

Education and training

- The proportion of three and four year olds enrolled in all schools in the United Kingdom rose from 21 per cent in 1970/71 to 65 per cent in 2004/05. (Figure 3.1)
- In 2004 persistent truants in year 11 in England and Wales were around six times less likely than those who did not truant to gain five or more GCSEs grades A* to C (or the equivalent). (Figure 3.14)
- In England and Wales 76 per cent of pupils whose parents were in higher professional occupations achieved five or more GCSEs grades A* to C (or the equivalent) in 2004 compared with 33 per cent of those whose parents were in routine occupations. (Page 41)
- In spring 2005, 22 per cent of employees qualified to degree level in the United Kingdom received job-related training in the four weeks prior to interview, compared with 5 per cent of those with no qualifications. (Page 44)
- In 2003/04 there were around 32,400 entrants into teaching in maintained schools in England; 64 per cent of these were new to teaching. (Figure 3.23)
- In 2004/05, 81 per cent of eligible students in the United Kingdom took out a loan to support them through higher education, the average amount being £3,390. (Page 47)

For increasing numbers of people, experience of education is no longer confined to compulsory schooling. Early learning and participation in pre-school education is seen as being important for building a foundation for future learning, and most people continue in full-time education beyond school-leaving age. Qualifications attained at school are increasingly supplemented by further education and training to equip people with the skills required by a modern labour market.

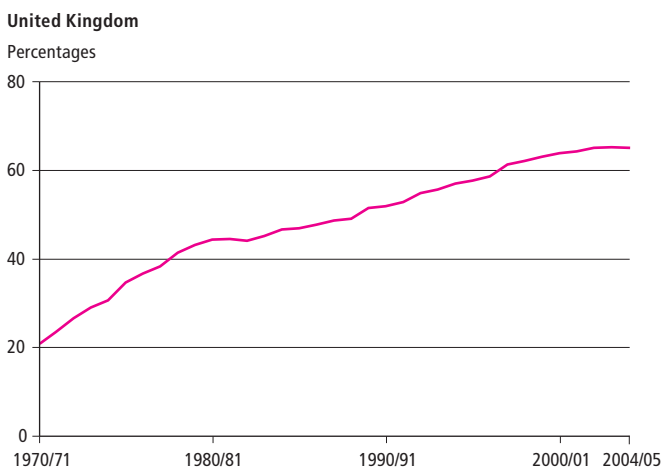
Pre-school education

There has been a major expansion in pre-school education over the last 30 or so years with the aim of ensuring that all children begin their compulsory education with key skills such as listening, concentration and learning to work with others, as well as a basic foundation in literacy and numeracy. The proportion of three and four year olds enrolled in all schools in the United Kingdom rose from 21 per cent in 1970/71 to 65 per cent in 2004/05 (Figure 3.1). This reflects both the growth in the number of places – there were over 3,400 state nursery schools in 2004/05, two and a half times the number in 1990/91 – and a fall in the three and four year old population in recent years. In 2004/05, 35 per cent of three and four year olds were enrolled in other non-school settings offering early education such as playgroups in the private and voluntary sectors, either instead of, or in addition to, their school place.

The pattern of participation varies regionally. The proportion of three and four year olds in maintained nursery and primary schools is generally higher in Wales and the north of England

Figure 3.1

Children under five¹ in schools as a percentage of all three and four year olds



¹ Pupils aged three and four at 31 December each year. See Appendix, Part 3: Stages of education.

Source: Department for Education and Skills; National Assembly for Wales; Scottish Executive; Northern Ireland Department of Education

than in the south of England. In January 2005 around twice the proportion of three and four year olds attended maintained nursery and primary schools in the North East (84 per cent) and Wales (80 per cent) compared with the South East (42 per cent) and South West (43 per cent) of England. However, more children were enrolled with private and voluntary providers in the south than in other parts of the country.

In 2004 over a quarter of adults aged 18 and over questioned in the British Social Attitudes survey thought that cheaper nursery education and childcare would be the most important improvement for improving nursery education and childcare for children under five years of age, while over a fifth of respondents said an increase in the number of nursery and childcare places would be the most important improvement (Table 3.2).

Respondents were also asked about funding childcare. When asked who should be responsible for paying for the cost of childcare for a couple on a relatively high income (whose child goes to nursery while they both work), 82 per cent of

Table 3.2

Attitudes to improving nursery education and childcare:¹ by sex, 2004

Great Britain	Percentages		
	Men	Women	All
Cheaper nursery education and childcare	23	28	26
Increase number of nursery and childcare places	22	22	22
More choice for parents in the sorts of nursery and childcare available locally	15	14	14
Better quality nursery and childcare staff	15	13	14
More flexible opening hours or term times	12	10	11
More places for very young children	6	6	6
More information about the nursery education and childcare available locally	4	4	4
None of the above	2	1	2
Other	2	2	2
All	100	100	100

¹ Adults aged 18 and over were shown the above list and asked 'This card shows a number of things that some people think would improve the nursery education and childcare outside the family, available for children under 5. From what you have heard, which, if any, would be the most important improvement?' Excludes those who answered 'Don't know' or did not answer.

Source: British Social Attitudes Survey, National Centre for Social Research

respondents said that responsibility should rest mainly with the couple themselves. In contrast, 10 per cent said responsibility should lie mainly with the Government, through taxation. When asked the same question regarding a couple on a relatively low income, 16 per cent of respondents said the couple themselves should be mainly responsible for paying for the childcare, while 66 per cent said the Government should be responsible. In both cases only small proportions suggested their employers should be mainly responsible, 5 per cent and 11 per cent respectively.

Compulsory education

In 2004/05 there were around 34,400 schools in the United Kingdom, accommodating just under 10 million pupils (Table 3.3). Public sector schools (not including special schools) were attended by 9.2 million pupils (92 per cent), while 7 per cent of pupils attended one of the 2,500 non-maintained mainstream schools. These proportions have remained around this level since the 1970s. One per cent of pupils attended one of the 1,400 special schools in 2004/05, and there were almost 480 pupil referral units (PRUs), catering for 15,000 pupils. PRUs provide suitable alternative education on a temporary basis for pupils who may not be able to attend a mainstream school.

The Government expects that over 80 per cent of all secondary schools in England will become specialist schools by September 2006. Specialist schools receive extra funding to establish curriculum centres of excellence and although they focus on one or two chosen specialisms, these schools must still meet national curriculum requirements and deliver a broad and balanced education to all pupils. Any maintained secondary school in England can apply to be designated as a specialist school. In September 2005 there were 2,380 schools in the specialist schools programme.

In England and Wales parents have the right to express a preference for a maintained school at all stages of their child's education. If their choice is not met, they may appeal against the decision to a panel made up of representatives that are independent of the school's governing body and the local authority that maintains the school. Not all appeals are heard by an appeal panel, as parents may be offered places that become available either at the school they have appealed for, or at another suitable school, before their appeal can be heard. As parents may lodge multiple appeals, they may withdraw other appeals if an earlier one has been successful.

