Local Government Association

admissions: who goes where? messages from the statistics

by Tamsin Chamberlain, Simon Rutt and Felicity Fletcher-Campbell
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Aims

The purpose of this study was to investigate the extent to which schools' populations reflect the profile of the local communities in which they are located, to support the development of policy and debate around school admissions and parental choice. The investigation also aimed to examine the effect that one school's intake has on another local school, by comparing the proportion of pupils eligible for free school meals (FSM) admitted to schools situated within the same communities.

Methodology

The study was split into two sections: Stage 1 and Stage 2. Stage 1 examined whether schools of different types were representative of particular groups of students that live in their local communities. The profile of the local communities was measured on the proportion of pupils living in the area and:

- eligible for free school meals (FSM)
- with special educational needs (SEN)
- of black or ethnic minority origin (BEM)
- achieving the expected level or above in key stage 2 (KS2) English and maths.

The profile of schools was compared with the profile of pupils in the local communities, using school postcodes and pupils' home postcodes. Postcode sectors and districts were used to determine 'local' populations of pupils admitted to primary and secondary schools respectively. For the primary school analysis, the 'local postcode sector' was defined as the area covered by the first four digits of a postcode, for example SL1 2. A postcode sector contains a set number of households (approximately 2600), so an urban postcode sector is a smaller area, in square miles, than a rural postcode sector. For the secondary school analysis, the 'local postcode district' was defined as the area covered by the first three digits of a postcode, for example SL1.

Stage 2 of the study examined the effect of one's school's admissions on another school located within the same community. Stage 2 also included an investigation of the types of schools that impact on other types of schools in terms of FSM eligibility, where admissions are non-representative of the local communities in which they are located.

The primary school analysis included all pupils on the 2005 Pupil Level Annual School Census (PLASC), who were in year groups 1 to 6 and on roll at a mainstream primary school in England. This included infant, junior, first, middle and primary schools. The secondary school analysis included all pupils on the 2005 PLASC, who were in year groups 7 to 11 and on roll at a mainstream secondary school in England. Data on a total of 6,243,750 pupils was included in the analysis of 20,684 primary and secondary schools in England. The study did not perform tests of significance on the data; but it aimed to show where there were differences across school intakes in England. In order to investigate reasons for the differences, further qualitative research would be needed: suggested issues for such research are summarised in the conclusions.

Summary of key findings

Geographical admissions areas

- Both the primary and secondary schools admitted pupils from a number of different communities (using postcode sectors and districts respectively). This is worth highlighting, particularly because of the large area covered by just one postcode district.
- On the whole, both the voluntary-aided primary and secondary schools were admitting fewer pupils from the local community compared to the other school-types.
- At secondary school level, the voluntary-aided schools were admitting pupils from a wider geographical area than voluntary-controlled and community secondary schools. This finding might be

expected if the voluntary-aided schools need to serve a wider geographical area in order to admit pupils of a particular religious affiliation.

- Overall, academy schools appeared to be situated in areas where the community populations included higher proportions of children eligible for FSM, with special educational needs (SEN), of black or ethnic minority (BEM) origin, and of lower key stage 2 (KS2) ability.

Proportion of pupils eligible for FSM in different types of schools

- The voluntary-aided primary and secondary schools admitted slightly lower proportions of pupils eligible for FSM, compared to the proportions in the local communities. It is possible that these differences could be explained by the wider geographical area that voluntary-aided schools served. However, the proportion of pupils who attended the schools who were eligible for FSM and who lived outside of the local communities was still lower than the proportion of pupils eligible for FSM and living in the local communities. Even by compensating for the wider geographical area that such schools may serve, it does not explain the reason for the lower proportions of pupils eligible for FSM admitted to voluntary-aided schools.

- Academy schools[1] were found to admit higher proportions of pupils eligible for FSM than the proportion living in the local postcode districts.

Proportion of pupils with SEN in different types of schools

- All types of primary schools admitted similar proportions of pupils with SEN as there were living in the local postcode sectors.

- At secondary school level, the analysis showed a different picture from the primary school SEN analysis. Academy schools admitted higher proportions of pupils with SEN compared to the proportions living in the local postcode districts and voluntary-aided schools admitted slightly lower proportions of pupils with SEN from the local postcode districts. The examination of the school intakes from outside the local postcode districts revealed that the academy schools also admitted higher proportions of pupils with SEN from outside of the local district and the voluntary-aided schools admitted a lower proportion.

Proportion of pupils of BEM origin in different types of schools

- The findings suggest that pupils of BEM origin travelled outside their local communities to school more than 'white' pupils, because all types of schools admitted higher proportions of pupils of BEM origin from outside the local communities.

Proportion of pupils with KS2 level 4 or above in different types of schools

- At secondary school level, using both KS2 maths and English level 4 and above as indicators for expected ability at KS2, the analysis showed that the academy schools admitted a lower proportion of pupils of higher KS2 ability compared to the proportion living within the local postcode districts. Both voluntary-aided and voluntary-controlled schools tended to admit slightly higher proportions of pupils of higher KS2 ability than the proportions living in the local postcode districts.

The effect of one school's intake on another local school

- The findings were similar in both primary and secondary schools in local authorities in rural and urban areas where there was more than one school serving the same community. There were differences both within school-types and between school-types in terms of the proportion of pupils eligible for FSM admitted to schools from within the local communities. Local authorities may want to examine individual school admissions policies in this light.

Conclusions

This study examined the representativeness of local communities within the school admissions system and illustrated the effect that one school's intake can have on another local school. The study highlighted where these differences occurred but it could not provide reasons for the differences. This study has raised a number of issues, such as:

1. It should be noted that the 2005 PLASC only included 17 schools identified as 'academies'.

- why some voluntary-aided schools appear to admit lower proportions of pupils eligible for FSM than the proportions living within the local communities, even when compensating for the fact that such schools may serve a larger geographical area. Further research could investigate whether there are lower numbers of children with a particular religious affiliation within the group eligible for FSM, or whether some of these schools are overtly or covertly selecting out children with particular background characteristics

- why academies appear to be admitting higher proportions of pupils eligible for FSM compared to the proportions living within the community. Further research could investigate whether the academy schools were the first preference for this group of pupils

- why voluntary-aided secondary schools appear to admit lower proportions of pupils with SEN than the proportions living in the local communities and academy schools appear to admit higher proportions of pupils with SEN than the proportions living within the local communities, although there were no particular differences between the primary school-types

- why pupils of BEM origin appear to attend schools outside of their local communities more than schools within their local communities

- why academy schools appear to admit higher proportions of pupils with lower KS2 ability compared to the proportions living in the local communities

- why, when there were two community schools serving the same postcode area, there were occurrences where there were differences in the proportions of pupils eligible for FSM in the two schools.

In order to investigate the reasons for the highlighted differences, it is suggested that further qualitative research is conducted. Through a qualitative study, it would be possible to examine:

- whether particular characteristics are associated with families making successful or unsuccessful applications for places at particular schools

- whether particular characteristics are associated with families' preferences for particular schools

- the reasons why voluntary-aided schools admit pupils from a wider geographical area, and the admissions criteria used for selection at this level

- the reasons why voluntary-aided schools tend to admit lower proportions of pupils eligible for FSM, with SEN and with lower KS2 ability than the proportions within and outside of the local communities

- the reasons why pupils of BEM origin appeared to attend schools outside their local communities

- the characteristics of particular local authority admissions policies to investigate how these link to the overall representativeness of school intakes

- the situations that lead to some community schools and some voluntary-aided schools admitting lower proportions of pupils from disadvantaged backgrounds than might be expected.

1 Introduction

There have been recent moves to try and make admissions systems fairer for all pupils. The latest *School Admissions Code of Practice* guidance emphasised this point and stated that: 'school admission arrangements should work for the benefit of all parents and children in an area' (DfES, 2003:8). Local authorities and schools have been required to make changes to their admission arrangements to ensure fairer access to schools for all pupils. Admissions authorities (i.e. the local authorities for community and voluntary-controlled schools and the governing body for academies, foundation and voluntary-aided schools) are required to consult on and publish the admissions criteria for individual schools. Schools' admissions criteria have been the focus of research (West and Hind, 2003) which found that the majority of schools had clear, fair and objective criteria for admissions, but there were a minority of schools that used criteria that selected certain groups and, consequently, excluded others. Evidence showed that it was the schools with responsibility for their own admissions – voluntary-aided and foundation schools – that were found to lack equity in their admissions criteria. It was suggested by West (2006) that because of the lack of equity, such schools should not have responsibility for their own school admissions. Lack of equity in admissions has been a subject of recent concern, following the publication of the Schools' White Paper *Higher Standards, Better Schools for All* (GB. Parliament. HoC, 2005).

The White Paper included many proposals affecting school admissions, including the importance of fair admissions. The current *Education and Inspections Bill 2006* (GB. Parliament. HoC, 2006) which takes account of these proposals, is expected to pass through parliament in the coming months. The main areas of discussion have been around the proposals for trust schools, which will have greater autonomy over their admissions arrangements than community schools. Trust schools will be similar to existing foundation schools and will be required to set out their admissions arrangements but still within the guidelines of the *School Admissions Code of Practice* (DfES, 2003). Given the greater autonomy of trust and foundation schools, concerns have been raised that this will lead to greater social segregation and the possibility of covert selection and that the existing guidelines to school admissions would not be sufficient to prevent such circumstances occurring. However, a key aspect of the Bill in relation to school admission arrangements, is the strengthening of the existing Code of Practice, to ensure that all relevant parties act 'in accordance with it', rather than merely 'have regard to it' (GB. Parliament. HoC, 2006:26).

Recent studies have examined the equity of schools' admissions systems by investigating the extent to which school intakes are representative of the local communities in which they are situated. Allen (2006) investigated the extent to which pupils in secondary schools attended the school in closest proximity to where they lived and argued that secondary school choice had 'produced a stratified education system' (p.26) which increases social and ability segregation. According to this study, only half of pupils in secondary schools in England were found to attend their nearest school, using a proximity measure.

The Sutton Trust (2006) examined the intakes to the 'top' comprehensive secondary schools in England, using a similar methodology to that used in this study. The 200 'top' schools were selected on the basis of the percentage of students achieving five or more A* to C grades at GCSE. The school communities were compared to the local communities, using postcode sectors, to ascertain the percentage of pupils eligible for free school meals (FSM) living within one of the 'top' school communities compared to the percentage attending the 'top' schools. The study found that social selection was evident in that only 5.6 per cent of pupils were eligible for FSM within the 'top' 200 secondary comprehensive schools, whereas there were 11.5 per cent living within those local communities who were eligible for FSM. Furthermore, the study found that it was the schools that were responsible for their own admissions arrangements – the foundation and voluntary-aided schools – that were found to be more likely to feature in the 'top' schools list but not represent their local communities in terms of the proportion of pupils eligible for FSM admitted to the schools.

