

Data Management and Analysis Group

Cross-border pupil mobility

An analysis of the 2002 London Pupil Dataset

DMAG Briefing 2003/24
December 2003

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Cross-border pupil mobility. An analysis of the 2002 London Pupil Dataset

1. Summary – key points

The GLA is the strategic authority for the capital. Its concerns include the quality of life, equality and social inclusion, and the regeneration of London. Education is central to each of these concerns. London's educational institutions, in the broadest sense, are central to the life of the capital.

This briefing examines the London extract from the first National Pupil Dataset (NPD), to which additional data have been added from a range of files already held by the GLA. The NPD includes information from the January 2002 Department for Education and Skills (DfES) first pupil level annual school census (PLASC), with matched assessment information from key stages 1, 2, 3 and 4.

The extracts for London from the NPD are for pupils in the maintained sector who attend school in London, irrespective of where they live, and/or have a London home postcode, irrespective of where they attend school. Some pupils attend schools in counties, such as Surrey, which are adjacent to London. Taken as a whole, the London extract from the NPD holds records for 1,079,252 pupils. For the sake of brevity the dataset is called the London Pupil Dataset (LPD).

In London some pupils live in one borough, but attend school in another. In the terminology used by education administrators, these pupils attend 'out-borough' schools as opposed to 'in-borough' schools. In the same jargon, those pupils are engaging in 'cross-border mobility'. They are 'exports' as far as their home borough is concerned, and 'imports' for the receiving borough. Cross-border mobility can raise issues for education planners. For some parents it involves concerns about the quality of education available in their home neighbourhood. For schools it may raise issues about selection in what is, formally, a largely 'non-selective' system.

The briefing shows the location and scale of pupil cross-border mobility. It provides the first analysis for London as a whole of the characteristics of pupils who attend 'out-borough' schools *and* of those who attend 'in-borough' schools. Similarly it provides the first analysis for London as a whole, of the types of schools the two categories of pupils attend. Finally, the briefing provides a first view of cross-border mobility and stability in London which takes account of *both* primary *and* secondary phases of schooling.

Key points in the briefing are:

1. Parental choice and school improvement are two key themes in central government education policy. To accommodate choice, education administrators need to know what form it currently takes, and what the factors are which support or constrain parental choice.
2. London is one city with 33 separate local education authorities (LEAs).
3. The 32 London boroughs, and the Corporation of the City of London, are LEAs. They, and not the GLA, are responsible for securing a sufficient number of school places to meet the demand from within their own administrative area.
4. LEAs are now responsible for planning school places in a way which promotes educational improvement.
5. LEAs are also the admissions authority for community and voluntary controlled schools. Each voluntary aided school, foundation school, city technology college and city

academy, is its own admissions authority. The GLA is not the admissions authority for any school.

6. In January 2002, 724,926 pupils (67.2 per cent of the total) in the LPD, attended schools where a LEA was the admissions authority. 354,326 pupils (32.8 of the total) attended schools which were their own admissions authority.
7. Of the 1,042,224 pupils in LPD whose home postcodes can be identified, 14.9 per cent (145,043) attend a school in a local authority (LEA) area other than the one in which they live. This is a substantial number, and close to the numbers in the total population of either Kensington and Chelsea or Kingston. At the least, cross-border mobility on this scale will present a considerable challenge to those responsible for planning school places in London.
8. The numbers of pupils who attend schools in other LEAs varies in different London boroughs. Outer London authorities in the east of London, and inner city authorities to the east of Hackney 'export' comparatively few pupils. Authorities in a zone between Islington and Richmond tend to attract comparatively high levels of 'out-borough' pupils, as well as 'exporting' numbers of pupils to other LEAs.
9. Two groups of LEAs in the centre and west of London, and in north London, 'exchange' pupils to the extent that they might particularly benefit from sharing planning information. However, neither group amounts to a self-contained planning zone.
10. Plans for education improvement and for accommodating parental choice in London are more likely to work where planners are aware of the, often prosaic, factors which shape pupil movement within and between LEAs.
11. Some cross-border mobility can be explained by past planning decisions, by the geography of London, and by the availability or absence of transport. While these factors cannot be ignored in future planning, they do not on their own explain the recent growth in cross-border mobility. That increase has been greatest in outer London.
12. The factors associated with a parent's choice of an out-borough school are, in the main, the same as the factors associated with choice of an in-borough school.
13. On balance the increase in choice available to parents and schools appears to have been made use of by those best placed to do so. In practice, choice does not appear to be equally available to all.
14. Compared to pupils who attend in-borough secondary schools, those attending out-borough secondary schools tend to live in higher status neighbourhoods, show lower levels of poverty and have higher levels of attainment immediately before secondary transfer. This applies across all ethnic groups.
15. Approximately 2 out of 3 children who attend out-borough schools live in neighbourhoods where adults have comparatively high levels of education. Parents in these neighbourhoods may be expected to understand the education choices available to them. They are likely to be better placed to afford the cost of their children's travel to more distant schools.
16. Pupils entitled to free school meals, and pupils living in neighbourhoods with higher proportions of adults in semi-skilled and unskilled occupations, are less likely than other pupils to attend out-borough schools. Expanding links between schools, in the hope that the strong will support the weak, cannot work if children's transport costs are not met.
17. Autonomy amongst secondary schools is also associated with the recruitment of out-borough pupils and with social selection.
18. Schools which are their own admissions authority, and specialist schools other than Sports and Arts Colleges, tend to recruit out-borough pupils from areas with a higher average percentage of heads of household in professional and managerial occupations. They also tend to recruit out-borough pupils with comparatively high levels of

attainment at the end of primary schooling. Both points apply across the majority of ethnic groups