The number of admission appeals to secondary schools in England increased by over two and a half times between

Table 3.3
School pupils:¹ by type of school²

United Kingdom	Thousands					
	1970/71	1980/81	1990/91	2000/01	2003/04	2004/05
Public sector schools						
Nursery	50	89	105	152	150	142
Primary	5,902	5,171	4,955	5,298	5,107	5,045
Secondary						
Comprehensive	1,313	3,730	2,925	3,340	3,456	3,457
Grammar	673	149	156	205	216	217
Modern	1,164	233	94	112	107	107
Other	403	434	298	260	235	220
All public sector schools	9,507	9,806	8,533	9,367	9,271	9,189
Non-maintained schools	621	619	613	626	654	652
Special schools	103	148	114	113	109	107
Pupil referral units	.	.	.	10	13	15
All schools	10,230	10,572	9,260	10,116	10,048	9,963

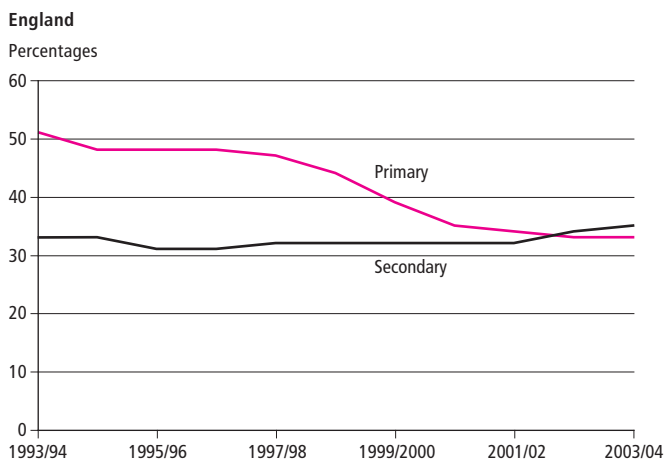
¹ Headcounts.

² See Appendix, Part 3: Stages of education, and Main categories of educational establishments.

Source: Department for Education and Skills; National Assembly for Wales; Scottish Executive; Northern Ireland Department of Education

Figure 3.4

Appeals by parents against non-admission of their children to maintained schools decided in parents' favour¹



¹ Number of appeals decided in favour of the parents expressed as a percentage of the number of appeals heard by panels.

Source: Department for Education and Skills

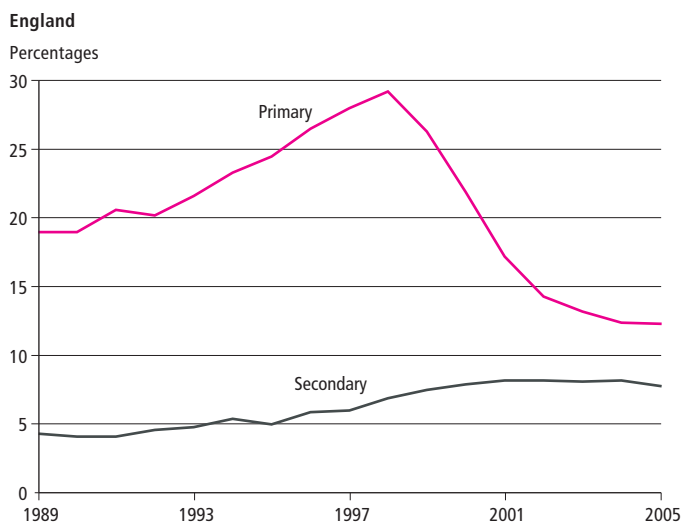
1993/94 and 2003/04 from 24,600 to 65,200, as have the number of appeals decided in the parents' favour, rising from 5,900 to 16,300. Around a third of appeals lodged to secondary schools and heard by the appeals panel in England were decided in favour of the parents each year since 1993/94 (Figure 3.4). The number of admission appeals both lodged to primary schools and heard by panels increased after 1993/94 to peak in 1996/97 and after another peak in 1998/99 the number of appeals lodged and heard by panels fell. In 2003/04, 20,800 appeals were lodged and 13,200 heard – slightly fewer than in 1993/94. However the success rate for decisions in the parents' favour in primary schools declined from 51 per cent of appeals heard by appeal panels in 1993/94 to 33 per cent in 2003/04.

For several years reductions have been made in class sizes, particularly in the size of primary classes. In January 1989, 19 per cent of classes taught by one teacher in primary schools in England had 31 or more pupils; this proportion increased to 29 per cent in January 1998 (Figure 3.5). Since January 1998, the proportion of primary school classes in England with 31 or more pupils has fallen to 12 per cent in January 2005. There is a marked difference in class sizes between Key Stage 1 (5 to 7 year olds) and Key Stage 2 (7 to 11 year olds). In January 2005 around 2 per cent of classes at Key Stage 1 had 31 or more pupils, whereas at Key Stage 2 the proportion was 21 per cent.

In 2004/05, the average class size in Great Britain (based on all classes – not just those taught by one teacher) was 25 pupils for Key Stage 1, and 27 pupils for Key Stage 2. Key Stage 2

Figure 3.5

School classes' with 31 or more pupils



¹ Classes taught by one teacher, in maintained schools. Data are at January each year.

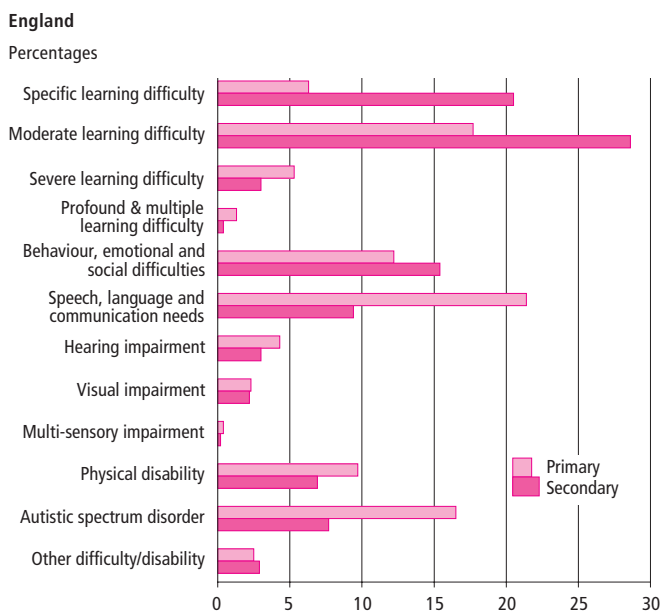
Source: Department for Education and Skills

pupils were far more likely than Key Stage 1 pupils to be in classes of 31 or more pupils (20 per cent and 2 per cent, respectively). At least one in four Key Stage 2 classes in the East Midlands, South West and North West had 31 or more pupils in 2004/05 compared with around one in ten classes in London and even fewer in Northern Ireland and Wales.

Average class size in Key Stages 3 and 4 (11 to 16 year olds) in England was around 22 pupils, despite secondary schools being larger than primary schools. This small average class size is in part because students choose different subjects in preparation for formal exams at the end of their compulsory secondary schooling.

Some pupils have special educational needs (SEN), this means they have significantly greater difficulty in learning than other children of the same age, or have a disability that makes it difficult for them to use normal educational facilities. When a school identifies a child with SEN it must try and meet the child's needs, having regard to provisions outlined in the SEN Code of Practice (or in Scotland, the Code of Practice on supporting children's learning). If the initial attempts do not meet the child's needs then an education authority or board may determine the education for a child with SEN, and if so can draw up a formal statement of those needs and the action it intends to take to meet them. Over 286,000 pupils in the United Kingdom had these statements (called a Co-ordinated Support Plan in Scotland from late 2005 but previously known as a Record of Needs) in 2004/05 compared with 273,000 in 1996/97.

Figure 3.6
Pupils with statements of Special Educational Needs (SEN):¹ by type of need, 2005²



1 As a proportion of all children with statements of SEN in maintained primary and secondary schools.
 2 Data are at January.

Source: Department for Education and Skills

In England the number of pupils with statements of SEN increased from 195,000 in January 1994 to peak at an estimated 258,000 in 2001. Numbers have since declined to around 243,000 in January 2005. In Scotland there were 16,200 pupils with a Record of Needs in 2004/05, and in Wales and Northern Ireland, there were 15,900 and 11,500 pupils with statements respectively.

Figure 3.6 shows the most prevalent types of special educational need among pupils in England with statements of SEN. In January 2005 the most prevalent need of pupils in primary schools was speech, language and communication (21 per cent). A slightly smaller proportion (18 per cent) had moderate learning difficulties. Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have low levels of concentration and under-developed social skills. This type of need was the most prevalent among secondary school pupils with statements of SEN (29 per cent), followed by specific learning difficulty (21 per cent). Children with a specific learning difficulty have particular trouble in learning to read, write, spell or manipulate numbers, so their performance in these areas is below their performance in other areas.

