.0		100.0	100.0
Dual White and any other Asian	19.2	80.8	100.0	20.0	80.0	100.0
Any other dual heritage	44.5	55.5	100.0	32.2	67.8	100.0
Dual Asian and any other ethnic heritage	29.3	70.7	100.0		100.0	100.0
Dual Asian and Black	25.0	75.0	100.0		100.0	100.0
Dual Asian and Chinese		100.0	100.0		100.0	100.0
Dual Black and any other ethnic heritage	17.5	82.5	100.0		100.0	100.0
Dual Black and Chinese	50.0	50.0	100.0			
Dual Chinese and any other ethnic heritage		100.0	100.0			
Dual White and any other ethnic heritage	28.4	71.6	100.0	3.0	97.0	100.0
Dual White and Chinese		100.0	100.0		100.0	100.0
Other dual heritage	18.3	81.7	100.0	6.3	93.8	100.0
Asian Indian	91.8	8.2	100.0	89.2	10.8	100.0
Asian Pakistani	87.9	12.1	100.0	81.0	19.0	100.0
Asian Mirpuri Pakistani	40.0	60.0	100.0		100.0	100.0
Asian other Pakistani	78.0	22.0	100.0		100.0	100.0
Asian Kashmiri Pakistani	19.4	80.6	100.0		100.0	100.0

Source: Merged trimmed 2002 2003 2004 LPD

B20. Pupils on roll in 2003 and 2004 aged 10 in 2003 and 11 in 2004 and at school in the same borough and in different boroughs in both years. Alignment of source ethnic data with extended categories in 2004 with source ethnic subcategories with extended categories in 2003 - percentage, continued

	Percentage					
	On roll in the same borough			On roll in different boroughs		
	Aligned	Not Aligned	Total	Aligned	Not Aligned	Total
2004 pupil ethnicity, source information (including extended categories)						
Asian Bangladeshi	97.2	2.8	100.0	94.5	5.5	100.0
Asian other Asian	50.8	49.2	100.0	34.3	65.7	100.0
Asian African Asian	43.3	56.7	100.0	18.2	81.8	100.0
Asian Kashmiri other		100.0	100.0			
Asian Nepali	80.0	20.0	100.0		100.0	100.0
Asian Sinhalese	75.0	25.0	100.0	20.0	80.0	100.0
Asian Sri Lankan	81.7	18.3	100.0	30.5	69.5	100.0
Asian other Asian	33.2	66.8	100.0	5.9	94.1	100.0
Black Caribbean	82.7	17.3	100.0	80.8	19.2	100.0
Black African	73.6	26.4	100.0	29.9	70.1	100.0
Black African Angolan	46.9	53.1	100.0		100.0	100.0
Black African Congolese	55.7	44.3	100.0	42.9	57.1	100.0
Black African Ghanaian	65.4	34.6	100.0	53.2	46.8	100.0
Black African Nigerian	72.9	27.1	100.0	49.7	50.3	100.0
Black African Sierra Leonean	64.7	35.3	100.0	20.0	80.0	100.0
Black African Somali	84.2	15.8	100.0	72.5	27.5	100.0
Black African Sudanese	50.0	50.0	100.0		100.0	100.0
Black African other	61.7	38.3	100.0	21.5	78.5	100.0
Black any other ethnic heritage	28.7	71.3	100.0	17.1	82.9	100.0
Black European	6.1	93.9	100.0		100.0	100.0
Black North American		100.0	100.0		100.0	100.0
Black other	14.4	85.6	100.0	5.9	94.1	100.0
Chinese	77.9	22.1	100.0	75.2	24.8	100.0
Chinese Hong Kong Chinese	50.0	50.0	100.0	10.0	90.0	100.0
Chinese Malaysian Chinese	33.3	66.7	100.0		100.0	100.0
Chinese other	23.1	76.9	100.0		100.0	100.0
Any other ethnic group	43.8	56.3	100.0	5.3	94.7	100.0
Afghan	82.0	18.0	100.0	56.5	43.5	100.0
Arab other	59.6	40.4	100.0	29.2	70.8	100.0
Egyptian	25.0	75.0	100.0	66.7	33.3	100.0
Filipino	79.2	20.8	100.0	7.1	92.9	100.0
Iranian	65.0	35.0	100.0	56.7	43.3	100.0
Iraqi	75.0	25.0	100.0	58.8	41.2	100.0
Japanese	83.3	16.7	100.0			
Korean	81.0	19.0	100.0	20.0	80.0	100.0
Kurdish	44.9	55.1	100.0	27.8	72.2	100.0
Latin/South/Central American	70.8	29.2	100.0	30.4	69.6	100.0
Lebanese	47.6	52.4	100.0	33.3	66.7	100.0
Libyan		100.0	100.0			
Malay					100.0	100.0
Moroccan	73.0	27.0	100.0	75.0	25.0	100.0
Polynesian		100.0	100.0			
Thai	14.3	85.7	100.0		100.0	100.0
Vietnamese	83.2	16.8	100.0	61.9	38.1	100.0
Yemeni		100.0	100.0			
Any other ethnic group	28.2	71.8	100.0	9.4	90.6	100.0
Refused	26.5	73.5	100.0	12.5	87.5	100.0
Information not yet obtained	13.6	86.4	100.0	3.9	96.1	100.0
Total	78.0	22.0	100.0	53.8	46.2	100.0

Source: trimmed 2002 2003 2004 LPD

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