A similar study by Waterman (2006), which examined the intakes in terms of FSM eligibility in all primary schools in England, also concluded that the voluntary-aided schools tended to admit a lower proportion of pupils eligible for FSM than there were within the local communities. The community schools were found to admit a slightly higher proportion of these pupils. At the time of publication the report was criticised by the Catholic Education Service (BBC, 2006), amongst others, for not recognising that its schools were likely to serve a much wider geographical area than that used by the study.

This present study, for the Local Government Association, seeks to build on the above research, by examining the admissions to all primary and secondary maintained schools in England. It seeks to compensate for the fact that schools with a religious character may well serve a wider geographical area than that defined by a local postcode sector, by examining the characteristics of pupils admitted to schools from outside the local area.

1.1 Aims

The purpose of this study was to investigate the extent to which schools' populations reflect the profile of the local communities in which they are located, to support the development of policy and debate around school admissions and parental choice. More specifically, the first stage of the investigation aimed to compare the profiles of schools with the profiles of the local communities by:

- assessing whether certain types of schools represented the profiles of their local communities to a greater or lesser extent than other types of schools. The profile of the local communities was measured on the proportion of pupils living in the area and:
  - eligible for free school meals (FSM)
  - with special educational needs (SEN)
  - of black or ethnic minority origin (BEM)
  - achieving the expected level or above in key stage 2 (KS2) English and maths.

The second stage of the investigation aimed to examine the effect that one school's intake has on another local school, by comparing the proportion of pupils eligible for FSM admitted to schools situated within the same communities. This included identifying:

- the proportion of primary schools within each local authority that admit a non-representative intake (according to the specific parameters defined for this study, described later in the report)
- the proportion of secondary schools within each local authority that admit a non-representative intake
- what the relationship was between the non-representative 'negative' and 'positive' schools (according to the specific parameters defined for this study, described later in the report), within communities with more than one school.

2 Methodology

2.1 Stage 1 analysis

The study was split into two sections: Stage 1 and Stage 2. Stage 1 examined whether schools of different types were representative of particular groups of students that live in their local communities. This was investigated by comparing the profile of schools with the profile of pupils in the local communities, using school postcodes and pupils' home postcodes. It is acknowledged that a school may not be situated in the middle of a postcode area; however, as it is unlikely that all schools of a particular type are situated on the edge of the postcode area, the overall analysis by school-type should compensate for the differences. In order to identify local communities, it would have been possible to use distance measures between schools and homes, by setting a three-mile radius for example. However, using a proximity measure would not have allowed for natural boundaries, such as a river that might divide an area, nor would it have allowed for the fact that the number of households within a set radius from a rural school would be considerably lower than the number of households within a set radius from an urban school. Using postcodes to determine the communities has ensured that there are similar numbers of households within each community. The postcode areas used in this study are defined in more detail below.

2.2 Defining the local communities

For the primary school analysis, the '**local postcode sector**' was defined as the area covered by the **first four digits** of a postcode, for example SL1 2. A postcode sector contains a set number of households (approximately 2600), so an urban postcode sector is a smaller area, in square miles, than a rural postcode sector.

For the secondary school analysis, the '**local postcode district**' was defined as the area covered by the **first three digits** of a postcode, for example SL1. Again, a postcode district contains a set number of households, so an urban postcode district is a smaller area than a rural postcode district. A postcode district does cover a large number of households – the area covered is larger than a postcode sector (as described above) – but it was recognised that secondary schools are likely to admit pupils from a wider area than primary schools. As the areas defined by postcode districts are so large, it might be expected that the schools would admit pupils from only a few additional postcode districts and that the majority of admissions are 'local' children.

When summarising the data throughout the report, the term '**local community**' is used when referring to the local postcode sector or district.

2.3 Defining the types of schools

The analysis was split by primary and secondary schools. The types of school included: community schools, foundation schools, voluntary-aided schools, voluntary-controlled schools and secondary school academies.

The primary school analysis included all pupils on the **2005** Pupil Level Annual School Census **(PLASC)**, who were in **year groups 1 through to 6** and on roll at a **mainstream primary school in England**. This included infant, junior, first, middle and primary schools. The analysis did *not* include independent schools, special schools or pupil referral units (PRUs). In total, 3,330,746 pupils in 17,319 schools were included in the primary school analyses.

The secondary school analysis included all pupils on the **2005 PLASC,** who were in **year groups 7 through to 11** and on roll at a **mainstream secondary school in England**. It did *not* include those in special schools, PRUs or independent schools. Grammar schools *were* included in the analysis displayed in the tables throughout this report as they fall within the category of maintained secondary schools. However, it was acknowledged that admissions to grammar schools is different from that of other schools and therefore the full analysis was performed again but excluding the grammar schools. The differences were very small and the outcomes remained the same.

In total, 2,913,004 pupils in 3365 schools were included in the primary school analyses.

2.4 Defining the pupils and areas

Within Stage 1 of the study, the groups of students examined included: pupils eligible for FSM, pupils with SEN, pupils of 'non-white' ethnic origin – those of BEM, and those achieving the expected level or above at KS2 maths and English (secondary only).

It was acknowledged that there were likely to be differences in admissions to schools in urban and rural areas and, more specifically, that there may be particular admissions issues within London. Section 3.1.6 examined the differences, using the proportions of pupils eligible for FSM admitted to the types of schools in:

- inner London
- outer London
- other urban areas
- rural areas.

2.5 Stage 2 analysis

Stage 2 of the study examined the effect of one school's admissions on another school located within the same community. It was possible to examine the effects at local authority level without any individual school being identified. Stage 2 also included an investigation of the types of schools that impact on other types of schools in terms of FSM eligibility, where admissions are non-representative of the local communities in which they are located.

2.6 Rationale for using this methodology

The analysis was developed to understand the composition of schools and how that composition compares with the local community. The rationale for using postcode sectors and districts was explained in Section 2.1, but the analysis aggregates the pupil level data into a variety of different groups. These groups make it possible to understand where school intakes may differ from their local communities.

The easiest comparison is to look at the characteristics of pupils who actually live in a particular community (postcode sector/district) and the characteristics of the pupils attending the school that serves that community. The school figures include pupils who live in the community surrounding the school and pupils that live outside this community. Analysing data for pupils that live and go to school within the same community, against pupils that go to the same school but live outside the community creates more reliable comparative measures. The analysis directly compares the pupils that live in the postcode sector/district around a school with those pupils who actually attend that school. By aggregating these for different school-types it is possible to compare, for example, community schools with voluntary-aided schools. In aggregating the data in this way it was also possible to identify what proportion of pupils from a local community actually attend their local school (i.e. within the postcode sector/district), as well as identifying the pupils that attend the school but live in other postcode sectors/districts. Comparisons can then be made between different school-types and different types of area (inner London, outer London, urban and rural).

It was recognised that some postcode sectors/districts will be served by a single school and some will be served by a number of schools. This is particularly evident for primary schools as they are smaller units with a number of primary schools acting as feeder schools to a single secondary. In communities where there was more than one school it was possible to identify whether the schools admit pupils of similar characteristics from that postcode sector/district. It could be fair to assume that schools serving the same postcode sector/district should have similar intakes of pupils from that postcode sector/district. The analysis of the data allowed comparisons to be made, by identifying how similar the make-up of these schools were.

The study did not perform tests of significance on the data; but it aimed to show where there were differences across school intakes in England. The report highlights where there were differences but it cannot provide reasons for the differences. In order to investigate reasons for the differences, further qualitative research would be needed: suggested issues for such research are summarised in the conclusions to the report.

3 Main findings

3.1 Stage 1: the comparison of school intakes and local communities

The data displayed in the tables in Section 3.1 includes the following information:

- row 1 displays the **number of schools** included in the analysis of each school-type

- row 2 shows the mean **percentage of pupils admitted from the local postcode sector/district** to each type of school, i.e. it shows whether schools admit the children from the local communities

- row 3 shows **the mean number of postcode sectors/districts from which the schools admit children**. This does *not* show how many children are admitted from each of the postcode sectors/districts, nor does it show whether the postcode sectors/districts were adjacent to the school postcode sector/district or further afield

- row 4 gives an indication of the **make-up of the local communities** in which the schools are located. It shows the percentage of particular groups of pupils (i.e. eligible for FSM, with SEN, of BEM origin, or performing at expected levels in KS2 maths and English) who live in the school postcode sectors/districts

- row 5 shows the **percentage of particular groups of pupils** (i.e. eligible for FSM, with SEN, of BEM origin, or performing at expected levels in KS2 maths and English) **who attend the schools**. Row 5 should not be directly compared to row 4 because row 5 includes pupils who live *outside* the postcode sector/district

- row 6 shows **the percentage of particular groups of pupils** (i.e. eligible for FSM, with SEN, of BEM origin, or performing at expected levels in KS2 maths and English) **who attend the school *and* live in the local postcode sector/district**. Row 6 can be compared to row 4 in order to examine whether the schools are representative of their local communities

- row 7 shows the **percentage of particular groups of pupils** (i.e. eligible for FSM, with SEN, of BEM origin or performing at expected levels in KS2 maths and English) **who attend the school but live *outside* the local postcode sector/district**. This provides a fuller picture of the representative-ness of particular groups of students in different types of schools, regardless of the postcode sector/district in which they live.

3.1.1 Postcode sectors/districts covered by admissions to different types of schools

Primary schools

- The primary schools admitted pupils from a number of different postcode sectors.

- The mean number of **postcode sectors**, for each type of school, ranged from **nine** (**voluntary-controlled schools**) to **14** sectors (**voluntary-aided schools**).

- In three of the school-types (voluntary-controlled, community and foundation schools), over 60 per cent of the pupils were admitted from the local postcode sector. In voluntary-aided schools, 44 per cent of the pupils were living in the local postcode sectors. On the whole, the **voluntary-aided schools** were **admitting fewer pupils** from the **local area** than voluntary-controlled schools were.

Secondary schools

- Despite the large area covered by the postcode districts (see Section 2 for a further explanation), secondary schools still admitted pupils from a number of different postcode districts.