In 2003/04, there were 10,500 permanent exclusions of children from schools in Great Britain, that is they were

Table 3.7
Permanent and fixed period exclusions from schools:¹ by reason, 2003/04

England	Percentages ²	
	Permanent exclusions	Fixed period exclusions ³
Persistent disruptive behaviour	31	26
Physical assault against a pupil	17	20
Physical assault against an adult	12	5
Verbal abuse/threatening behaviour against an adult	11	22
Verbal abuse/threatening behaviour against a pupil	4	4
Drug and alcohol related	6	4
Damage	3	3
Theft	2	2
Bullying	2	2
Sexual misconduct	1	1
Racist abuse	-	1
Other	9	11
All exclusions (=100%) (thousands)	9.9	344.5

1 Maintained primary, secondary and special schools. Excludes non-maintained special schools. Includes middle schools as deemed.
 2 The number of exclusions by reason expressed as a percentage of the total number of exclusions.
 3 There were 50 fixed period exclusions for which circumstance was not known; these are included in the total.

Source: Department for Education and Skills

excluded from the school and their name removed from the school register. These pupils would then be educated at another school or through some other form of provision. This figure was around 5 per cent higher than the previous year, but considerably lower than 1996/97, when there were over 13,000 permanent exclusions. The number of permanent exclusions of boys in 2003/04 outnumbered girls by four to one.

In 2003/04 around 25 in every 10,000 pupils of Mixed ethnic origin were permanently excluded from schools in England. Although this was similar to the rate for Black pupils (29 in every 10,000), there was variation within the Black group. Black African pupils were far less likely to be excluded (16 in every 10,000) than Black Caribbean pupils (41 in every 10,000) or those from any other Black background (42 in every 10,000). White pupils and Asian pupils had rates of 14 exclusions and 6 exclusions for every 10,000 pupils respectively.

The most common reason in 2003/04 for exclusion in England was persistent disruptive behaviour, which accounted for 31 per cent of all permanent exclusions and 26 per cent of all fixed period exclusions (Table 3.7). The second most common reason

for permanent exclusion was physical assault against a pupil (17 per cent). Although comprising a smaller proportion of the total number of exclusions, around 1 in 8 (12 per cent) permanent exclusions and 1 in 20 (5 per cent) fixed period exclusions in 2003/04 were for physical assault against an adult. Sexual misconduct and racist abuse were the least common reasons for both permanent and fixed period exclusion in England. In 2003/04 there were 38,900 exclusions from local authority schools in Scotland, an increase of 7 per cent from 2002/03. Nearly all (99 per cent) of these were temporary. The most common reason for exclusion was general or persistent disobedience (25 per cent) followed by verbal abuse of members of staff (22 per cent) and physical abuse of fellow pupils (14 per cent).

Post compulsory participation

Following compulsory education, young people at the age of 16 can choose to continue in further education and in 2003/04 there were 4.9 million further education students in the United Kingdom. In 2003/04 there were four times as many female further education students as in 1970/71, but only twice as many male students. In 1970/71 the majority (58 per cent) of further education students in the United Kingdom were men, 1 million compared with 725,000 women (Table 3.8). However by 2003/04 the majority (59 per cent) of further education students were women – 2.9 million compared with 2.0 million men.

Part-time study dominates the further education sector with 78 per cent of students studying part time in 2003/04. Similar numbers of men and women study full time, but women are more likely than men to study part time, 81 per cent and 73 per cent respectively of further education students. This contrasts to 1970/71 when a similar proportion of women (87 per cent) and men (88 per cent) studied part time.

There have also been substantial increases in the number of students in higher education in the United Kingdom. In 1970/71 there were 0.6 million students in higher education, 33 per cent of whom were women. In 2003/04 there were 2.4 million students in higher education and the proportion who were women had increased to 57 per cent. The number of enrolments has increased for both sexes over the last 30 years. For women, there were almost seven times as many enrolments in higher education in 2003/04 than in 1970/71. For men, enrolments increased by two and a half times over the same period.

Not everyone working towards a qualification beyond the age of 16 has worked their way continuously through the various levels of education. Just under half of working-age people who were studying towards a qualification in the United Kingdom in spring 2005 were aged 25 or over and a fifth were aged 40 or over (Table 3.9). The age distribution varies according to the qualification being undertaken. Adults aged 25 and over

Table 3.8

Students in further and higher education:¹ by type of course and sex

United Kingdom		Thousands							
		Men				Women			
		1970/71	1980/81	1990/91	2003/04	1970/71	1980/81	1990/91	2003/04
Further education²									
Full-time		116	154	219	532	95	196	261	548
Part-time		891	697	768	1,434	630	624	986	2,336
All further education		1,007	851	987	1,966	725	820	1,247	2,884
Higher education									
Undergraduate									
Full-time		241	277	345	543	173	196	319	664
Part-time		127	176	193	261	19	71	148	445
Postgraduate									
Full-time		33	41	50	110	10	21	34	111
Part-time		15	32	50	138	3	13	36	170
All higher education ³		416	526	638	1,054	205	301	537	1,392

¹ Home and overseas students. See Appendix, Part 3: Stages of education.

² 2003/04 includes 2002/03 data for further education institutions in Wales.

³ Figures for 2003/04 include a small number of higher education students for whom details are not available by level.

Source: Department for Education and Skills; National Assembly for Wales; Scottish Executive; Northern Ireland Department for Employment and Learning; Higher Education Statistics Agency

Table 3.9**People working towards a qualification:¹ by age, 2005²**

United Kingdom							Percentages
	Degree or higher or equivalent	Higher education ³	GCE A level or equivalent	GCSE or equivalent	Other qualification ⁴	All studying	
16–19	16	17	71	63	13	33	
20–24	43	16	9	7	11	20	
25–29	13	12	4	6	13	10	
30–39	15	26	6	10	27	17	
40–49	10	19	6	9	22	13	
50–59/64 ⁵	4	9	3	5	14	7	
All aged 16–59/64 ⁵ (=100%) (millions)	1.9	0.5	1.5	0.8	1.8	6.5	

1 For those working towards more than one qualification, the highest is recorded. See Appendix, Part 3: Qualifications. Excludes those who did not answer.

2 At spring. Data are not seasonally adjusted and have been adjusted in line with population estimates published in spring 2003. See Appendix, Part 4: LFS reweighting.

3 Below degree level but including NVQ level 4.

4 Includes those who did not know the qualification they were working towards.

5 Males aged 16 to 64 and females aged 16 to 59.

Source: Labour Force Survey, Office for National Statistics

comprised 20 per cent of people of working age studying towards a GCE A level or equivalent and 30 per cent of those studying towards a GCSE or equivalent. In contrast, 67 per cent of working-age people taking higher education qualifications below degree level, and 41 per cent of those studying at degree level or higher, were in this age group.

Participation rates by 16 year olds in post compulsory education varies by socio-economic status (see Appendix, Part 1: National Statistics Socio-economic Classification). According to the Youth Cohort Study (YCS), young people aged 16 in England and Wales whose parents were in higher professional occupations in 2004 were more likely to be in full-time education than young people whose parents were in routine occupations (85 per cent

and 57 per cent respectively). Around a tenth of 16 year olds whose parents were in higher professional socio-economic occupations were in a full- or part-time job, or in government-supported training. This compares with around a quarter of those with parents in routine occupations.

There was also variation by socio-economic status in the qualifications 16 year olds in full-time education studied. This was particularly the case for those studying for GCE A level or equivalent – 74 per cent of 16 year olds whose parents were in higher professional occupations were studying for this level of qualification compared with 31 per cent of 16 year olds whose parents were in routine occupations (Table 3.10).