19. On balance, London's school system is not characterised by complete social closure. However, there is a social hierarchy of maintained schools in the capital. The present data do not allow us to conclude whether social selection in education is driven by parents, schools, or both.
20. Social selection in London schools is not generally acknowledged. However, it exists and will lead to favourable league table positions for some schools, including some in the inner city. However, this is unlikely to raise attainment generally in London, or to close the attainment gap between pupils from different social class backgrounds.
21. There is a clear need for further research on the expectations of all parents, and on how these can best be met. There is also a need for research on teachers' attitudes in relation to the social selection of children.
22. The extent to which present school admission arrangements provide all parents with an equal choice of school for their children should also be reviewed.
23. In the present climate, one likely consequence of a social hierarchy of schools will be difficulties in the recruitment and retention of staff in schools towards the lower end of the hierarchy. These are precisely the schools where improvement for pupils is most needed.

2 The structure of the briefing

There are four major actors involved in the phenomenon of cross-border mobility. These are: local education authorities; pupils; parents and; schools. Their action is constrained by the effects of past planning decisions, and by the availability or otherwise of public transport. In that sense, some aspects of cross-border mobility are open to comparatively simple explanation. Other aspects of cross-border mobility involve the more complicated, combined, influence of two or more of the main 'actors', and this leads to a more complex explanation.

The briefing takes a step-by-step approach to the issues outlined in section 1, beginning with the level of mobility between LEAs, and then reviewing the characteristics of those pupils who do, and those pupils who do not, attend out-borough schools. The characteristics of the adult population are taken into account, and following this the involvement of different types of school in cross-border mobility is discussed. As far as possible information has been presented in the form of graphs, and more complex statistical terminology has been avoided.

Section 3, which follows this section, is a note on the London Pupil Dataset. The LPD is the evidence-base for the briefing.

Section 4 outlines the location and extent of cross-border mobility in the London area. It identifies basic factors which support or limit that mobility, and discusses some implications for education planning.

Section 5 compares and contrasts the characteristics of pupils who 'stay with' their home LEA, and those who 'leave' to attend school elsewhere. The characteristics reviewed include pupil entitlement to free school meals, the social class characteristics of pupil home neighbourhoods, pupil ethnicity and pupils' prior educational attainment.

Section 6 reviews the possibility that cross-border mobility is an aspect of social selection in education, associated with a growth in school autonomy.

Section 7 brings together information from the previous two sections. The aim is to discuss the extent to which cross-border mobility and selection point to social hierarchy or to social closure¹ in London's school system.

A penultimate section provides a footnote on the absence of information on pupils in independent schools.

The concluding section points to areas for further work, including:

- (a) statistical modelling of alternative approaches for benchmarking LEAs, using data on the pupil roll rather than the resident population;
- (b) research on parental attitudes towards schooling, choice of school and LEAs across London;
- (c) changes to admissions arrangements which give a degree of priority to local pupils, irrespective of prior attainment or parents' occupation;
- (d) reviews of differential access to high quality education by different groups of pupils in London;
- (e) repeat studies and longitudinal data which allow for an understanding of change over time ;
- (f) analyses of variation in the recruitment to and attainment of pupils in the same types of school, using a postcode-based geography, rather than one which follows local government borders;
- (g) studies of the relationship between equity in education and the actuality of a social hierarchy of schools in the capital;
- (h) the development of basic data the recruitment and retention of staff in all schools.

3. The data source - The 2002 London Pupil Dataset

In 2002 central government introduced what has arguably been its single most important innovation in large-scale surveys. That innovation will have a major effect on our understanding of education, equity and development in England.

In January 2002 the first national Pupil Level Annual School Census (PLASC) took place. This gathered information on a pupil-by-pupil basis for young people at all maintained primary, middle, secondary and special schools in England. The information included pupil gender, entitlement to free school meals, ethnicity and school and home postcode. Because each record contained a unique pupil number, information can and has been linked with information from individual pupils' key stage assessment and public examinations records. Analysis of the data can show both overall levels of attainment *and* in some cases rates of progress amongst different groups across the country. Taken together, information from these and other sources form the National Pupil Dataset (NPD). As noted above, the London Pupil Dataset (LPD) is a subset of the NPD, to which information already held by the GLA has been added.

The size and completeness of the NPD and LPD are key strengths. The numbers of pupil records in the London Pupil Dataset have already been mentioned (1,079,252 as a whole and 1,042,224 pupil records with an identifiable home postcode). This is equivalent to 1 in 8 of the school age population in England. As such the LPD is itself a dataset of national significance.

Sample surveys, such as the Youth Cohort Study or the Labour Force Survey, cannot answer key questions because the numbers involved are simply too small. Cross-referencing ethnicity by

class with education attainment is a case in point. The YCS cannot support that analysis. Data from the National Pupil Dataset, linked to census data, can.

Additionally, the surveys which 'feed data' into the NPD have a particular force in maintained schools. Maintained schools, by definition, rely on public funds. A mandatory survey by a public authority, which sets funding levels, is unlikely to be ignored.

The inclusion of home postcodes in the NPD and LPD allows data to be brought in from other datasets if these also hold information at postcode level. Some information from the 2001 national population census is available at postcode level. Further, holding data at postcode level means that *some* information can be summarised in the form of maps. These may give a more accessible overview of the data than is usually possible using statistical digests on their own. Finally, postcodes are small geographical areas. Building up a picture for London as a whole from that level may provide a more sensitive overview than a map built up from larger areas such as London wards or boroughs.