- The mean number of postcode districts varied for different types of schools. The mean numbers ranged from 14 districts (voluntary-controlled schools and community schools) to 25 districts (voluntary-aided schools). On average, the **voluntary-aided schools** were **admitting pupils** from a **wider geographical area** than voluntary-controlled and community schools were.

- The mean percentage of pupils admitted from the schools' local postcode district varied for different types of schools. The mean percentages admitted from the local district ranged from 13 per cent (voluntary-aided schools) to 31 per cent (voluntary-controlled schools). Similarly to the primary school admissions, the **voluntary-aided schools** were **admitting fewer pupils** from the **local area** than voluntary-controlled schools were.

3.1.2 Admissions of pupils eligible for FSM to different types of schools

By comparing the mean percentage of pupils living in a school's postcode district/sector and eligible for FSM with the mean percentage of pupils at each school, living in the postcode district/sector and eligible for FSM, it was possible to examine whether different types of schools admitted the expected number of pupils with FSM at both primary and secondary school level.

Primary schools

- Row 4 (Table 3.1) shows that the community and voluntary-aided schools appear to be situated in communities with higher levels of deprivation (using FSM as the indicator for deprivation) compared to the foundation and voluntary-controlled primary schools.

- Rows 4 and 6 indicate that the **community, foundation**, and **voluntary-controlled schools** admitted **similar proportions** of pupils eligible for FSM as there were in the local postcode sectors.

- **voluntary-aided schools** admitted slightly **lower proportions** of pupils eligible for FSM, compared to the proportions in the local postcode sectors. It is possible that this difference could be explained by the wider geographical area that voluntary-aided schools served. However, by examining row 7 of the above table, it shows that the proportion of pupils who attended the school who were eligible for FSM and who lived outside of the local postcode sector (14 per cent) was still **lower** than the proportion of pupils eligible for FSM and living in the local postcode sector (19 per cent).

Secondary schools

- Row 4 of Table 3.2 shows that the academy schools were situated in communities with higher levels of deprivation (using FSM as the indicator of deprivation) than the other types of schools.

- Rows 4 and 6 indicate that **community schools, foundation schools** and **voluntary-controlled schools** admitted **similar proportions** of pupils eligible for FSM to the proportions living in the local postcode districts.

Table 3.1 Pupils eligible for FSM by type of primary school

		Community Schools	Foundation Schools	Voluntary Aided Schools	Voluntary Controlled Schools
1	number of schools	10711	358	3709	2541
2	% of intake from local postcode sector	62	62	44	65
3	mean number of postcode sectors per school	12	13	14	9
4	% of pupils who live in postcode sector eligible for FSM	19	13	19	11
5	% of pupils who attend the school eligible for FSM	20	12	14	11
6	% of pupils who attend the school and live in postcode sector eligible for FSM	20	11	14	10
7	% of pupils who attend the school and live outside the postcode sector eligible for FSM	21	12	14	11

Table 3.2 Pupils eligible for FSM by type of secondary school

		Academies	Community Schools	Foundation Schools	Voluntary Aided Schools	Voluntary Controlled Schools
1	number of schools	17	2168	514	546	120
2	% of intake from local postcode district	18	28	27	13	31
3	mean number of postcode districts per school	21	14	18	25	14
4	% of pupils living in local district eligible for FSM	31	16	12	19	11
5	% of pupils at school eligible for FSM	40	17	10	14	9
6	% of pupils at school living in local district and eligible for FSM	39	16	11	15	10
7	% of pupils at school living outside district and eligible for FSM	41	19	10	13	8

- **Academy schools**[2] were found to **admit a higher proportion of pupils eligible for FSM** than the proportion living in the local postcode districts, even though the proportion in the local areas was higher than for other school-types.

- **voluntary-aided schools** were found to **admit a lower proportion of pupils eligible for FSM** than the proportion living in the local postcode districts.

By examining the school intakes from outside the local postcode districts (row 7, Table 3.2), it was possible to look at whether this accounts for the differences in the proportions of pupils eligible for FSM admitted to the different types of schools.

- The patterns were similar again: **academy schools** were also found to admit a **higher proportion, and voluntary-aided schools** were found to admit a **lower proportion**, of pupils eligible for FSM from outside the local postcode districts than there were in the local postcode districts.

3.1.3 Admissions of pupils with SEN to different types of schools

The SEN analysis includes pupils at **School Action, School Action Plus** levels and those **under review for a statement**. It does *not* include pupils with a statement of SEN because the admissions process is different for those pupils. Tables 3.3 and 3.4 show the breakdown, by school type, of the mean percentage of pupils with SEN living within each postcode sector/district and who attend the local schools.

Primary schools

- Row 4 of Table 3.3 indicates that there were similar proportions of pupils with SEN in the communities in which the schools were located.

Table 3.3 Pupils with SEN by type of primary school

		Community Schools	Foundation Schools	Voluntary Aided Schools	Voluntary Controlled Schools
1	number of schools	10711	358	3709	2541
2	% of intake from local postcode sector	62	62	44	65
3	mean number of postcode sectors per school	12	13	14	9
4	% of pupils with SEN who live in postcode sector	19	18	19	17
5	% of pupils with SEN who attend the school	20	17	17	16
6	% of pupils with SEN who attend the school and live in postcode sector	20	17	17	16
7	% of pupils with SEN who attend the school and live outside the postcode sector	20	17	16	17

2. It should be noted that the 2005 PLASC only included 17 schools identified as 'academies'.

Table 3.4 Pupils with SEN by type of secondary school

		Academies	Community Schools	Foundation Schools	Voluntary Aided Schools	Voluntary Controlled Schools
1	number of schools	17	2168	514	546	120
2	% of intake from local postcode district	18	28	27	13	31
3	mean number of postcode districts per school	21	14	18	25	14
4	% of pupils with SEN living in local postcode district	22	16	15	17	14
5	% of pupils with SEN at school	29	17	14	13	13
6	% of pupils with SEN at school living in local postcode district	30	17	14	14	14
7	% of pupils with SEN at school living outside local postcode district	29	17	12	12	12

- Rows 4 and 6 of Table 3.3 show that, on the whole, all types of primary schools admitted **similar proportions** of pupils with SEN as there were living in the local postcode sectors.

Secondary schools

- The initial analysis of pupils with SEN shows a very similar picture to the FSM secondary school analysis. But the situation is **different from** the **primary school SEN analysis**, where there were no particular differences between school-types.

- Rows 4 and 6 of Table 3.4 show that **community schools, foundation schools** and **voluntary-controlled schools** admitted **similar proportions** of pupils with SEN to the proportions living in the local postcode districts.

- **Academy schools** admitted **higher proportions** of pupils with SEN from the local postcode districts compared to the proportions living in the local postcode districts.

- **voluntary-aided schools** admitted a **slightly lower proportion** of pupils with SEN compared to the proportions living in the local postcode districts.

Again, by examining the school intakes from outside the local postcode districts (row 7), it was possible to look at whether this accounts for the differences in the proportions of pupils with SEN admitted to the different types of schools.

- The **academy schools** also admitted a **higher proportion** of pupils with SEN from outside of the local district and the **voluntary-aided schools** admitted a **lower proportion**.

Table 3.5 Pupils of BEM origin by type of primary school

		Community Schools	Foundation Schools	Voluntary Aided Schools	Voluntary Controlled Schools
1	number of schools	10711	358	3709	2541
2	% of intake from local postcode sector	62	62	44	65
3	mean number of postcode sectors per school	12	13	14	9
4	% of pupils of BEM origin who live in postcode sector	21	17	21	10
5	% of pupils of BEM origin who attend the school	22	18	20	10
6	% of pupils of BEM origin who attend the school and live in postcode sector	20	15	16	10
7	% of pupils of BEM origin who attend the school and live outside the postcode sector	26	22	23	12

3.1.4 Admissions of pupils of BEM origin to different types of schools

Pupils were categorised into two groups ('white' and 'non-white'), based on ethnic origin. It was necessary to group black and ethnic minority (BEM) pupils in order to be able to run comparable analyses without the number of pupils in each category becoming too small. Tables 3.5 and 3.6 include those categorised as BEM.

Primary schools

- Similarly to the analysis by FSM eligibility, row 4 of Table 3.5 shows that the **community and voluntary-aided schools** were situated in communities where a **higher proportion** of pupils of BEM origin **lived**, compared to the foundation and voluntary-controlled primary schools.

- Rows 4 and 6 show that the **community, foundation**, and **voluntary-controlled schools** admitted **similar proportions** of pupils of BEM origin as there were in the local postcode sectors, although all admitted the same or marginally fewer than the proportions represented in the local communities.

- The proportion of pupils of BEM origin admitted to **voluntary-aided schools** was **lower** than the proportions living in the local postcode sectors.

- Row 7 indicates that pupils of **BEM origin** appeared to attend schools **outside their local communities more** than white pupils because all types of schools admitted higher proportions of pupils of BEM origin from outside the local postcode sectors.

Secondary schools

- Row 4 of Table 3.6 shows that the **academy schools** were situated in communities where there were an average of 50 per cent of pupils of **BEM origin living**, whereas the voluntary-controlled schools were situated in areas where there were an average of only 9 per cent of pupils of BEM origin living.

- Rows 4 and 6 shows that **all types of schools** admitted a **lower proportion** of pupils of BEM origin from **within** the local postcode districts compared to the proportions living in the local postcode districts.

- Rows 4 and 7 show that **all types of schools** admitted a **higher** proportion of pupils of BEM origin from **outside** the local postcode districts compared to the proportions living within the districts.

- **Academies** and **community schools** were found to admit a **higher proportion** of pupils of BEM origin from outside the local postcode districts (row 7) than there were living within the local postcode districts.

Table 3.6 Pupils of BEM origin by type of secondary school

		Academies	Community Schools	Foundation Schools	Voluntary Aided Schools	Voluntary Controlled Schools
1	number of schools	17	2168	514	546	120
2	% of intake from local postcode district	18	28	27	13	31
3	mean number of postcode districts per school	21	14	18	25	14
4	% of pupils of BEM origin living in local postcode district	50	17	18	24	9
5	% of pupils of BEM origin at school	45	16	16	22	9
6	% of pupils of BEM origin at school living in local postcode district	38	13	14	16	7
7	% of pupils of BEM origin at school living outside local postcode district	55	22	19	25	12

Table 3.7 Pupils who obtained the expected level or above at KS2 maths, by type of secondary school

		Academies	Community Schools	Foundation Schools	Voluntary Aided Schools	Voluntary Controlled Schools
1	number of schools	17	2168	514	546	120
2	% of intake from local postcode district	17	28	28	13	32
3	mean number of postcode districts per school	17	13	17	24	13
4	% pupils living in local postcode district with KS2 maths level 4+	73	78	79	78	79
5	% pupils at school with KS2 maths level 4+	68	77	81	83	82
6	% pupils at school living in local postcode district with KS2 maths level 4+	66	77	79	81	81
7	% pupils at school living outside postcode district with KS2 maths level 4+	70	77	83	83	83

NB. The mean number of postcode districts is different from earlier analysis due to missing KS2 performance data.