Table 3.10**Main study aim at 16:¹ by parents' socio-economic classification,² 2004**

England & Wales							Percentages
	GCE A level or equivalent	GCSE	Intermediate or foundation GNVQ	NVQ 1 or 2, or equivalent	Level unclear or not stated	Any qualification	
Higher professional	74	2	3	6	2	86	
Lower professional	62	3	5	8	3	81	
Intermediate	51	3	7	11	4	76	
Lower supervisory	40	3	6	15	3	67	
Routine	31	3	8	15	3	61	
Other ³	33	3	11	12	3	63	

1 Pupils in Year 11. Includes equivalent GNVQ qualifications in Year 11.

2 See Appendix, Part 1: National Statistics Socio-economic Classification.

3 Includes respondents for whom neither parent had an occupation.

Source: Youth Cohort Study, Department for Education and Skills

Table 3.11**Destinations of UK graduates:¹ by type of degree, 2003/04**

United Kingdom	Percentages		
	First degree	Other undergraduate ²	Postgraduate
Full-time paid work only ³	55	49	70
Part-time paid work only	8	8	7
Voluntary/unpaid work only	1	-	1
Work and further study	10	18	10
Further study only	14	19	5
Assumed to be unemployed	6	3	3
Not available for employment	5	3	3
Other	1	1	1
All (=100%) (thousands)	201	31	68

1 Destination of UK domiciled full- and part-time graduates about six months after completion of their degree.

2 Other undergraduate includes foundation degrees and all other higher education qualifications not included as first degree or postgraduate.

3 Including self-employed.

Source: Department for Education and Skills; Higher Education Statistics Agency

The pattern of participation in full-time education by socio-economic status continued into higher education – 44 per cent of 18 year olds in England and Wales whose parents were in higher professional occupations in 2004 were studying for a degree or equivalent compared with 13 per cent whose parents were in routine occupations.

In 2003/04 there were 300,000 home and EU domiciled students who left UK higher education institutions in the United Kingdom. Of these 67 per cent were first degree graduates, 23 per cent were postgraduates and 10 per cent were other undergraduates. Women comprised 59 per cent of all leavers in 2003/04. Destinations of graduates in the United Kingdom include continuing in education, as well as moving into employment. Around two thirds (63 per cent) of first degree graduates, and over three quarters (77 per cent) of postgraduates, went into full- or part-time paid work after they graduated (Table 3.11). Around a quarter of first degree graduates combined work with further study or continued with further study only, compared with around one in seven postgraduates. The proportion of other undergraduates who combined work with further study or continued in further study only, was higher at 37 per cent.

Of those first degree graduates in 2003/04 whose first destination after graduation was known to be employment, 29 per cent were employed in the associate professional and

technical occupations (such as nurses, financial and business analysts, and sales representatives) and 25 per cent were in professional occupations (such as medical and dental practitioners, accountants and teachers). A higher proportion of female than male graduates gained posts in the associate professional and technical occupations (31 per cent compared with 26 per cent), whereas a higher proportion of male than female graduates gained employment in professional occupations (29 per cent compared with 23 per cent). Around 2 per cent of first degree graduates went into skilled trades and process, plant and machine operation occupations.

Educational attainment

The Key Stages form part of the National Curriculum in England and Wales, more details of which can be found in Appendix, Part 3: The National Curriculum. Scotland and Northern Ireland have their own schemes. In 2005 the proportion of boys in England reaching the required standard for reading and writing at Key Stage 1 and English at Key Stages 2 and 3 was lower than that for girls (Table 3.12). The difference between the proportions of boys and girls reaching the expected level in tests and teacher assessments for mathematics and science

Table 3.12**Pupils reaching or exceeding expected standards:¹ by Key Stage and sex, 2005**

England	Percentages			
	Teacher assessment		Tests	
	Boys	Girls	Boys	Girls
Key Stage 1²				
English				
Reading	81	89	.	.
Writing	77	88	.	.
Mathematics	90	92	.	.
Science	88	91	.	.
Key Stage 2³				
English	70	81	74	84
Mathematics	76	76	76	75
Science	82	84	86	87
Key Stage 3⁴				
English	64	78	67	80
Mathematics	74	77	73	74
Science	70	73	69	70

1 See Appendix, Part 3: The National Curriculum.

2 Pupils achieving level 2 or above at Key Stage 1.

3 Pupils achieving level 4 or above at Key Stage 2.

4 Pupils achieving level 5 or above at Key Stage 3.

Source: Department for Education and Skills

Table 3.13
Attainment of five or more GCSE grades A* to C:¹ by ethnic group

England & Wales	Percentages			
	1992	1996	2000	2004
White	37	45	50	54
Indian	38	48	60	72
Pakistani	26	23	29	37
Bangladeshi	14	25	29	46
Other Asian ²	46	61	72	66
Black	23	23	39	35
Other ethnic group ³	..	46	43	59

1 Attainment in Year 11.
 2 Includes the Chinese group.
 3 Data for 1992 are not available due to small sample size.

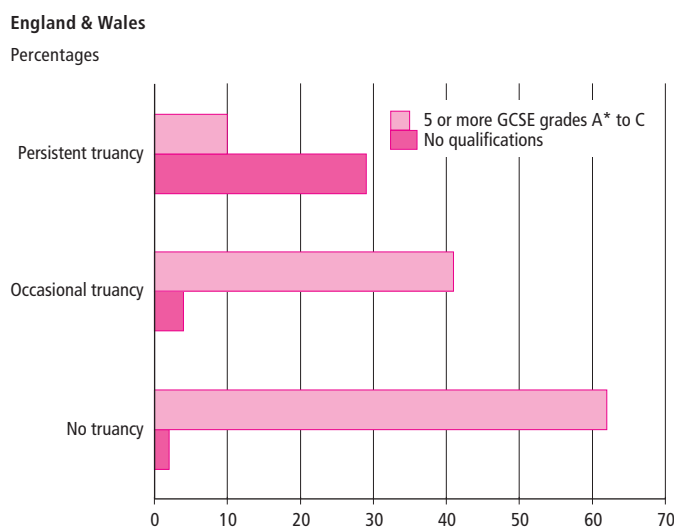
Source: Youth Cohort Study, Department for Education and Skills

was less pronounced. However for Key Stage 2 mathematics, boys performed as well as girls in teacher assessments and slightly better in tests.

The proportion of pupils achieving the expected level in English and science declined for both boys and girls between Key Stages 2 and 3. Seventy per cent of boys reached the expected standard in English teacher assessments at Key Stage 2 compared with 81 per cent of girls, whereas at Key Stage 3 these proportions had fallen to 64 per cent and 78 per cent respectively. Similarly in science teacher assessments, 82 per cent of boys and 84 per cent of girls at Key Stage 2 reached the expected level, compared with 70 per cent and 73 per cent, respectively, at Key Stage 3.

The attainment levels of pupils from all ethnic groups have improved over time. However some ethnic groups have improved much more than others. According to data from the Youth Cohort Study (YCS) Indian pupils, as well as being the most likely to achieve five or more GCSE grades A* to C (or equivalent) in 2004, also showed the largest improvements over the last 12 years (Table 3.13). The proportion who achieved these grades increased by 34 percentage points from 38 per cent in 1992 to 72 per cent in 2004. Although less than half of Bangladeshi pupils achieved GCSE grades at this level in 2004, they have also shown large improvements. In 2004, 46 per cent of Bangladeshi pupils achieved five or more GCSE grades A* to C compared with 14 per cent in 1992 – an increase of 32 percentage points. Two thirds of pupils from the Other Asian group, and over half from the White group achieved five or more GCSE grades A* to C. Pupils from the Black and Pakistani ethnic groups were least likely to achieve these grades.