Pupils in privately funded, independent, schools are not included in the LPD. This point is taken up in Section 8 of the briefing.

4 Cross-border mobility, education planning and education development

In London, each of the 32 boroughs and the Corporation of London is a local education authority. All LEAs have a long-standing responsibility for ensuring a sufficient supply of school places to meet demand from within their own areas. This means that LEAs need to consider

- the number of locally resident pupils who attend schools in other boroughs, and therefore reduce demand for school places in their home LEA; places, and
- the number of pupils who live in other boroughs and attend the LEA's schools and therefore increase demand for school places.

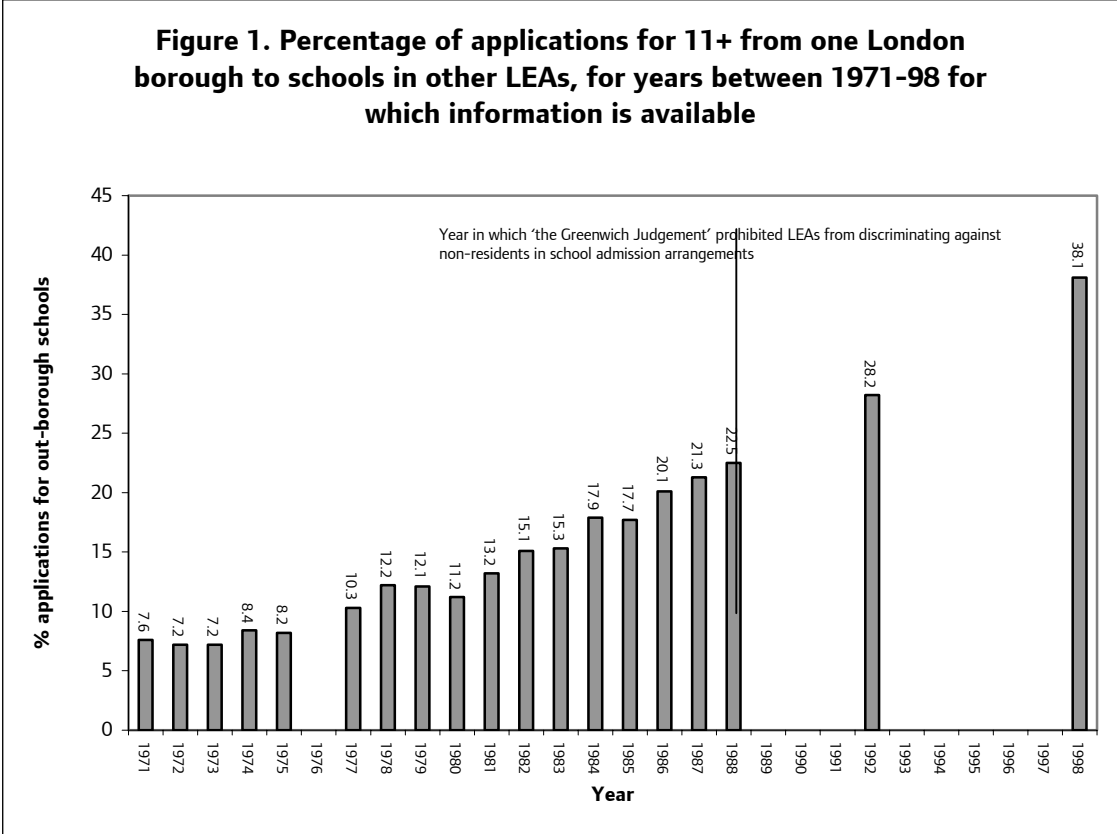
Additionally, education planning is now firmly linked to school improvement², and LEAs are required to put educational improvement at the centre of their 'asset management' strategies. Finally, for over a decade central government policy has aimed to increase parental choice. LEAs are required to develop, for example, school admissions arrangements which allow for parental choice.

4.1 Trends in cross-border mobility

The Greenwich Judgement, a court decision made in 1989, prohibits LEAs from using school admissions arrangements which discriminate against applicants who live in other LEA areas. At a time of rising demand for school places across London, LEAs face a considerable task in meeting demand from their own areas. Unsurprisingly, the Greenwich Judgement is seen as being unhelpful in that work. Given its unpopularity amongst education planners, we might conclude that the Greenwich judgement was responsible for *starting* cross-border mobility in London.

This is not so. Figure 1 provides, albeit incomplete, information for cross border mobility at the point of secondary transfer in one London LEA between 1971 and 1998. In this case at least, cross-border mobility existed and was increasing *before* 1989.

The Greenwich judgement responded to existing cross-border mobility. It was not responsible for initiating it. Nonetheless, it has allowed for an increase in cross-border mobility after 1992. It also removed from LEAs one method for increasing the likelihood that local residents would secure a place for their children at a local school of their choice.



Note: '11+ transfer' refers to the transfer of pupils aged 11 from primary school to secondary school

Table 1 compares cross-border mobility in London in 1994 and 2002, and provides information on population change over the same period. The data for 1994 are for pupils aged 11 to 16, and the table is therefore restricted to cross-border mobility amongst children of secondary school age.