3.1.5 Admissions of pupils with KS2 level 4 or above to different types of schools

Secondary schools

By comparing the mean percentage of pupils who obtained level 4 or higher in KS2 maths and English and living in a school's postcode district, with the mean percentage of pupils of this ability attending each school, and living in the postcode district, it was possible to examine whether different types of secondary schools admitted the expected number of pupils of different abilities.

Table 3.7 shows the analysis using pupils who obtained level 4 or above in KS2 maths and Table 3.8 shows the analysis of those who obtained level 4 or above in KS2 English.

- Row 4 of Table 3.7 shows that the **academy schools** tended to be situated in communities with **lower ability levels** (using KS2 maths performance data as the indicator for ability) than the other types of schools.

- A comparison of rows 4 and 6 shows that **academy schools** admitted a **lower proportion of pupils of high KS2 maths ability** compared to the proportion living within the local postcode districts. Both voluntary-aided and voluntary-controlled schools admitted slightly higher proportions of pupils of high KS2 ability than the proportions living in the local postcode districts.

Table 3.8 Pupils who obtained the expected level or above at KS2 English, by type of secondary school

		Academies	Community Schools	Foundation Schools	Voluntary Aided Schools	Voluntary Controlled Schools
1	number of schools	17	2168	514	546	120
2	% of intake from local postcode district	17	28	28	13	32
3	mean number of postcode districts per school	17	13	17	24	13
4	% pupils living in local postcode district with KS2 Eng level 4+	77	82	83	82	83
5	% pupils at school with KS2 Eng level 4+	70	80	85	87	85
6	% pupils at school living in local postcode district with KS2 Eng level 4+	68	80	83	85	85
7	% pupils at school living outside postcode district with KS2 Eng level 4+	73	80	86	87	86

NB. The mean number of postcode districts is different to earlier analysis due to missing KS2 performance data.

- A comparison of rows 4 and 7 shows that **voluntary-aided, foundation and voluntary-controlled schools** tended to admit slightly higher proportions of **high ability pupils** from **outside** the local postcode districts compared to the proportions living within the local postcode districts.

- Similarly to the KS2 maths, row 4 of Table 3.8 shows that the **academy schools** tended to be situated in communities with **lower ability levels** (using KS2 English performance data as the indicator for ability) than the other types of schools.

- A comparison of rows 4 and 6 shows that **academy schools** admitted a **lower proportion of pupils of high KS2 English ability** compared to the proportion living within the local postcode districts. This difference was greater than it was for KS2 maths ability. Both voluntary-aided and voluntary-controlled schools admitted slightly higher proportions of pupils of high KS2 ability than the proportions living in the local postcode districts.

- With regard to the school intakes from **outside** the local postcode districts, the situation was the same as it was for KS2 maths ability. Rows 4 and 7 show that **voluntary-aided, foundation and voluntary-controlled schools** tended to admit a slightly **higher proportion of high ability pupils** from outside the local postcode districts compared to the proportions living within the local postcode districts.

3.1.6 Admissions of pupils with particular characteristics to different types of schools and split by type of area

It was recognised that the overall analysis by type of secondary school did not allow for differences between different types of area. More specifically, there are likely to be differences in the admissions to schools in inner London compared with admissions to schools in rural areas, for example. The tables in Appendix 1 provide a further breakdown for each of the groups of pupils already described and for each type of secondary school. The further breakdown displays schools in four area categories: inner London, outer London, other urban and rural areas. The categories were devised by allocating each local authority to a particular group, for example, the 'shire' counties were allocated to the rural group whereas local authorities that serve towns or cities were allocated to the urban group.

It should be pointed out that the academy schools have been excluded from this analysis because the number of academy schools within each group was very small and it would therefore have been possible for individual schools to be identified. Data relating to the voluntary-controlled schools in inner London and outer London has also been excluded due to the small number of schools involved. The tables in Appendix 1 illustrate the findings and the main points are highlighted below and cross-referenced with the tables.

- Row 3 shows that within all types of areas (inner London, outer London, urban and rural) the **voluntary-aided schools** generally admitted **lower proportions** of pupils from the **local postcode districts** than other types of schools.

Pupils eligible for FSM (see Table A1.1)

- Row 4 shows that the **community** and **voluntary-aided schools** in **inner London** tended to be situated in communities with **higher levels of deprivation** (using FSM eligibility as the measure of deprivation) than other types of schools and other areas.

- As might be expected because of transport links, row 3 shows that the **rural schools** admitted the **highest proportion** of pupils from the **local postcode district**, followed by the urban schools. The schools within **inner and outer London** admitted **lower proportions** of pupils from the **local postcode districts**.

- Rows 4 and 6 show that the **community schools** within **inner London** appeared to be admitting a **higher proportion** of **pupils eligible for FSM** than there were living in the local communities. Conversely, **the voluntary-aided schools** within **outer London** appeared to be admitting a **lower proportion** of **pupils eligible for FSM** than there were living in those communities. In the rural and urban areas the schools appeared to be admitting proportions similar to those living within the postcode districts.

- Rows 4 and 7 show that in **all area-types** (inner and outer London, urban and rural) the **voluntary-aided schools** tended to admit **lower proportions** of **pupils eligible for FSM** from **outside** the local communities. This was particularly

noticeable in inner London and outer London where the mean proportion differences were 13 and 9 per cent respectively.

Pupils with SEN (see Table A1.2)

- Row 4 shows that there were slightly **higher proportions** of pupils with **SEN living** within **inner London**.

- Rows 4 and 6 show that the **voluntary-aided schools** within **inner and outer London** were found to admit **lower proportions** of pupils with **SEN** than there were living **within** the local postcode sectors.

- Rows 4 and 7 shows that the **voluntary-aided schools** were also found to admit **lower proportions** of pupils with **SEN** from **outside** the local postcode districts across all types of areas.

Pupils of BEM origin (see Table A1.3)

- Row 4 shows that there were a far **greater proportion** of pupils of **BEM origin** living within **inner and outer London**, compared to other urban and rural areas.

- Rows 4 and 7 show that the main differences within **inner London** appeared to be that the **community schools** tended to admit **higher proportions** of pupils of **BEM origin** from **outside** the local postcode districts and the **foundation schools** appeared to admit **lower proportions**, compared to the proportions living in the local postcode districts.

- Rows 4, 6 and 7 show that the proportions of pupils of **BEM origin** admitted to the different types of schools within the **rural areas** appeared to reflect the local community make-up.

Pupils obtaining expected levels in KS2 maths and English (see Tables A1.4 and A1.5)

- Using both KS2 maths and English level 4 or above as the measure of ability, rows 4 and 6 show that the **voluntary-aided schools** situated in **outer London** appeared to admit **higher proportions** of pupils of **higher KS2 ability** than the proportions living in the local postcode districts.

- In the **rural areas**, rows 4 and 7 show that the **voluntary-aided schools** seemed to **admit higher proportions** of pupils of **higher KS2 maths and English ability** from **outside** the local postcode districts.

3.2 Stage 2: examining the effect that one school's intake has on another local school

3.2.1 Primary schools

In order to examine the effect that one school's intake has on another local school, further analysis was undertaken on communities where more than one primary school served a local community, i.e. where there were **two or more schools within the same postcode sector**. This analysis was performed at local authority level and a full breakdown by local authority is shown in Appendix 2.

Within those communities with more than one school serving the postcode sector, each school's intake, in terms of the **proportion of pupils eligible for FSM**, was compared. Where the difference in intakes in terms of the proportion of pupils eligible for FSM was **10 per cent or greater than the expected proportion** within a postcode sector, further analysis was performed. Using 10 per cent was a **specifically defined parameter**, set by the research team after examining the data. Within this report, this is referred to as a '**non-representative intake**'.

As an example, if there were two primary schools situated in the same postcode sector and the percentage of pupils who were eligible for FSM and who lived in that sector was 19 per cent, one would expect each of the two schools' intakes to include approximately 19 per cent of pupils eligible for FSM. However, if at least one of the two schools' intakes from the postcode sector, in terms of pupils eligible for FSM, was either 9 per cent or lower, or 29 per cent or higher, this was counted as a community with a non-representative intake and was included in this further analysis. The analysis was aggregated to local authority level and column 5 in Appendix 2 shows that:

- The percentage of a **local authority's primary schools** that **shared** a **postcode sector** with another primary school and had a **non-**

representative intake ranged from **0** (both small local authorities) to **60 per cent**, with a mean of **22 per cent**.

In order to distinguish between the schools that took lower and the schools that took higher proportions of pupils eligible for FSM within the shared postcode sectors, they were categorised as such. Schools that admitted a proportion of pupils eligible for FSM of **at least 10 per cent less** than the proportion living within the local community were defined as having '**negative non-representative intakes**'. Schools that admitted a proportion of pupils eligible for FSM of **at least 10 per cent more** than the proportion living within the local community were defined as having '**positive non-representative intakes**'. The numbers of schools identified as having 'positive non-representative intakes' and 'negative non-representative intakes' **within each local authority** were then displayed as percentages. Columns 8 and 9 in Appendix 2 show that:

- The **percentage of schools** within a **local authority** defined as having '**negative non-representative intakes**' (i.e. admitting lower proportions of pupils eligible for FSM than there were living in the community), ranged from **0 to 31 per cent**, with a **mean** of **9 per cent**. In two local authorities, at least a quarter of the primary schools admitted a proportion of pupils eligible for FSM that was at least 10 per cent less than the proportion of these pupils living in the local postcode sectors.

- The **percentage of schools** within a **local authority** defined as having '**positive non-representative intakes**' (using the above criteria), ranged from **0 to 33 per cent**, with a **mean** of **14 per cent**. In ten authorities, at least a quarter of the schools admitted a proportion of pupils eligible for FSM that was at least 10 per cent more than the proportion of these pupils living in the local postcode sectors.