Figure 3.14
Academic attainment:¹ by truancy, 2004²



1 GCSE and GNVQ qualifications in Year 11.
 2 Truancy in Year 11.

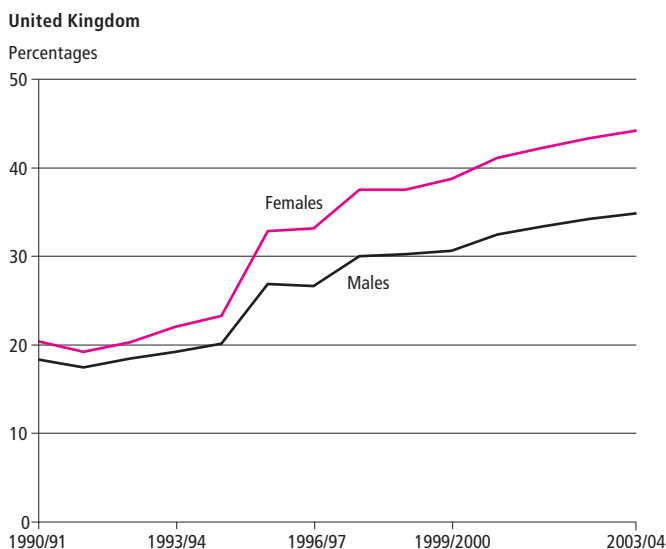
Source: Youth Cohort Study, Department for Education and Skills

Figures from the Pupil Level Annual Schools Census by the Department for Education and Skills (DfES), and attainment data collected in England showed that in 2004, around three quarters (74 per cent) of Chinese pupils achieved five or more GCSE grades A* to C (or equivalent). This ethnic group had the highest proportion of both boys and girls who achieved this level; 69 per cent and 79 per cent respectively (see Figure A.5). It should be noted that the sample size for the Chinese group is too small for the data to be presented separately in the YCS (Table 3.13) where these data are included in the Other Asian category.

Absence from school through truancy has a serious impact upon the likelihood of gaining qualifications. In 2004 persistent truants in year 11 in England and Wales were around six times less likely than those who did not truant to gain five or more GCSEs grades A* to C (Figure 3.14). Around 1 in 3 pupils who were persistent truants gained no qualifications compared with 1 in 50 who did not truant.

The socio-economic status of parents can have a significant impact on the GCSE attainment of their children. In England and Wales 76 per cent of pupils whose parents were in higher professional occupations achieved higher grade GCSEs (or the equivalent) in 2004, compared with 33 per cent of those whose parents were in routine occupations. The educational attainment of parents can also influence the attainment of their children; 73 per cent of young people who had at least one parent qualified to degree level and 64 per cent who had at least one parent whose highest qualification was a GCE A level achieved five or more GCSEs at grades A* to C. This

Figure 3.15
Achievement of two or more GCE A levels¹ or equivalent: by sex



¹ Two A levels are equivalent to three or more Highers. Data are for pupils in schools and further education institutions. Data prior to 1995/96, and for Wales and Northern Ireland from 2002/03, relate to schools only. Data for Scottish Qualifications from 2000/01 are not on the same basis as earlier years. See Appendix, Part 3: Qualifications.

Source: Department for Education and Skills; National Assembly for Wales; Scottish Executive; Northern Ireland Department of Education

compares with 41 per cent of young people with parents whose highest qualification was below GCE A level.

The proportion of pupils in the United Kingdom gaining two or more GCE A levels (or equivalent) increased from 19 per cent in 1990/91 to 39 per cent in 2003/04, although the performance gap between the sexes has widened. The proportion of young women who achieved two or more GCE A levels (or equivalent) increased from 20 per cent in 1990/91 to 44 per cent in 2003/04 (Figure 3.15). For young men the proportion increased from 18 per cent to 35 per cent over the same period. Thus the performance gap between the sexes has increased from 2 percentage points in 1990/91 to 9 percentage points in 2003/04.

There is a wide variety of subjects available in schools and further education institutions to study at GCE A level, and there are differences in subject choice between males and females. In 2003/04, 76 per cent of young people aged around 16 to 18 who entered for GCE A level (or equivalent) physics and 73 per cent of those entered for computer studies in the United Kingdom were male. Other male-dominated subjects included economics (70 per cent) and design and technology (65 per cent). In comparison, most young people who entered for home economics were female (94 per cent). In addition, females made up around 70 per cent of those entered for religious studies, social studies, English literature, modern languages, drama, and art and design.

Figure 3.16
Graduation rates¹ from first university degrees: EU comparison,² 2003



¹ Graduation rates at typical age of graduation.

² Data are not available for other EU-25 countries.

Source: Organisation for Economic Co-operation and Development

In 2003/04 there were around 364,000 qualifications obtained by full-time UK and European Union (EU) domiciled students at higher education institutions in the United Kingdom, of which two thirds were first degrees. Of those first degrees 11 per cent were graded first class, 46 per cent were upper second class and 31 per cent were graded lower second. Similar proportions were graded third class/pass or were unclassified (each around 6 per cent).

Graduation rates from university vary across the EU. In 2003 the United Kingdom had the fourth highest graduation rate from first university degrees at 38 per cent, behind Finland, Poland and Denmark (Figure 3.16). The graduation rate in the Czech Republic, at 17 per cent, was lower than in any other EU country for which data were available. A possible explanation for the difference in graduation rates across the countries is the variation in provision of non-university education. Alternative vocational education and apprenticeships, for example, may reduce the perceived need of some students to enrol in formal university-level studies as preparation for work.

The highest qualification held varies between the different ethnic groups. The ethnic group with the largest proportion of men holding a qualification equal to or above GCE A level (or equivalent) in 2004 was White British (56 per cent), whereas for women it was White Irish (53 per cent) (Table 3.17).

Table 3.17

Highest qualification held:¹ by sex and main ethnic group, 2004²

Great Britain		Percentages					
	Degree or equivalent	Higher education qualification ³	GCE A level or equivalent	GCSE grades A* to C or equivalent	Other qualification	No qualification	All
Males							
White British	18	8	30	19	10	14	100
White Irish	23	6	24	12	17	18	100
Mixed	22	6	24	20	13	15	100
Indian	30	6	17	11	22	15	100
Pakistani	15	4	15	16	22	29	100
Bangladeshi	11	2	10	12	25	40	100
Black Caribbean	11	6	26	24	15	18	100
Black African	24	9	18	14	25	12	100
Chinese	33	4	13	10	21	19	100
Females							
White British	16	10	19	29	10	16	100
White Irish	25	13	15	15	16	16	100
Mixed	20	7	22	27	13	11	100
Indian	21	6	16	16	24	18	100
Pakistani	10	4	14	20	18	35	100
Bangladeshi	5	2	12	17	15	49	100
Black Caribbean	15	13	16	33	14	10	100
Black African	17	9	15	15	26	18	100
Chinese	29	6	10	8	26	21	100

1 Males aged 16 to 64, females aged 16 to 59.

2 January to December. See Appendix: Part 4, Annual Population Survey.

3 Below degree level.

Source: Annual Population Survey, Office for National Statistics

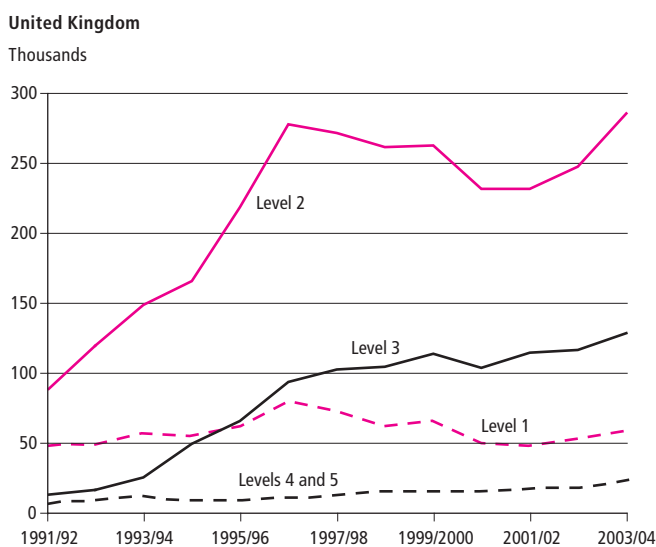
Although Table 3.13 showed the improvement in performance of Bangladeshi students in recent years, people from this ethnic group, along with Pakistanis, are more likely than other groups to hold no qualifications. One reason is that these data are for people of working age and the Bangladeshi and Pakistani working-age population includes migrants who came to live in the United Kingdom as adults with no qualifications.