Table 1. Cross-border mobility and population change in London

	Imports			Exports			Population aged 11-16		
	1994	2002	% Change 1994-2002	1994	2002	% Change 1994-2002	1994	2002	% Change 1994-2002
LEAs in inner or outer London									
Inner London	25,951	33,048	27.3	31,382	40,733	29.8	156,997	185,708	18.3
Outer London	31,934	46,382	45.2	27,567	50,529	83.3	296,587	338,999	14.3
Greater London	57,885	79,430	37.2	58,949	91,262	54.8	453,585	524,708	15.7

1. LEA 'imports' are the numbers of pupils attending the LEA's schools who live in another borough. 2. LEA 'exports' are number of pupils who live in the LEA and attend school elsewhere.
 Data source for 1994, recoupment data quoted in Funding Agency for Schools 'Planning Secondary School Places in London 1998-2005', York, FAS, 1999. Figures differ marginally from equivalent figures provided by the FAS in 'Planning Secondary School Places in London'. (FAS 1997, Table 3 page 11). Data source for 2002, version 1 2002 LPD and GLA population data. Population data are rounded to the nearest 100.

See table A2 for LEA figures

By 2002, cross-border mobility averaged across inner and outer London was at a higher level than in 1994 for pupils in this age group. Some of the increase in cross-border mobility can be explained by an increase in the number of 11 to 16 year-olds in the population. However, the rate of increase in cross-border mobility was greater than the rate of increase in the secondary school-age population over the same period.

London as a whole was a net 'exporter' of pupils in 1994, and more so in 2002. Cross-border mobility increased more rapidly in outer than in inner London. Outer London authorities were, on average, 'net importers' of pupils in 1994 and net 'exporters' in 2002. Inner London authorities were, on average, 'net exporters' of pupils in both 1994 and 2002.

4.2 Variations in cross-border mobility between the primary and secondary phase

In 2002 of the 398,519 secondary school pupils with valid postcode records in the LPD, 97,086 (24.4 per cent) were attending a maintained school in an LEA other than the one in which they lived. This figure included pupils involved in cross-border mobility to or from LEAs as well as those engaged in cross-border mobility within London. This is considerably higher than the average of 14.9 per cent for primary and secondary schools taken together.

Rates of cross-border mobility are generally lower amongst children of primary school age. Table 2 indicates the average and the 'spread' of the percentage of pupils attending 'in-borough' schools. Pupils in the primary age range are more likely than pupils in the secondary age range to attend in-borough schools. Variations between LEAs in this respect are also smaller in the primary than in the secondary phase.

Table 2. Variations in the percentage of pupils attending schools in their home LEAs.

	% of locally resident children attending 'in-borough' schools		
	Aged 4-10	Aged 11-15	Aged 4-15
Average	91.9	74.8	85.3
Maximum	98.4	91.5	95.7
Minimum	82.9	39.9	67.7
Range	15.5	51.6	28.0
Standard deviation	3.8	12.7	6.6

Source: Version 1 2002 LPD. See Table A6. Standard deviation measures differences from the average.

The alternative to calculating cross-border flows as a percentage of the *locally resident population* who attend maintained schools, is to calculate them as percentages of the *local school roll*. Table 3 shows locally resident children as a percentage of the local school roll. In the primary phase, locally resident pupils range from 98.4 to 73.7 per cent of the local roll. The equivalent figures for the secondary phase are 94.9 and 39.6 per cent. On either view, the range of cross-border mobility between different LEAs is higher in the secondary than in the primary phase.

Table 3. Locally resident children attending in-borough maintained schools as a percentage of the local maintained school roll

	Pupils aged 4-10	Pupils aged 11-15	Pupils aged 4-15
Average	91.3	75.6	85.0
Maximum	98.4	94.9	97.0
Minimum	73.7	39.6	34.3
Range	24.7	55.3	27.9
Standard deviation	5.1	14.3	8.4

Source: Version 1 2002 LPD. See Table A12

4.3 Variations between London LEAs – the impact of geography, transport and past planning decisions.

Maps 1 and 2 give each view of mobility applied to individual LEAs. Map 1 shows an eastern arc of LEAs with low levels of pupil movement to other boroughs. The inclusion in this group of two inner city East End authorities, Tower Hamlets and Newham, with Barking and Dagenham, points to another factor which will influence rates of cross-border mobility. There are thirteen road or rail bridges across the Thames on the Wandsworth and Lambeth waterfront. There is one bridge, Tower Bridge at the western corner of Tower and no bridges down river, though there are two foot-tunnels under the Thames and the Woolwich Ferry which might be used by pupils. Compared with central and west London, there are comparatively few routes for wheeled traffic across the Thames in east London. This can only restrict cross-border mobility across the Thames between east London boroughs such as Newham and Greenwich.

Map 1 Percentage of pupils resident in each London LEA attending a local school, 2002