- Overall, these findings indicate that where there were two or more primary schools serving the same community of children, there were occasions when the intakes, in terms of pupils eligible for FSM, varied by at least 10 per cent. This seemed to occur more frequently in some local authorities than others.

The above analysis does **not** show **how large** the differences in the proportions were; it can only show that the differences were 10 per cent or greater than the expected proportions. For example, there could be one primary school that admitted a proportion eligible for FSM of 10 per cent more than the proportion living in the postcode sector and another admitting 10 per cent less. But another example could be that three primary schools served one postcode sector and two schools admitted a proportion of pupils eligible for FSM of 30 per cent less than there were living within that postcode sector and the other school within that postcode sector admitted 50 per cent more. These precise differences may be something that local authority officers might like to investigate in more detail at a local level, as this analysis only shows where the overall differences lie.

What types of primary schools are non-representative within shared postcode sectors?

A further stage of this analysis involved an examination of the **types of schools** that were categorised as admitting **non-representative** proportions of pupils eligible for FSM. Within the postcode sectors with **more than one school** serving the same community, a new parameter was set: further analysis was performed where the **range** in the proportion of pupils eligible for FSM was **20 per cent or greater** between the schools within a postcode sector. This further analysis was performed in order to examine the **combinations of types of schools** with '**negative non-representative intakes**' and '**positive non-representative intakes**' within each postcode sector. Again, using a range of 20 per cent or greater was the **specifically defined parameter** that seemed appropriate, set by the research team after examining the data.

The analysis was split by **urban and rural areas**, in order to identify differences at this level. Tables 3.9 and 3.10 show the combinations of types of primary schools within a postcode sector for urban and rural postcode sectors respectively.

Column 1 shows the type of school in the postcode sector with the most negative non-representative intake of pupils eligible for FSM. Column 2 shows the type of school in the postcode sector with the most positive non-representative intake of pupils eligible for FSM. In order to be included in this analysis, the difference between column 1 and column 2, in terms of the

Table 3.9 Types of schools admitting non-representative intakes, in terms of pupils eligible for FSM, within *urban* postcode sectors with more than one primary school

1	2	3	4
Negative non-representative intake of pupils eligible for FSM	**Positive non-representative intake of pupils eligible for FSM**	**Frequency**	**%**
Community	Community	319	39
Community	Foundation	2	<1
Community	Voluntary aided	35	4
Community	Voluntary controlled	15	2
Foundation	Community	8	1
Foundation	Foundation	1	<1
Foundation	Voluntary controlled	1	<1
Voluntary aided	Community	347	43
Voluntary aided	Foundation	2	<1
Voluntary aided	Voluntary aided	32	4
Voluntary aided	Voluntary controlled	15	2
Voluntary controlled	Community	28	4
Voluntary controlled	Voluntary aided	2	<1
Voluntary controlled	Voluntary controlled	4	1
Total		**811**	**100**

Table 3.10 Types of schools admitting non-representative intakes, in terms of pupils eligible for FSM, within *rural* postcode sectors with more than one primary school

1	2	3	4
Negative non-representative intake of pupils eligible for FSM	**Positive non-representative intake of pupils eligible for FSM**	**Frequency**	**%**
Community	Community	197	39
Community	Foundation	2	<1
Community	Voluntary aided	18	4
Community	Voluntary controlled	24	5
Foundation	Community	2	<1
Foundation	Foundation	2	<1
Foundation	Voluntary controlled	1	<1
Voluntary aided	Community	146	29
Voluntary aided	Foundation	2	<1
Voluntary aided	Voluntary aided	14	3
Voluntary aided	Voluntary controlled	19	4
Voluntary controlled	Community	55	11
Voluntary controlled	Voluntary aided	8	2
Voluntary controlled	Voluntary controlled	17	3
Total		**507**	**100**

proportion of pupils eligible for FSM admitted to the schools, had to be 20 per cent or greater. Column 3 shows the number of occurrences of each of the combinations of school-types and column 4 shows the occurrences of each of the combinations as a percentage of the total number.

The shaded rows show the most common combinations of school-types that shared a postcode sector and were found to admit non-representative proportions of pupils eligible for FSM.

The findings were similar within the urban and rural areas:

- Within the combinations of school-types that shared a postcode sector and were found to admit a non-representative proportion of pupils eligible for FSM, the **community schools** seemed to be occurring more frequently within the 'positive non-representative' category, but they also occurred frequently within the 'negative non-representative' category which, following Stage 1 analysis, was not what was expected.

- In other cases, it was the **voluntary-aided schools** or the **voluntary-controlled schools** that were frequently occurring within the 'negative non-representative intake' category.

3.2.2 Secondary schools

At secondary school level, similar analysis was performed to that of the primary schools. **Postcode districts** were identified where **more than one school** was situated within the district. This was a less common occurrence at secondary school level than it was at primary school level, despite the postcode districts being a larger area than the postcode sectors. The secondary school analysis was again performed at local authority level, but due to the smaller number of secondary schools within each local authority, the full breakdown by local authority cannot be provided as individual schools may be identifiable. The main findings from this section of the analysis can be found below.

The same method was used for the secondary school analysis as was used for the primary school analysis. That is, within the 'shared' postcode districts, schools were included in the further analysis where the difference between the expected proportion and the actual proportion of pupils eligible for FSM admitted to the school was 10 per cent or greater, therefore having 'non-representative intakes'.

- The percentage of a **local authority's secondary schools** that **shared** a **postcode district** with another secondary school and had a **non-representative intake** ranged from **0 to 75 per cent**[3], with a **mean** of **16 per cent**.

Again, in order to distinguish between the schools that took lower and the schools that took higher proportions of pupils eligible for FSM within the shared postcode districts, they were categorised as such. Schools were categorised as having '**negative non-representative intakes**' if this proportion of pupils eligible for FSM was 10 per cent or **lower** than the proportion living in the local postcode district. Schools were categorised as having '**positive non-representative intakes**' if the proportion of pupils eligible for FSM was 10 per cent or **higher** than the proportion living in the local postcode district. The findings showed that:

- The **percentage of schools** within a **local authority** defined as having '**negative non-representative intakes**' (i.e. admitting lower proportions of pupils eligible for FSM than there were living in the local community), ranged from **0 to 38 per cent**, with a **mean** of **6 per cent**. In total, six local authorities had a quarter or more of their secondary schools admitting a proportion of pupils eligible for FSM of at least 10 per cent, than there were living in the local postcode districts.

- The **percentage of schools** within a **local authority** defined as having '**positive non-representative intakes**' (i.e. admitting higher proportions of pupils eligible for FSM than there were living in the local community), ranged from **0 to 50 per cent**, with a **mean** of **10 per cent**. Ten local authorities were found to have a quarter or more of their secondary schools admitting a proportion of pupil eligible for FSM of 10 per cent or more than the proportions living in the local postcode districts.

- Overall, these findings indicate that where there were two or more secondary schools serving the same community of children, there were occasions when the intakes, in terms of pupils eligible for FSM, varied by at least 10 per cent.

Again, it was not possible to identify how large the differences in proportions were, but it was possible to identify the types of schools that tended to be admitting the higher or lower proportions of pupils eligible for FSM within the shared postcode districts.

3. It should be noted, percentages were calculated based on the total number of secondary schools within a local authority and in some cases these numbers were very small.

What types of secondary schools are non-representative within shared postcode districts?

Similarly to the primary school analysis, further analysis was performed in order to examine the **types of schools** that were categorised as admitting non-representative proportions of pupils eligible for FSM. The further analysis was performed where the range in the proportion of pupils eligible for FSM was 20 per cent or greater between the schools that shared a postcode district. The purpose of this analysis was to examine the combinations of types of schools with 'negative non-representative intakes' and 'positive non-representative intakes' within each postcode district.

The secondary school analysis was split into urban and rural areas. Tables 3.11 and 3.12 show the combinations of types of schools within a postcode district for urban and rural postcode districts respectively.

Table 3.11 Types of schools admitting non-representative intakes, in terms of pupils eligible for FSM, within *urban* postcode districts with more than one secondary school

1	2	3	4
Negative non-representative intake of pupils eligible for FSM	**Positive non-representative intake of pupils eligible for FSM**	**Frequency**	**%**
Community	Community	37	30
Community	Foundation	2	2
Community	Voluntary controlled	2	2
Foundation	Community	11	9
Foundation	Foundation	3	2
Foundation	Voluntary aided	1	1
Foundation	Voluntary controlled	1	1
Voluntary aided	Community	56	45
Voluntary aided	Foundation	3	2
Voluntary aided	Voluntary aided	6	5
Voluntary aided	Voluntary controlled	1	1
Voluntary controlled	Community	2	2
Total		**125**	**100**

Table 3.12 Types of schools admitting non-representative intakes, in terms of pupils eligible for FSM, within *rural* postcode districts with more than one secondary school

1	2	3	4
Negative non-representative intake of pupils eligible for FSM	**Positive non-representative intake of pupils eligible for FSM**	**Frequency**	**%**
Community	Community	19	41
Community	Foundation	1	2
Community	Voluntary aided	1	2
Foundation	Community	2	4
Foundation	Foundation	3	7
Foundation	Voluntary aided	2	4
Voluntary aided	Community	13	28
Voluntary aided	Foundation	2	4
Voluntary aided	Voluntary aided	1	2
Voluntary controlled	Foundation	2	4
Total		**46**	**100**

Column 1 shows the type of school in the postcode district with the negative non-representative intake of pupils eligible for FSM. Column 2 shows the type of school in the postcode district with the positive non-representative intake of pupils eligible for FSM. In order to be included in this analysis, the difference between column 1 and column 2, in terms of the proportion of pupils eligible for FSM admitted to the schools, had to be 20 per cent or greater. Column 3 shows the number of occurrences of each of the combinations of school-types and column 4 shows the occurrences of each of the combinations as a percentage of the total number.

The shaded rows show the most common combinations of school-types that shared a postcode district and were found to admit non-representative proportions of pupils eligible for FSM. The findings in both the urban and rural areas were **similar** to the **primary school analysis**:

- Overall, the **community schools** were occurring most frequently within the 'positive non-representative' category. But similarly to the primary school analysis, on some occasions it was actually other schools of the same type (**community schools**) that were occurring, as the combination, within the 'negative non-representative' category. In other cases, it was the **voluntary-aided schools** that were occurring within the 'negative non-representative' category.