There are also variations in highest qualification by religious identity. For example although over half of working-age Indian men had a highest qualification equal to or above GCE A level (or equivalent), data from the Labour Force Survey showed there was a difference in the proportions of Hindus and Sikhs (both are generally from the Indian ethnic group) who achieved a highest qualification to at least this level. In 2003–04, 56 per cent of working-age Hindu men had a highest qualification equal to or above GCE A level compared with 42 per cent of Sikh men. This pattern was similar for working-age Hindu and Sikh women. Almost a third (31 per cent) of Muslims of working

age in Great Britain in 2003–04 had no qualifications – the highest proportion for any religious group. They were also the least likely to have degrees (or equivalent qualifications). Jews and Buddhists, followed by Hindus, were the least likely to have no qualifications and the most likely to have degrees. A third of Jews and Buddhists (37 and 33 per cent respectively), and a quarter (26 per cent) of Hindus, had a degree in 2003–04.

An alternative to the more traditional and academic qualifications are National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs), which were introduced in 1987 (see Appendix, Part 3: Qualifications). There has been an increase in the take up of these qualifications as shown by the numbers awarded. In 2003/04 around 491,000 NVQs and SVQs were awarded in the United Kingdom whereas in 1991/92 around 153,000 were awarded (Figure 3.18 overleaf). Awards at level 2 have been the most common over the period, accounting for 285,000 (58 per cent) awards in 2003/04, while awards at level 1 have declined over

Figure 3.18
NVQ/SVQs awarded:¹ by level of qualification



¹ Data for 2000/01 are NVQ awards only.

Source: Department for Education and Skills

the period from 31 per cent to 12 per cent. In 1991/92, 8 per cent of all awards were at level 3 compared with 26 per cent in 2003/04.

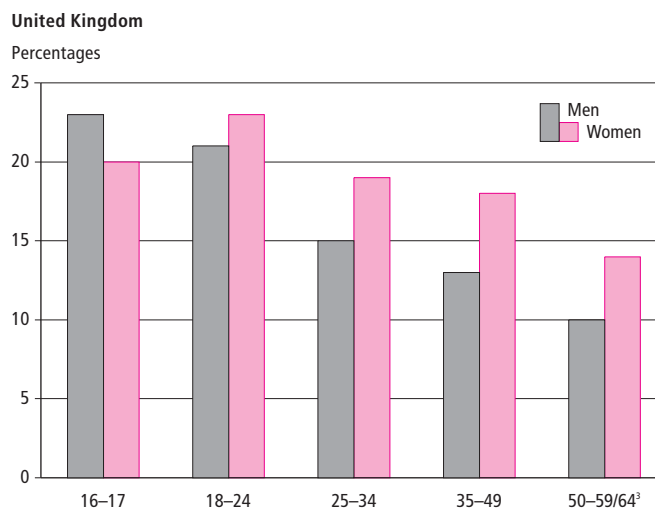
In 2003/04, 24 per cent of NVQs and SVQs awarded in the United Kingdom were in areas providing goods and services (such as catering and tourism). A further 21 per cent were in areas providing health, social and protective services (such as health care and health and safety) and 20 per cent were in areas providing business services (such as management studies).

Adult training and learning

Learning throughout working life is becoming increasingly necessary because of the pace of change within the labour market, and many people receive training in the workplace. In spring 2005, 16 per cent of employees of working age in the United Kingdom had received some job-related training in the four weeks prior to interview, this was a similar proportion to each of the spring quarters since 1995. In general, greater proportions of women than men received job-related training, and the proportion was higher for younger than for older employees. Compared with other age groups, men aged 16 to 17 (23 per cent) and women aged 18 to 24 (23 per cent) were the most likely to have received job-related training in spring 2005 (Figure 3.19).

Employees with higher qualifications were more likely to receive job-related training than those with lower or no qualifications in spring 2005. Those with higher qualifications were therefore more likely to gain more work-related skills and

Figure 3.19
Employees receiving job-related training:¹ by age and sex, 2005²



¹ Employees (those in employment excluding the self-employed, unpaid family workers and those on government programmes) who received job-related training in the four weeks before interview.

² At spring. Data are not seasonally adjusted and have been adjusted in line with population estimates published in spring 2003. See Appendix, Part 4: LFS reweighting.

³ Men aged 50 to 64, women aged 50 to 59.

Source: Department for Education and Skills from the Labour Force Survey

experiences that could benefit them in their career progression, compared with those with lower or no qualifications. In spring 2005, 22 per cent of employees qualified to degree level in the United Kingdom received job-related training in the four weeks prior to interview, compared with 5 per cent of those with no qualifications.

There are various education and training options available to young people who decide not to continue in full-time education, including a number of government-supported training initiatives. In England and Wales Work-Based Learning for Young People aims to ensure that all young people have access to post-compulsory education or training. Included in this initiative are apprenticeships that provide structured learning programmes for young people aged 16 to 24 and combine work-based training with off-the-job learning. Apprenticeships offer training to NVQ level 2. Advanced Apprenticeships offer training to level 3, and are aimed at developing technical, supervisory and craft-level skills.

In 2004/05 there were 518,500 young people (aged 16 to 24) on Work Based Learning Schemes in England. The most common area of learning was engineering, technology and manufacturing in which 101,100 young people were training – 97 per cent of whom were men (Table 3.20). Men also dominated in the area of construction (99 per cent).

Table 3.20

Young people¹ in Work Based Learning:² by sex and area of learning, 2004/05

England	Thousands		
	Men	Women	All
Engineering, technology & manufacturing	98.3	2.8	101.1
Retailing, customer service & transportation	25.4	34.3	59.8
Construction	55.2	0.5	55.7
Health, social care & public services	6.1	49.3	55.4
Business administration, management & professional	14.2	38.1	52.3
Hospitality, sports, leisure & travel	23.5	22.4	45.9
Hairdressing & beauty therapy	2.9	33.2	36.1
Land-based provision	6.0	5.1	11.1
Information & communications technology	8.6	1.8	10.4
Visual and performing arts & media	1.0	0.1	1.1
Area unknown	55.7	33.4	89.1
All areas of learning ³	297.1	221.3	518.5

¹ People aged 16 to 24.

² Work Based Learning for young people comprises Advanced Apprenticeships at NVQ level 3, Apprenticeships at NVQ level 2, NVQ Learning, and Entry to Employment (EZE).

³ Includes English, languages and communications, foundation programmes, humanities, and science and mathematics.