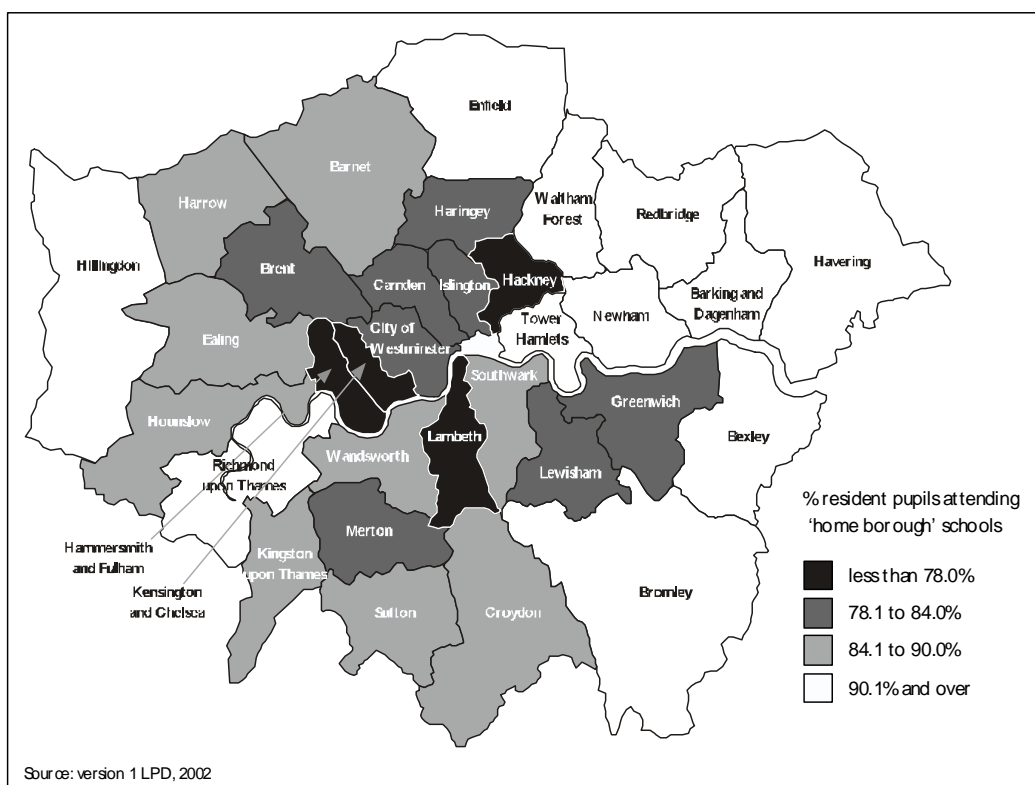


Table 4 shows the numbers of pupils travelling between LEAs on the north and south banks of the Thames. Figures for Richmond and Hounslow are not included. Richmond has waterfronts on the north and south banks of the Thames, and a journey from one side to the other would not on its own amount to cross-border mobility. The neighbouring borough of Hounslow is likewise excluded because of difficulties in determining whether cross-border flows with Richmond involve a journey across the Thames.

The numbers and percentage of pupils moving between LEAs on the opposite side of the Thames are, predictably, both greater in west than in east London. Table A4 sheds further light on the possible impact of transport. The table gives the percentage of the local school age population on roll in the home LEA *or* in a neighbouring LEA. For parents living close to a borough border, an out-borough school may in practice be the 'neighbourhood' school and the 'natural' choice.

Table 4. Pupils living in selected boroughs on the north or south banks of the Thames, who cross the river on their journey to school

A. Pupils living in a 'north bank' borough who attend school in a 'south bank' LEA	West London boroughs on the north banks of the Thames	East London boroughs on the north banks of the Thames
Number crossing river southwards	809	311
Total locally resident pupils	37,645	146,241
% of locally resident pupils crossing the river	2.1	0.2
B. Pupils living in a 'south bank' borough who attend school in a 'north bank' LEA	West London boroughs on the south banks of the Thames	East London boroughs on the south banks of the Thames
Number crossing the river northwards	2,578	142
Total number of locally resident pupils	59,802	143,181
% of locally resident pupils crossing the river	4.3	0.1

LEAs in each group

West London north group: Hammersmith and Fulham; Kensington and Chelsea; Westminster

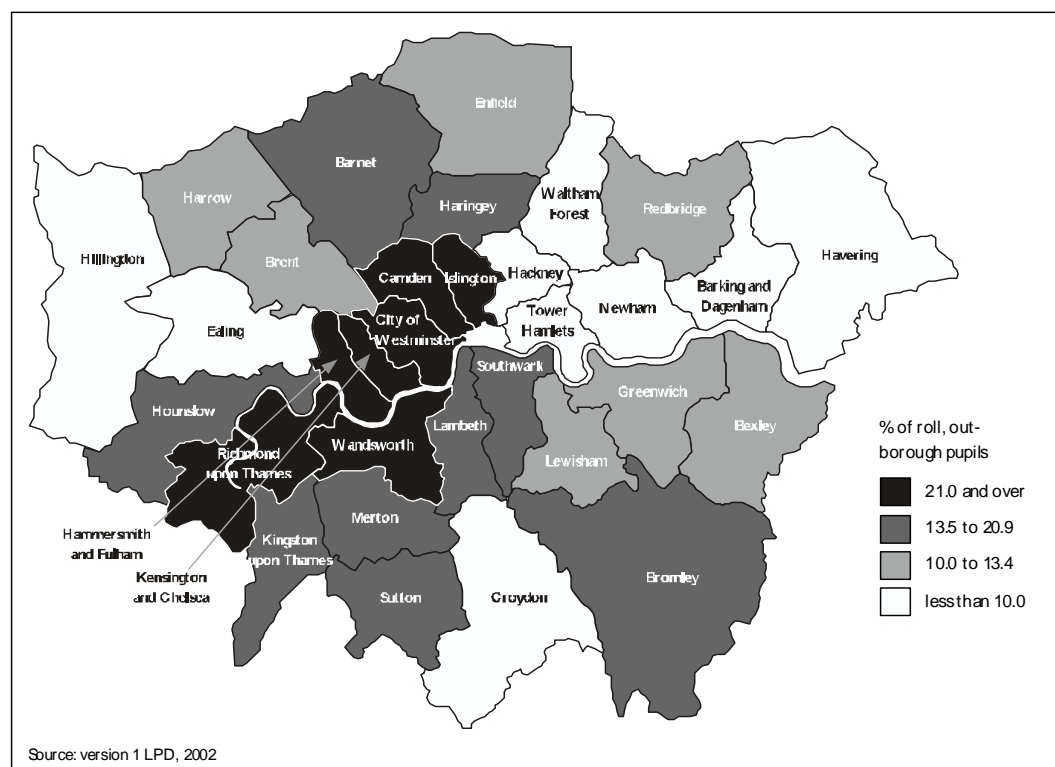
West London south group: Lambeth; Wandsworth