4 Summary of key findings and conclusions

- Data on a total of 6,243,750 pupils was included in the analysis of 20,684 primary and secondary schools in England.
- Postcode sectors and districts were used to determine 'local' populations of pupils admitted to primary and secondary schools respectively.
- The analysis compared the profile of schools with the profile of the local communities and it also examined the effect that one school's intake has on another local school.

4.1 Geographical admissions areas

- Both the primary and secondary schools admitted pupils from a number of different communities (using postcode sectors and districts respectively). This is worth highlighting, particularly because of the large area covered by just one postcode district.
- On the whole, both the **voluntary-aided primary and secondary schools** were **admitting fewer pupils** from the **local community** compared to the other school-types.
- At secondary school level, the **voluntary-aided schools** were **admitting pupils** from a **wider geographical area** than voluntary-controlled and community secondary schools. This finding might be expected if the voluntary-aided schools need to serve a wider geographical area in order to admit pupils of a particular religious affiliation.
- Overall, academy schools appeared to be situated in areas where the community populations included higher proportions of children:
  - eligible for FSM
  - with SEN
  - of BEM origin
  - of lower KS2 ability.

4.2 Proportion of pupils eligible for FSM in different types of schools

- The **community** and **voluntary-aided primary schools** were situated in areas of **higher deprivation** (using FSM as the indicator for deprivation) compared to the foundation and voluntary-controlled primary schools.
- The **community, foundation**, and **voluntary-controlled primary schools** admitted **similar proportions** of pupils eligible for FSM as there were living in the local postcode sectors. However, **voluntary-aided primary schools** admitted slightly **lower proportions** of pupils eligible for FSM, compared to the proportions in the local postcode sectors. It is possible that this difference could be explained by the wider geographical area that voluntary-aided schools served. However, the proportion of pupils who attended the schools who were eligible for FSM and who lived outside of the local postcode sectors was still **lower** than the proportion of pupils eligible for FSM and living in the local postcode sectors. Even by compensating for the wider geographical area that such schools may serve, it does not explain the reason for the lower proportions of pupils eligible for FSM admitted to voluntary-aided schools.
- At secondary school level, **academy schools** were found to be situated in areas of higher deprivation (using FSM as the indicator of deprivation) than the other types of secondary schools. **Academy schools**[4] were also found to **admit a higher proportion of pupils eligible for FSM** than the proportion living in the local postcode districts, even

4. It should be noted that the 2005 PLASC only included 17 schools identified as 'academies'.

though the proportion in the local areas was higher than for other school-types.

- **Community, foundation** and **voluntary-controlled secondary schools** admitted **similar proportions** of pupils eligible for FSM to the proportions living in the local postcode districts, but **voluntary-aided schools** were found to **admit a lower proportion of pupils eligible for FSM** than the proportion living in the local postcode districts.

- The patterns were similar when the school intakes from outside the local postcode districts were examined: **academy schools** were found to admit a **higher proportion,** and **voluntary-aided schools** were found to admit a **lower proportion** of pupils eligible for FSM from outside the local postcode districts than there were in the local postcode districts.

4.3 Proportion of pupils with SEN in different types of schools

- All types of primary schools admitted **similar proportions** of **pupils with SEN** as there were living in the local postcode sectors.

- At **secondary school** level, the analysis showed a different picture to the primary school SEN analysis. **Community schools, foundation schools** and **voluntary-controlled schools** admitted **similar proportions** of **pupils with SEN** to the proportions living in the local postcode districts. But **academy schools** admitted **higher proportions** and **voluntary-aided schools** admitted **slightly lower proportions** of pupils with SEN from the local postcode districts, compared to the proportions living in the local postcode districts.

- The examination of the school intakes from **outside the local postcode districts** revealed that the **academy schools** also admitted a **higher proportion** of **pupils with SEN** from outside of the local district and the **voluntary-aided schools** admitted a **lower proportion**.

4.4 Proportion of pupils of BEM origin in different types of schools

- Similarly to the analysis by FSM eligibility, the **community and voluntary-aided primary schools** were situated in areas where **a higher proportion** of **pupils of BEM origin** lived, compared to the foundation and voluntary-controlled primary schools.

- The **community, foundation**, and **voluntary-controlled primary schools** admitted **similar proportions** of **pupils of BEM origin** as there were in the local postcode sectors. In the **voluntary-aided primary schools**, the proportion admitted was slightly **lower** than the proportion living in the local postcode sectors.

- The findings suggest that pupils of **BEM origin travelled outside their local communities to school** more than 'white' pupils, because all types of schools admitted higher proportions of pupils of BEM origin from **outside** the local postcode sectors.

- At **secondary school** level, the **academy schools** were found to be situated in areas where an average of **half** the pupils were of **BEM origin**, whereas the **voluntary-controlled schools** were situated in areas where there were an average of only **9 per cent of pupils of BEM origin living**.

- Similarly to the primary schools, **all types of secondary schools** admitted a **lower proportion** of pupils of **BEM origin** compared to the proportions living in the local postcode districts. This suggests that pupils of **BEM** origin **travel further to their secondary schools** than 'white' pupils.

- **Academies** and **community secondary schools** were found to admit a **higher proportion** of pupils of **BEM origin** from **outside the local postcode districts** than there were living within the local postcode districts.

4.5 Proportion of pupils with KS2 level 4 or above in different types of schools

- Using both KS2 maths and English level 4 and above as indicators for expected ability at KS2, the analysis showed that the **academy schools** were **situated in areas of lower ability** levels than the other types of secondary schools.

- The **academy schools** admitted a **lower proportion of pupils of higher KS2 ability** compared to the proportion living within the local postcode districts. Both **voluntary-aided** and **voluntary-controlled schools** tended to admit **slightly higher proportions of pupils of higher KS2 ability** than the proportions living in the local postcode districts.

- With regard to the school intakes from **outside the local postcode districts**, the analysis showed that **voluntary-aided, foundation** and **voluntary-controlled schools** tended to admit **slightly higher proportions of higher ability pupils** from outside the local postcode districts compared to the proportions living within the local postcode districts.

4.6 Examining the differences by type of area

- The secondary school analysis, focusing on types of schools and pupil characteristics was broken down further into areas: inner London, outer London, urban and rural. The findings were **similar to the overall analysis**, but some additional findings were highlighted.

- The **inner London community and voluntary-aided schools** tended to be situated in areas of **higher deprivation** (using FSM eligibility as the measure of deprivation) than other types of schools and other areas.

- As might be expected because of transport links, there was a **greater proportion of cross-postcode district admissions in London**, than there was in the rural and urban areas.

- There were found to be slightly higher proportions of pupils with SEN living within inner London.

- There were a far **greater proportion of pupils of BEM origin living within inner and outer London**, compared to other urban and rural areas.

- Using both KS2 maths and English level 4 or above as the measure of ability, the analysis showed that the voluntary-aided schools situated in outer London appeared to admit higher proportions of pupils of higher KS2 ability than the proportions living in the local postcode districts.

- In the rural areas, the voluntary-aided schools seemed to admit higher proportions of pupils of higher KS2 maths and English ability from outside the local postcode districts.

4.7 The effect of one school's intake on another local school

- The findings were similar in both primary and secondary schools in local authorities in rural and urban areas where there was more than one school serving the same community. There were differences both within school-types and between school-types in terms of the proportion of pupils eligible for FSM admitted to schools from within the local communities. Local authorities may want to examine individual school admissions policies in this light.

- If it were possible to control for the religious affiliation of individual pupils, further investigation would be possible across both stages of this study, but currently, this information is not recorded on PLASC.

4.8 Conclusions

This study has examined the representativeness of local communities within the school admissions system and has illustrated the effect that one school's intake can have on another local school. The study has highlighted where these differences occurred but it could not provide reasons for the differences.

This study has raised a number of issues, such as:

- why some voluntary-aided schools appear to admit lower proportions of pupils eligible for FSM than the proportions living within the local communities, even when compensating for the fact that such schools may serve a larger geographical area. Further research could investigate whether there are lower numbers of children with a particular religious affiliation within the group eligible for FSM, or whether some of these schools are overtly or covertly selecting out children with particular background characteristics.

- why academies appear to be admitting higher proportions of pupils eligible for FSM compared to the proportions living within the community. Further research could investigate whether the academy schools were the first preference for this group of pupils

- why voluntary-aided secondary schools appear to admit lower proportions of pupils with SEN than the proportions living in the local communities and academy schools appear to admit higher proportions of pupils with SEN than the proportions living within the local communities, although there were no particular differences between the primary school-types

- why pupils of BEM origin appear to attend schools outside of their local communities more than schools within their local communities

- why academy schools appear to admit higher proportions of pupils with lower KS2 ability compared to the proportions living in the local communities

- why, when there were two community schools serving the same postcode area, there were occurrences where there were differences in the proportions of pupils eligible for FSM in the two schools

In order to investigate the reasons for the highlighted differences, it is suggested that further qualitative research is conducted. Through a qualitative study, it would be possible to examine:

- whether particular characteristics are associated with families making successful or unsuccessful applications for places at particular schools

- whether particular characteristics are associated with families' preferences for particular schools

- the reasons why voluntary-aided schools admit pupils from a wider geographical area, and the admissions criteria used for selection at this level

- the reasons why voluntary-aided schools tend to admit lower proportions of pupils eligible for FSM, with SEN and with lower KS2 ability than the proportions within and outside of the local communities

- the reasons why pupils of BEM origin appeared to attend schools outside their local communities

- the characteristics of particular local authority admissions policies to investigate how these link to the overall representativeness of school intakes

- the situations that lead to some community schools and some voluntary-aided schools admitting lower proportions of pupils from disadvantaged backgrounds than might be expected.