Source: Learning and Skills Council; Department for Education and Skills

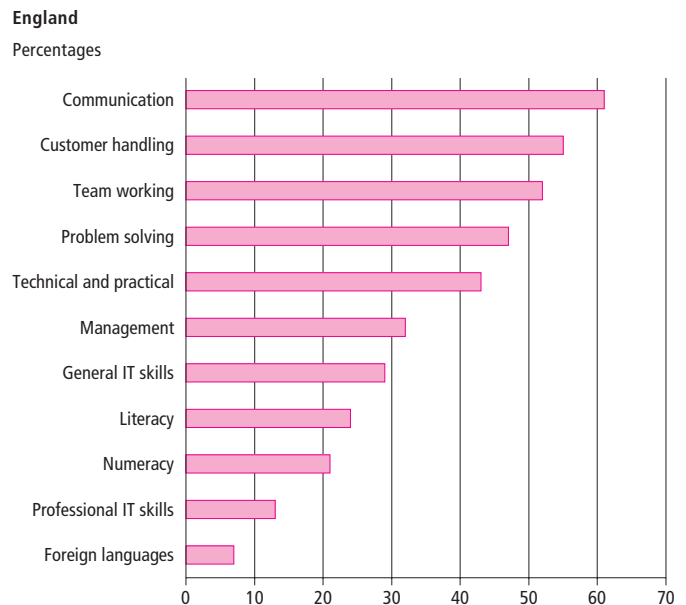
In contrast, women greatly outnumbered men in hairdressing and beauty therapy (92 per cent) and in health, social care and public services (89 per cent).

In 2004/05 there were 915,000 people on adult and community learning courses in England. Adult and community learning includes a wide range of community-based learning opportunities, primarily taking place through local education authorities (see Appendix, Part 3: Adult education). The majority were in either visual and performing arts and media (28 per cent) or hospitality, sports, leisure and travel (22 per cent).

The modern working environment demands a broad range of skills such as computer literacy, communication, problem solving and customer handling skills. The National Employers Skills Survey in 2003 looked at the extent of deficiencies in these areas among employees in England, as reported by employers. It was estimated that around 2.4 million employees in 2003 (11 per cent of employees) were considered by their employers to be less than fully proficient in their job.

Figure 3.21

Skills characteristics of skills gaps,¹ 2003



¹ Employers who had experienced skills gaps were asked to define what skills they felt needed improving for an occupation where staff were considered not fully proficient. Percentages do not sum to 100 as employers could give more than one answer. See Appendix, Part 3: National Employers Skills Survey.

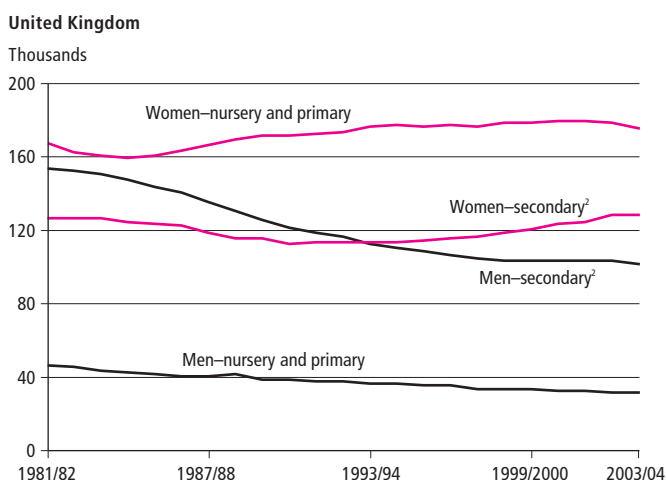
Source: Learning and Skills Council

Employers were asked to define what skills they felt needed improving in jobs where their staff were not fully proficient. Employers thought that, of their employees who they identified as having a skills gap, 61 per cent lacked adequate communication skills for their job and over 50 per cent lacked customer handling or team working skills (Figure 3.21). Although lower proportions of employees were considered to lack the required numeracy and literacy skills for their job, over 20 per cent were considered to be not fully proficient in these areas. Employers were also asked what the causes of skills gaps were (they could provide more than one answer). The majority (73 per cent) said lack of experience was the main reason, while 34 per cent said their staff lacked motivation. Other reasons given by employers were a failure to train and develop staff (29 per cent), staff not being good at keeping up with change (27 per cent), recruitment problems (25 per cent) and a high staff turnover (25 per cent).

Educational resources

The United Kingdom spent 5.3 per cent of gross domestic product (GDP) on education in 2002, ranking towards the middle of the EU-15 countries for such expenditure. Denmark spent the most on education as a proportion of GDP (8.5 per cent) and Greece the least (4.0 per cent).

Figure 3.22
Full-time teachers:¹ by sex and type of school



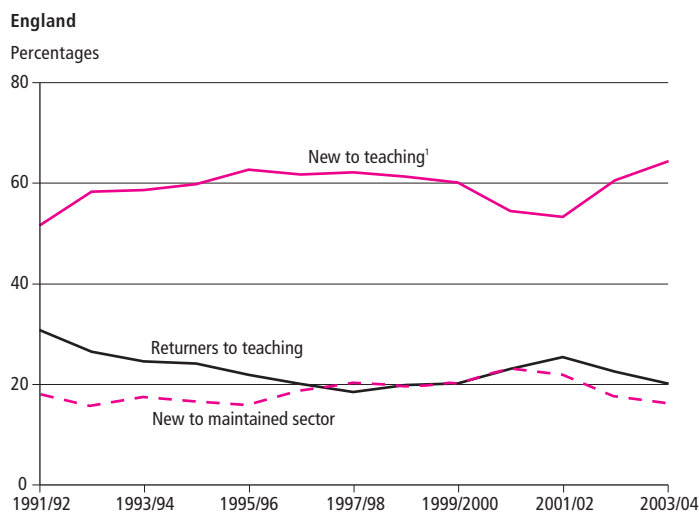
1 Qualified teachers only.
 2 From 1993/94 data exclude sixth-form colleges in England and Wales which were reclassified as further education colleges on 1 April 1993.

Source: Department for Education and Skills; Scottish Executive; Northern Ireland Department of Education

The number of full-time qualified teachers in public sector mainstream schools in the United Kingdom, decreased by around 57,000 between 1981/82 and 2003/04 to 436,000, although it has been rising since 1997/98. The number of full-time female teachers in these schools increased by 4 per cent to 304,000 over the period 1981/82 to 2003/04, while the number of male teachers fell by 33 per cent to 132,000 (Figure 3.22). The majority of full-time teachers in both nursery and primary, and secondary schools were female. In nursery and primary schools 85 per cent of full-time teachers were female in 2003/04, whereas in secondary schools the difference between the sexes was less marked, with females comprising 56 per cent of full-time teachers. In 2003 around two thirds of head teachers in maintained nursery and primary schools in England were female, compared with around one third of head teachers in maintained secondary schools.

In 2004/05, 36,800 students were enrolled on teacher training courses in England and Wales – just under 17,700 were enrolled in primary education training and over 18,700 were training for secondary education. There were fluctuations in the number of enrolments during the 1990s followed by a steady increase in recent years, and by 2004/05 there were 55 per cent more enrolments on teacher training courses than in 1990/91. Between one in six and one in seven enrolments at secondary level were for courses in science, English or technology (which included design and technology, computer studies and business studies). This was followed by around one in nine enrolments

Figure 3.23
New entrants and re-entrants to full-time teaching in maintained schools



1 Excluding transfers from outside the maintained sector.

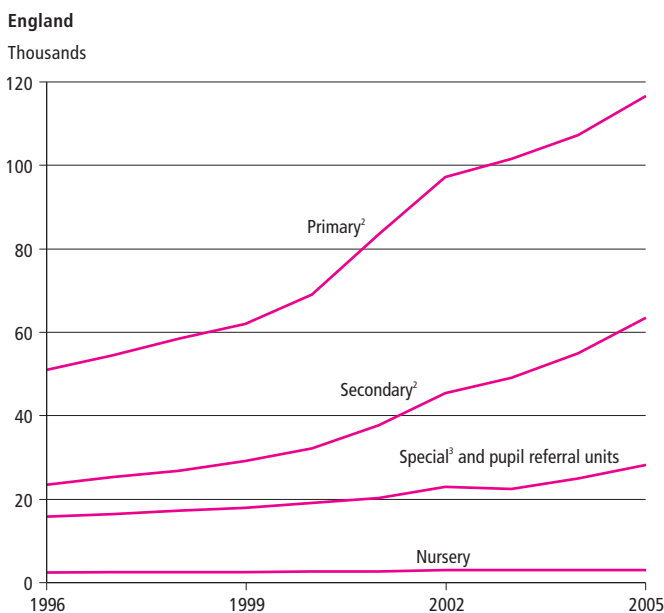
Source: Department for Education and Skills

for mathematics courses. Although the majority of those who enter teaching are new to the profession, others return to teaching following a period away from it. In 2003/04 there were around 32,400 entrants into teaching in maintained schools in England and 64 per cent were new to teaching. A further 20 per cent (6,500) were entrants who were returning to the profession, while 16 per cent (5,200) were teachers who transferred to jobs in maintained schools from outside the maintained sector (Figure 3.23).