East London north group: Tower Hamlets; Newham; Barking and Dagenham; Havering

East London south group: Southwark; Lewisham; Greenwich; Bexley

By contrast, Map 2 shows a cluster of LEAs in central and south west London which 'gain' a high proportion of their roll from other LEAs. Table A3 shows that the majority, but not all, authorities in this cluster have favourable positions in secondary school performance tables, and we might conclude that they act as magnets for parents who seek places outside their own 'failing' LEA areas. However, the same table in the appendix shows that the majority of LEAs which are immediate neighbours to this group also have favourable positions in secondary performance tables, which leaves unanswered the question of why this particular cluster of central and south western LEAs shown in map 2 has that high proportion of out-borough pupils on roll.

Map 2 'Out-borough' pupils as percentage of maintained school roll, London LEAs, 2002



Additionally, Hammersmith and Fulham and Kensington and Chelsea are ranked high both as pupil 'exporters' (Map 1) and as pupil 'importers' (Map 2). While it is likely that at least some cross-border mobility reflects parents' assessments of local schools, this is clear evidence that such movement may not always and everywhere be a matter of parents avoiding 'bad' local schools and seeking 'good' non-local alternatives.

Until 1990, inner London, excluding Haringey and Newham, but including Greenwich, had a single planning authority in the Inner London Education Authority (ILEA). Three of the ILEA's 10 planning divisions included more than one borough. Hammersmith and Fulham, and Kensington and Chelsea together formed Division 1. Camden and Westminster formed Division 2. The City and Tower and Tower Hamlets were also in the same division. After 1990 the 13 individual boroughs, and the Corporation of London, became separate LEAs. Those authorities inherited a system which had been planned within a different geographical framework, and which may have 'built into' the present system what once was not recorded as cross-border mobility, but now is .

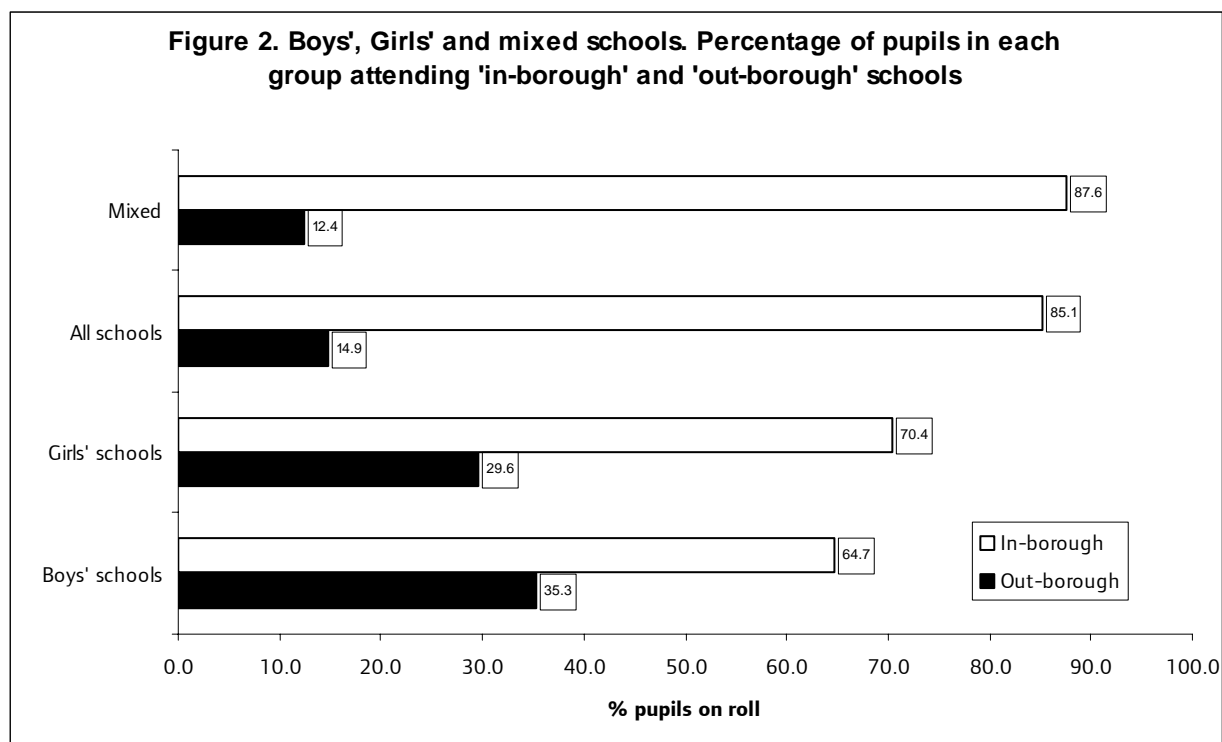
Table 5 confirms that there is an imbalance between school capacity and the number of, particularly male, pupils in a number of ex-ILEA boroughs. This will have a knock-on effect on cross-border mobility. Figure 2 confirms that, in London as a whole, single sex-schools are more likely than mixed to schools to recruit pupils from other LEAs.