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Appendix 1 Admissions of pupils with particular characteristics to different types of schools and split by type of area

Table A1.1 Pupils eligible for FSM by type of secondary school and area

Row	Area		Community Schools	Foundation Schools	Voluntary Aided Schools	Voluntary Controlled Schools
1	Inner	number of schools	58	6	50	2
2	London	mean number of postcode districts per school	37	46	51	
3		% of intake from local postcode district	17	14	8	
4		% of pupils living in local postcode district eligible for FSM	42	27	42	
5		% of pupils at school eligible for FSM	47	24	31	
6		% of pupils at school living in local postcode district and eligible for FSM	50	28	38	
7		% of pupils at school living outside postcode district and eligible for FSM	45	22	29	
1	Outer	number of schools	146	67	65	2
2	London	mean number of postcode districts per school	27	26	39	
3		% of intake from local postcode district	19	18	6	
4		% of pupils living in local postcode district eligible for FSM	23	18	21	
5		% of pupils at school eligible for FSM	26	17	12	
6		% of pupils at school living in local postcode district and eligible for FSM	26	16	12	
7		% of pupils at school living outside postcode district and eligible for FSM	25	17	12	
1	Urban	number of schools	756	119	229	26
2		mean number of postcode districts per school	15	18	21	15
3		% of intake from local postcode district	27	25	14	35
4		% of pupils living in local postcode district eligible for FSM	19	14	21	12
5		% of pupils at school eligible for FSM	22	12	16	12
6		% of pupils at school living in local postcode district and eligible for FSM	20	14	18	13
7		% of pupils at school living outside postcode district and eligible for FSM	25	11	15	11
1	Rural	number of schools	1208	322	202	90
2		mean number of postcode districts per school	11	16	18	13
3		% of intake from local postcode district	31	31	15	31
4		% of pupils living in local postcode district eligible for FSM	10	9	12	9
5		% of pupils at school eligible for FSM	10	8	7	7
6		% of pupils at school living in local postcode district and eligible for FSM	10	8	9	8
7		% of pupils at school living outside postcode district and eligible for FSM	9	7	6	6

Table A1.2 Pupils with SEN by type of secondary school and area

Row	Area		Community Schools	Foundation Schools	Voluntary Aided Schools	Voluntary Controlled Schools
1	Inner	number of schools	58	6	50	2
2	London	mean number of postcode districts per school	37	46	51	
3		% of intake from local postcode district	17	14	8	
4		% of pupils with SEN living in local postcode district	21	22	21	
5		% of pupils with SEN at school	26	18	16	
6		% of pupils with SEN at school and living in local postcode district	25	19	17	
7		% of pupils with SEN at school living outside postcode district	27	18	16	
1	Outer	number of schools	146	67	65	2
2	London	mean number of postcode districts per school	27	26	39	
3		% of intake from local postcode district	19	18	6	
4		% of pupils with SEN living in local postcode district	18	16	17	
5		% of pupils with SEN at school	20	15	13	
6		% of pupils with SEN at school and living in local postcode district	21	15	13	
7		% of pupils with SEN at school living outside postcode district	19	14	12	
1	Urban	number of schools	756	119	229	26
2		mean number of postcode districts per school	15	18	21	15
3		% of intake from local postcode district	27	25	14	35
4		% of pupils with SEN living in local postcode district	17	16	17	15
5		% of pupils with SEN at school	18	12	13	15
6		% of pupils with SEN at school and living in local postcode district	18	14	15	16
7		% of pupils with SEN at school living outside postcode district	18	10	12	14
1	Rural	number of schools	1208	322	202	90
2		mean number of postcode districts per school	11	16	18	13
3		% of intake from local postcode district	31	31	15	31
4		% of pupils with SEN living in local postcode district	14	15	15	14
5		% of pupils with SEN at school	15	14	12	12
6		% of pupils with SEN at school and living in local postcode district	15	14	13	13
7		% of pupils with SEN at school living outside postcode district	14	13	11	10

Table A1.3 Pupils of BEM origin by type of secondary school and area

Row	Area		Community Schools	Foundation Schools	Voluntary Aided Schools	Voluntary Controlled Schools
1	Inner	number of schools	58	6	50	2
2	London	mean number of postcode districts per school	37	46	51	
3		% of intake from local postcode district	17	14	8	
4		% of pupils of BEM origin living in local postcode district	64	67	68	
5		% of pupils of BEM origin at school	70	60	70	
6		% of pupils of BEM origin at school and living in local postcode district	67	65	69	
7		% of pupils of BEM origin at school living outside postcode district	72	58	69	
1	Outer	number of schools	146	67	65	2
2	London	mean number of postcode districts per school	27	26	39	
3		% of intake from local postcode district	19	18	6	
4		% of pupils of BEM origin living in local postcode district	53	44	53	
5		% of pupils of BEM origin at school	51	46	49	
6		% of pupils of BEM origin at school and living in local postcode district	49	44	48	
7		% of pupils of BEM origin at school living outside postcode district	52	46	47	
1	Urban	number of schools	756	119	229	26
2		mean number of postcode districts per school	15	18	21	15
3		% of intake from local postcode district	27	25	14	35
4		% of pupils of BEM origin living in local postcode district	17	20	18	12
5		% of pupils of BEM origin at school	18	18	15	9
6		% of pupils of BEM origin at school and living in local postcode district	15	17	12	7
7		% of pupils of BEM origin at school living outside postcode district	23	19	16	11
1	Rural	number of schools	1208	322	202	90
2		mean number of postcode districts per school	11	16	18	13
3		% of intake from local postcode district	31	31	15	31
4		% of pupils of BEM origin living in local postcode district	9	8	10	6
5		% of pupils of BEM origin at school	7	8	10	7
6		% of pupils of BEM origin at school and living in local postcode district	6	7	9	6
7		% of pupils of BEM origin at school living outside postcode district	8	9	11	9

Table A1.4 Pupils with KS2 maths level 4 or above by type of secondary school and area

Row	Area		Community Schools	Foundation Schools	Voluntary Aided Schools	Voluntary Controlled Schools
1	Inner	number of schools	58	6	50	2
2	London	mean number of postcode districts per school	31	44	47	
3		% of intake from local postcode district	16	15	8	
4		% of pupils living in local postcode district with KS2 maths level 4+	75	76	75	
5		% of pupils at school with KS2 maths level 4+	70	81	78	
6		% of pupils at school living in local postcode district and with KS2 maths level 4+	71	78	75	
7		% of pupils at school living outside postcode district and with KS2 maths level 4+	70	82	77	
1	Outer	number of schools	146	67	65	2
2	London	mean number of postcode districts per school	24	24	37	
3		% of intake from local postcode district	19	19	7	
4		% of pupils living in local postcode district with KS2 maths level 4+	78	81	79	
5		% of pupils at school with KS2 maths level 4+	76	81	85	
6		% of pupils at school living in local postcode district and with KS2 maths level 4+	75	81	84	
7		% of pupils at school living outside postcode district and with KS2 maths level 4+	75	80	81	
1	Urban	number of schools	756	119	229	26
2		mean number of postcode districts per school	14	17	21	14
3		% of intake from local postcode district	27	26	14	35
4		% of pupils living in local postcode district with KS2 maths level 4+	77	78	77	80
5		% of pupils at school with KS2 maths level 4+	75	81	83	80
6		% of pupils at school living in local postcode district and with KS2 maths level 4+	76	78	81	79
7		% of pupils at school living outside postcode district and with KS2 maths level 4+	75	83	84	81
1	Rural	number of schools	1208	322	202	90
2		mean number of postcode districts per school	10	15	17	12
3		% of intake from local postcode district	31	31	15	31
4		% of pupils living in local postcode district with KS2 maths level 4+	78	80	79	79
5		% of pupils at school with KS2 maths level 4+	78	81	83	83
6		% of pupils at school living in local postcode district and with KS2 maths level 4+	78	79	81	82
7		% of pupils at school living outside postcode district and with KS2 maths level 4+	79	83	85	85

Table A1.5 Pupils with KS2 English level 4 or above by type of secondary school and area

Row	Area		Community Schools	Foundation Schools	Voluntary Aided Schools	Voluntary Controlled Schools
1	Inner	number of schools	58	6	50	2
2	London	mean number of postcode districts per school	31	44	47	
3		% of intake from local postcode district	16	15	8	
4		% of pupils living in local postcode district with KS2 English level 4+	78	81	79	
5		% of pupils at school with KS2 English level 4+	74	85	84	
6		% of pupils at school living in local postcode district and with KS2 English level 4+	74	83	81	
7		% of pupils at school living outside postcode district and with KS2 English level 4+	73	86	82	
1	Outer	number of schools	146	67	65	2
2	London	mean number of postcode districts per school	24	24	37	
3		% of intake from local postcode district	19	19	7	
4		% of pupils living in local postcode district with KS2 English level 4+	82	85	83	
5		% of pupils at school with KS2 English level 4+	79	85	89	
6		% of pupils at school living in local postcode district and with KS2 English level 4+	79	85	88	
7		% of pupils at school living outside postcode district and with KS2 English level 4+	79	83	85	
1	Urban	number of schools	756	119	229	26
2		mean number of postcode districts per school	14	18	21	14
3		% of intake from local postcode district	27	26	14	35
4		% of pupils living in local postcode district with KS2 English level 4+	80	82	80	83
5		% of pupils at school with KS2 English level 4+	78	84	86	83
6		% of pupils at school living in local postcode district and with KS2 English level 4+	79	82	84	82
7		% of pupils at school living outside postcode district and with KS2 English level 4+	78	87	87	84
1	Rural	number of schools	1208	322	202	90
2		mean number of postcode districts per school	10	15	17	12
3		% of intake from local postcode district	31	31	15	31
4		% of pupils living in local postcode district with KS2 English level 4+	83	84	83	84
5		% of pupils at school with KS2 English level 4+	82	85	87	87
6		% of pupils at school living in local postcode district and with KS2 English level 4+	82	84	85	86
7		% of pupils at school living outside postcode district and with KS2 English level 4+	83	87	89	88

Appendix 2 Primary schools within each local authority that fall outside the specifically defined parameters

The abbreviations used in the following table are described below:

Column 1	totsch:	the total number of primary schools within the local authority
Column 2	schools:	the total number of schools that fall outside the specifically defined parameters, i.e. schools that admitted a proportion of pupils eligible for FSM of at least 10 per cent more or 10 per cent less than the proportion living within the postcode sector
Column 3	negsch:	the number of schools that fall below the specifically defined parameters (as described in Section 3.2.1)
Column 4	possch:	the number of schools that fall above the specifically defined parameters (as described in Section 3.2.1)
Column 5	pctshare:	the percentage of schools that share a postcode sector with another school and fall outside the specifically defined parameters (as described above)
Column 6	pctneg:	the percentage of schools that fall below the specifically defined parameters (as described in Section 3.2.1)
Column 7	pctpos:	the percentage of schools that fall above the specifically defined parameters (as described in Section 3.2.1)
Column 8	pctneg2:	the percentage of all schools in the local authority that fall below the specifically defined parameters (as described in Section 3.2.1)
Column 9	pctpos2:	the percentage of all schools in the local authority that fall above the specifically defined parameters (as described in Section 3.2.1)