The number of support staff in maintained schools in England who provide additional learning resources within the classroom increased by almost two and a half times between 1996 and 2005, to 210,000 (Figure 3.24). There was an increase in the number of support staff in all types of school, but the largest increase (over two and a half times) was in secondary schools. Most support staff are in primary schools, accounting for 55 per cent of these staff in 2005. In January 2005, around a quarter of primary level teaching assistants were employed as special needs support staff, whereas at secondary level the proportion was around a half.

Total expenditure on school staff by local authorities in England was £3,184 per pupil in 2003/04. The proportion spent on teaching staff has gradually gone down over recent years, from 77 per cent in 1994/95 to 70 per cent in 2003/04 to £2,218 per pupil. There has been a rise in spending on support staff over the same period, from £143 per pupil (equivalent to 8 per cent

Figure 3.24
Support staff:¹ by type of school



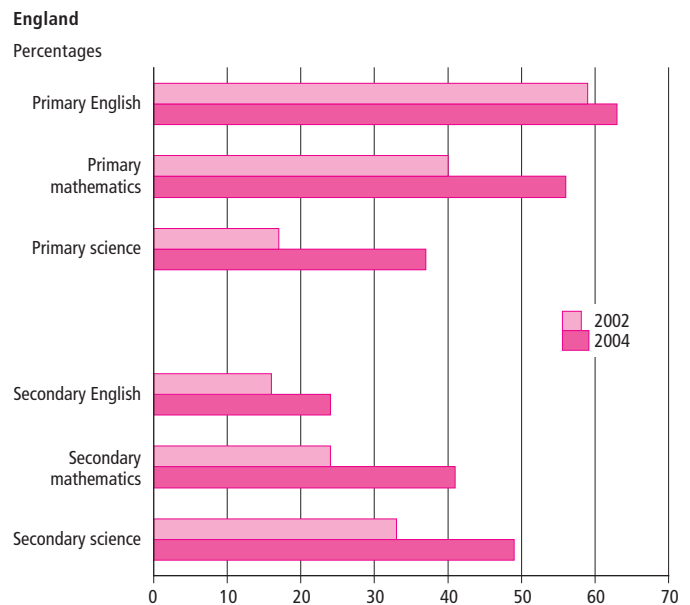
1 In maintained schools. Includes teaching assistants, technicians and other support staff but excludes administrative staff. Includes both full-time and the full-time equivalent of part-time support staff.
 2 Includes middle schools as deemed.
 3 Includes non-maintained special schools.

Source: Department for Education and Skills

of all spending on school staff) to £419 per school pupil (13 per cent). Spending per pupil on other staff (such as premises related, administrative and clerical, and catering) has changed little, ranging between 16 and 18 per cent of total staff expenditure each year.

In 2004 most school teachers reported regular use of ICT (information and communications technology) for teaching and learning. This varied by type of school – primary and special school teachers (92 and 91 per cent respectively) were more likely to use it than secondary school teachers (70 per cent). Use levels varied across the curriculum, with ICT, not surprisingly, being the subject that showed the highest proportions of staff making substantial use of ICT in 2004 (84 per cent of primary schools and 99 per cent of secondary schools). Even when ICT as a subject is excluded, use levels have grown in all areas of the national curriculum since 2002 (Figure 3.25). In primary schools in 2004, ICT was most likely to be used substantially in English (63 per cent) and mathematics (56 per cent). In secondary schools, less use appeared to be made of ICT in these subject areas (24 per cent and 41 per cent respectively reported substantial use). Science was more likely to make a substantial use of ICT than both English and mathematics at secondary level.

Figure 3.25
Use of information and communications technology:¹ by type of school



1 Schools reporting a substantial use of information and communications technology (ICT) in areas of the national curriculum by pupils. Computers used mainly for teaching and learning by pupils in maintained schools.

Source: Department for Education and Skills

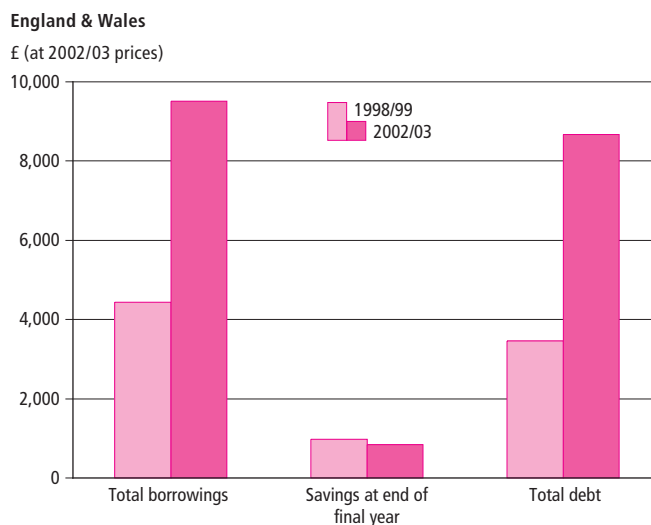
Schools were also asked for the main ways in which they disposed of obsolete or broken ICT equipment (they could give more than one answer). Among primary schools, the most common responses in 2004 were that old equipment was disposed of as refuse (56 per cent), or sold or given away (43 per cent). Secondary schools were most likely to cascade old equipment within the school (64 per cent), with nearly as many saying that equipment was disposed of as refuse (60 per cent).

Financial support for students in higher education has changed considerably in recent years. Since 1991/92, when student loans were first introduced, the average loan has steadily increased in real terms while the average maintenance grant has decreased. The two sources of funding reached broad parity in 1996/97, from when most student support has been paid in the form of loans. In 2004/05, 81 per cent of eligible students in the United Kingdom took out a loan to support them through higher education, the average amount being £3,390.

According to the Student Income and Expenditure Survey, students graduating in 2002/03 could expect to finish university with debts two and half times greater than students who graduated in 1998/99. Between 1998/99 and 2002/03 the

average anticipated level of student debt on graduation rose from £3,465 in real terms to £8,666 – an increase of 150 per cent above the underlying rate of inflation, and 135 per cent above real rises in average earnings (Figure 3.26). The average amount of money final year students borrowed from commercial sources (for example, through credit cards, bank loans and higher purchase agreements) rose in real terms from £106 in the academic year 1998/99 to £350 in 2002/03. The average value of final year students’ overdraft at graduation increased by £15 in real terms between 1998/99 (£982) and 2002/03 (£997).

Figure 3.26
Borrowings, savings and debt of students¹



¹ Final year full-time, single, childless undergraduate students who were aged under 25 at the start of their course.

Source: Department for Education and Skills

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Contact points

For enquiries about this publication, contact the Editor.

Tel: 020 7533 5778

E-mail: social.trends@ons.gsi.gov.uk

For general enquiries, contact the National Statistics Customer Contact Centre.

Tel: 0845 601 3034 (minicom: 01633 812399)

E-mail: info@statistics.gsi.gov.uk

Fax: 01633 652747

Post: Room 1015, Government Buildings,
Cardiff Road, Newport NP10 8XG

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