Table 5. Estimated capacity and numbers of local residents aged 11-15 on roll in any maintained school in ex-ILEA boroughs

LEA	Estimated capacity			Numbers aged 11-15 in any maintained school, January 2002		
	boys	girls	Totals	boys	girls	Totals
ILEA division						
Hammersmith and Fulham	3,485	3,967	7,452	2,606	2,623	5,229
Kensington and Chelsea	2,049	2,146	2,671	1,494	1,439	2,933
Division 1 totals	5,535	6,112	10,123	4,100	4,062	8,162
Camden	2,536	7,024	9,560	3,212	3,218	6,430
Westminster	3,143	4,873	8,016	2,160	2,233	4,393
Division 2 totals	5,678	11,898	17,576	5,372	5,451	10,823
Islington	2,515	5,608	8,123	4,016	4,037	8,053
Hackney	2,603	5,944	7,471	5,349	5,248	10,597
Tower Hamlets	6,118	8,887	15,005	5,539	5,663	11,202
Greenwich	6,476	7,990	12,271	6,723	6,428	13,151
Lewisham	5,026	7,546	12,572	6,536	5,997	12,533
Southwark	3,165	7,757	10,922	5,424	5,062	10,486
Lambeth	2,762	5,960	8,722	5,973	5,874	11,847
Wandsworth	4,611	5,544	10,155	4,164	4,040	8,204
Totals	44,488	73,247	112,940	53,196	51,862	105,058

Source: version 1 2002 LPD. The list of LEAs against ILEA Division is from the London Research Centre's '1988-89 Annual Abstract of Greater London Statistics' page x.

Capacity figures for boys and girls in mixed schools are estimated from the ratio of the numbers of boys and girls on roll in individual mixed schools. Note: the absence of information on pupils attending the City of London's one primary school mean that totals cannot be given for ILEA Division 3 (Tower Hamlets and the City of London).



Source: version 1, 2002 LPD

Adjusting the match between the number of school places and the number of school age boys and girls in the population is a lengthy exercise. It would have been particularly difficult in the 1990's. At that time, despite an increase in the school age population in London, central government policy aimed to encourage LEAs to remove 'surplus places', rather than to create new ones. Additionally, until 1997, any school faced with closure as a consequence of that policy could elect to 'opt out' of local authority control, and become a grant maintained school. During this period, central government also expected that any new school would be a grant maintained school. As section 6.1 shows, London boroughs would have been right in assuming that newly built or recently 'opted out' grant maintained schools, outside LEA control as they were, would not necessarily have seen meeting local demand as their highest priority. This combination of factors could only have added to the difficulties faced by LEA planners in attempts to tailor the local supply of school places to the pattern of demand from local parents.

More so than grant maintained schools, voluntary aided schools play an important part in cross-border mobility in London. These are mainly long-established institutions founded by the Anglican and Roman Catholic churches. They are their own admissions authorities, with admissions criteria which give priority to those who are practising Christians. To the extent that voluntary aided schools recruit from local parishes with boundaries which do not follow borough borders, VA schools will as a matter of course contribute to cross-border mobility in London.

Additionally, in a number of LEAs there is an imbalance between the number of places available for children in the primary and secondary phases of Anglican and Roman Catholic schools. This may also lead to cross-border mobility. Table A14 includes, for each LEA, the numbers of pupils aged 11 attending Church of England and Roman Catholic secondary schools and the numbers aged 10 listed in the previous summer's key stage 2 dataset.

There are no pupils shown attending Roman Catholic secondary schools in Richmond. This is because there are no maintained Roman Catholic secondary schools in that LEA. Similarly, there are no maintained Church of England secondary schools in Camden, Islington, Kensington and Chelsea, Newham, Tower Hamlets, Westminster, Bexley, Harrow, Merton, Redbridge or Waltham Forest. Parents in those LEAs who expect their child to transfer from an Anglican, or in the case of Richmond from a Roman Catholic, primary school to the same denomination of secondary school will have to seek a place at an out-borough school.

However, in the terms measured in Table A14, only 19.8 per cent of those 10 year-olds who had attended an Anglican primary school went on to attend Anglican secondary schools. By contrast, 84.3 per cent of 10 year-olds who had attended Roman Catholic primary school went on to attend a Roman Catholic secondary schools. Continuity in denominational provision from primary to secondary schooling is evidently important to a higher percentage of Roman Catholic than Anglican parents. Additionally, Table A14 does not confirm that parents only take places for children in out-borough denominational schools if places are not available locally. The table shows that some LEAs with denominational secondary provision have very low levels of recruitment from in-borough primary schools of the same denominational type, combined with high levels of movement to denominational out-borough schools. Access to the right quality of denominational school may be more important than access to denominational provision as such. Nonetheless, the presence or absence of denominational provision is likely to have an impact on at least some cross-border mobility.

In summary, a range of comparatively low key factors influence, and will continue to influence, parents decisions about the children's journey from home to school. The practical consequences of

- parental decisions about the age when children can travel independently to school
- past planning decisions by the ILEA and by diocesan authorities
- a possible mismatch between parish and borough areas affecting intake to voluntary aided schools
- the proximity of schools in neighbouring authorities and the availability, or in the case of boroughs on either side of the Thames in east London, the non-availability of public transport

help shape cross-border pupil mobility in London.

4.4 Education planning clusters for London?

What these largely 'historical' factors cannot explain is the *increase* in cross-border mobility since 1994, and shown in Table 1. Parental choice may have created new *de facto* planning zones in London, with levels of cross-border mobility which mean that some LEAs would particularly benefit from increased collaboration in planning, school admissions and education development.