Column	1	2	3	4	5	6	7	8	9
Local Authority	**totsch**	**schools**	**negsch**	**possch**	**pctshare**	**pctneg**	**pctpos**	**pctneg2**	**pctpos2**
Camden	41	12	6	6	29	50	50	15	15
Greenwich	64	28	15	13	44	54	46	23	20
Hackney	52	16	10	6	31	63	38	19	12
Hammersmith and Fulham	35	21	11	10	60	52	48	31	29
Islington	44	15	7	8	34	47	53	16	18
Kensington and Chelsea	26	7	3	4	27	43	57	12	15
Lambeth	58	25	12	13	43	48	52	21	22
Lewisham	69	22	14	8	32	64	36	20	12
Southwark	71	21	9	12	30	43	57	13	17
Tower Hamlets	69	15	10	5	22	67	33	14	7
Wandsworth	55	22	8	14	40	36	64	15	25
Westminster	40	8	2	6	20	25	75	5	15
Barking	49	18	9	9	37	50	50	18	18
Barnet	84	25	11	14	30	44	56	13	17
Bexley	58	13	7	6	22	54	46	12	10
Brent	60	19	9	10	32	47	53	15	17
Bromley	77	12	4	8	16	33	67	5	10
Croydon	89	32	17	15	36	53	47	19	17
Ealing	64	24	10	14	38	42	58	16	22
Enfield	66	26	13	13	39	50	50	20	20
Haringey	61	32	15	17	52	47	53	25	28
Harrow	54	14	6	8	26	43	57	11	15
Havering	65	6	3	3	9	50	50	5	5
Hillingdon	64	19	8	11	30	42	58	13	17
Hounslow	60	23	10	13	38	43	57	17	22
Kingston on Thames	37	3	2	1	8	67	33	5	3
Merton	43	13	5	8	30	38	62	12	19
Newham	66	21	8	13	32	38	62	12	20
Redbridge	51	2	2	0	4	100	0	4	0
Richmond upon Thames	41	5	2	3	12	40	60	5	7
Sutton	41	8	4	4	20	50	50	10	10
Waltham Forest	58	23	13	10	40	57	43	22	17
Birmingham	293	112	46	66	38	41	59	16	23
Coventry	84	16	1	15	19	6	94	1	18
Dudley	82	20	6	14	24	30	70	7	17
Sandwell	96	25	11	14	26	44	56	11	15
Solihull	67	11	5	6	16	45	55	7	9
Walsall	89	21	5	16	24	24	76	6	18
Wolverhampton	79	22	6	16	28	27	73	8	20
Knowsley	59	15	3	12	25	20	80	5	20
Liverpool	132	16	7	9	12	44	56	5	7
St Helens	55	14	6	8	25	43	57	11	15
Sefton	78	11	4	7	14	36	64	5	9
Wirral	99	17	2	15	17	12	88	2	15
Bolton	99	24	12	12	24	50	50	12	12
Bury	63	12	2	10	19	17	83	3	16
Manchester	136	46	16	30	34	35	65	12	22

Column	1	2	3	4	5	6	7	8	9
Local Authority	**totsch**	**schools**	**negsch**	**possch**	**pctshare**	**pctneg**	**pctpos**	**pctneg2**	**pctpos2**
Oldham	93	23	10	13	25	43	57	11	14
Rochdale	71	27	8	19	38	30	70	11	27
Salford	83	31	11	20	37	35	65	13	24
Stockport	89	7	1	6	8	14	86	1	7
Tameside	76	23	8	15	30	35	65	11	20
Trafford	73	8	1	7	11	13	88	1	10
Wigan	105	33	12	21	31	36	64	11	20
Barnsley	79	19	7	12	24	37	63	9	15
Doncaster	103	25	9	16	24	36	64	9	16
Rotherham	104	35	15	20	34	43	57	14	19
Sheffield	140	38	17	21	27	45	55	12	15
Bradford	157	39	17	22	25	44	56	11	14
Calderdale	84	13	3	10	15	23	77	4	12
Kirklees	150	39	13	26	26	33	67	9	17
Leeds	213	51	19	32	24	37	63	9	15
Wakefield	123	35	13	22	28	37	63	11	18
Gateshead	75	35	18	17	47	51	49	24	23
Newcastle upon Tyne	72	33	12	21	46	36	64	17	29
North Tyneside	56	14	7	7	25	50	50	13	13
South Tyneside	52	26	10	16	50	38	62	19	31
Sunderland	83	23	9	14	28	39	61	11	17
Bath and NE Somerset	62	7	1	6	11	14	86	2	10
Bristol	119	32	8	24	27	25	75	7	20
North Somerset	65	7	2	5	11	29	71	3	8
South Gloucestershire	95	8	3	5	8	38	63	3	5
Hartlepool	30	14	6	8	47	43	57	20	27
Middlesbrough	42	8	4	4	19	50	50	10	10
Redcar and Cleveland	44	13	5	8	30	38	62	11	18
Stockton on Tees	60	12	5	7	20	42	58	8	12
Hull	77	32	13	19	42	41	59	17	25
East Riding of Yorks	132	12	5	7	9	42	58	4	5
North East Lincolnshire	59	15	6	9	25	40	60	10	15
North Lincolnshire	66	12	5	7	18	42	58	8	11
North Yorkshire	329	37	12	25	11	32	68	4	8
City of York	54	6	3	3	11	50	50	6	6
Bedfordshire	146	16	5	11	11	31	69	3	8
Luton	56	16	6	10	29	38	63	11	18
Buckinghamshire	185	15	1	14	8	7	93	1	8
Milton Keynes	86	16	4	12	19	25	75	5	14
Derbyshire	358	53	19	34	15	36	64	5	10
City of Derby	77	20	8	12	26	40	60	10	16
Dorset	134	4	2	2	3	50	50	1	1
Poole	28	1	0	1	4	0	100	0	4
Bournemouth	27	5	1	4	19	20	80	4	15
Durham	241	78	35	43	32	45	55	15	18
Darlington	28	9	5	4	32	56	44	18	14
East Sussex	156	16	5	11	10	31	69	3	7

Column	1	2	3	4	5	6	7	8	9
Local Authority	**totsch**	**schools**	**negsch**	**possch**	**pctshare**	**pctneg**	**pctpos**	**pctneg2**	**pctpos2**
Brighton and Hove	56	16	4	12	29	25	75	7	21
Hampshire	431	39	12	27	9	31	69	3	6
Portsmouth	53	4	2	2	8	50	50	4	4
Southampton	63	18	5	13	29	28	72	8	21
Leicestershire	226	12	4	8	5	33	67	2	4
Leicester	84	27	7	20	32	26	74	8	24
Rutland	17	0	0	0	0	0	0	0	0
Staffordshire	301	48	16	32	16	33	67	5	11
Stoke on Trent	70	19	7	12	27	37	63	10	17
Wiltshire	211	25	8	17	12	32	68	4	8
Swindon	66	12	4	8	18	33	67	6	12
Bracknell Forest	28	0	0	0	0	0	0	0	0
Windsor and Maidenhead	46	5	0	5	11	0	100	0	11
West Berkshire	64	9	4	5	14	44	56	6	8
Reading	37	7	2	5	19	29	71	5	14
Slough	26	9	2	7	35	22	78	8	27
Wokingham	51	4	0	4	8	0	100	0	8
Cambridgeshire	200	11	4	7	6	36	64	2	4
Peterborough City	56	12	4	8	21	33	67	7	14
Cheshire	274	41	9	32	15	22	78	3	12
Halton	52	27	10	17	52	37	63	19	33
Warrington	71	11	3	8	15	27	73	4	11
Devon	312	43	19	24	14	44	56	6	8
Plymouth	74	20	9	11	27	45	55	12	15
Torbay	31	9	5	4	29	56	44	16	13
Essex	470	45	14	31	10	31	69	3	7
Southend	34	9	4	5	26	44	56	12	15
Thurrock	43	7	3	4	16	43	57	7	9
Herefordshire	83	4	2	2	5	50	50	2	2
Worcestershire	189	26	12	14	14	46	54	6	7
Kent	466	87	33	54	19	38	62	7	12
Medway	84	12	2	10	14	17	83	2	12
Lancashire	484	104	36	68	21	35	65	7	14
Blackburn	56	20	7	13	36	35	65	13	23
Blackpool	28	7	3	4	25	43	57	11	14
Nottinghamshire	298	67	30	37	22	45	55	10	12
Nottingham City	89	31	11	20	35	35	65	12	22
Shropshire	143	10	3	7	7	30	70	2	5
Telford and Wrekin	56	17	5	12	30	29	71	9	21
Cornwall	237	14	5	9	6	36	64	2	4
Cumbria	279	44	17	27	16	39	61	6	10
Gloucestershire	248	28	7	21	11	25	75	3	8
Hertfordshire	405	50	14	36	12	28	72	3	9
Isle of Wight	45	9	4	5	20	44	56	9	11
Lincolnshire	286	24	4	20	8	17	83	1	7
Norfolk	385	51	14	37	13	27	73	4	10
Northamptonshire	262	46	13	33	18	28	72	5	13

Column	1	2	3	4	5	6	7	8	9
Local Authority	**totsch**	**schools**	**negsch**	**possch**	**pctshare**	**pctneg**	**pctpos**	**pctneg2**	**pctpos2**
Northumberland	137	27	11	16	20	41	59	8	12
Oxfordshire	233	18	5	13	8	28	72	2	6
Somerset	224	35	11	24	16	31	69	5	11
Suffolk	251	28	9	19	11	32	68	4	8
Surrey	314	33	10	23	11	30	70	3	7
Warwickshire	194	31	9	22	16	29	71	5	11
West Sussex	235	6	0	6	3	0	100	0	3

NB. The City of London and the Isles of Scilly have been excluded from this table to ensure that individual schools are not identifiable. This list is ordered by LA number.

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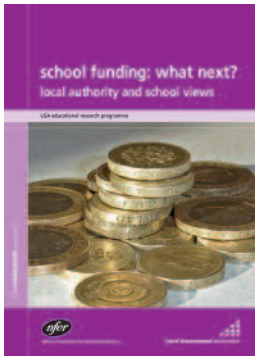

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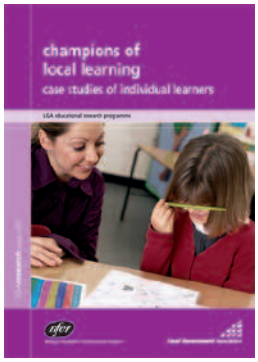

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