Maps 1 and 2, and the tables A2 to A13, confirm that there are LEAs where comparatively high proportions of resident children attend maintained schools in other LEAs. Among these, there are two groups of LEAs where cross-border flows do, to some extent, take place within each group. The two clusters are in central/west London and the north-central London.

4.5 Is there a need for a central/west London planning cluster?

The central/west group is made up of the three LEAs, Hammersmith and Fulham, Kensington and Chelsea and Westminster, with Kensington and Chelsea being located between the other two. The number of pupils who travel between those LEAs is shown in Table 6.

Table 6. Cross-border flows between three central/west London LEAs

	Pupils' destination LEA		
	Hammersmith and Fulham	Kensington and Chelsea	Westminster
Pupils' home LEA			
Hammersmith and Fulham	11,756	1,108	387
Kensington and Chelsea	1,117	6,436	1,015
Westminster	165	561	10,758

Source: version 1 2002 LPD

However, even with the comparatively large number of pupils travelling within this cluster, there is a further pattern of highly localised cross-border mobility. Richmond, for example, shares a border with Hammersmith and Fulham, but not with the other two LEAs. 2.1 per cent of pupils living in Hammersmith and Fulham attend schools in Richmond. The equivalent figures for locally resident pupils in Kensington and Chelsea and Westminster attending schools in that LEA are much lower, at 0.5 and 0.03 per cent respectively. Similarly, unlike the other two LEAs in the group, Westminster has a common border with Lambeth. 6.4 per cent of pupils attending a maintained school in Westminster live in Lambeth. By contrast, Lambeth residents form only 0.8 and 1.9 per cent of the roll in Hammersmith and Fulham and in Kensington and Chelsea respectively. Despite the high level of cross-border pupils flows between boroughs in the central/west group, these LEAs do not form a single, *self-contained*, planning zone.

4.6 Is there a need for a north-central planning cluster?

In seven London LEAs, less than 80 per cent of locally resident children attend in-borough schools. Four of these, including Lambeth, are in or have links with the west/central London group. The three remaining LEAs with a comparatively low percentage of pupils attending in-borough schools are Camden, Hackney and Islington in north-central London. Table 7 shows where locally resident pupils from these LEAs attend school. The table excludes 'receiving' boroughs where imports from the three LEAs amounts to less than 1 per cent of the school roll.

Table 7 confirms that cross-border mobility exists *within* this north-central cluster of LEAs as in the central/west group. However the tendency for individual LEAs to 'export' pupils to LEAs which are adjacent to them, but not adjacent to other LEAs in the cluster, once again works against the development of a self-contained planning cluster in this area of London.

Westminster, which borders Camden, is a major destination for pupils from that LEA but not for pupils from the more distant boroughs of Hackney and Islington. Tower Hamlets, which is adjacent to Hackney, is a major destination for pupils from that LEA, but not for pupils from either Islington or Camden. In the case of Haringey, even though this borough shares borders with Camden, Islington and Hackney, the numbers of pupils it receives from each differ considerably. Finally, there is variation within the cluster. Hackney appears to be more closely associated with neighbouring Islington than, as already noted, with more distant Camden.

Table 7. Cross-border flows in the 'north-central' group of London LEAs

	Pupils' Home LEA					
	Number			% in resident group attending school in each LEA		
	Camden	Hackney	Islington	Camden	Hackney	Islington
Pupils destination LEA						
Camden	15,281	480	2,409	78.6	1.6	10.5
Hackney	22	23,648	522	0.1	77.6	2.3
Hammersmith and Fulham	116	35	49	0.6	0.1	0.2
Haringey	129	1,198	831	0.7	3.9	3.6
Islington	1,150	2,585	17,584	5.9	8.5	76.9
Tower Hamlets	8	1,390	41	0.0	4.6	0.2
Westminster	1,742	171	247	9.0	0.6	1.1
Barnet	456	110	653	2.3	0.4	2.9
Brent	328	16	9	1.7	0.1	0.0
Enfield	6	313	119	0.0	1.0	0.5
Totals without excluded LEAs	19,238	29,946	22,464	99.0	98.3	98.2
Totals with excluded LEAs	19,432	30,461	22,876	100.0	100.0	100.0

Source: Version 1 2002 LPD

The same pattern is repeated across London, albeit with smaller percentages of locally resident children involved. Table A4 shows that 98.5 per cent of locally resident children attend school in their home LEA or in an immediately neighbouring LEA. This 'proximity factor' makes it highly unlikely that the present data on cross-border mobility will point to the emergence of self-contained planning zones within the capital. This is doubly so because the data are organised in terms of existing borough boundaries, and cannot deal with possible planning clusters made up of parts of several existing boroughs. Dealing with that would require an analysis where the

'geography' of mobility was 'mapped up' from small areas, for example postcodes, rather than being mapped down from existing borough borders.

5. Pupil characteristics – those who do and those who do not 'cross the border'.

There are three major reasons for comparing the characteristics of pupils who do and who do not travel from their home to schools in other LEAs. At one level there is the question of whether some groups of pupils are less likely than others to find a preferred school in their LEA area. This is a matter of 'political arithmetic': of who gets what. It is also possible that the movement of pupils across borough borders will have an impact on school improvement and education development in London, which policy makers need to be aware of. In both cases there is also the question of *why* some parents do not send children to schools in their home LEA area. The London Pupil Dataset does not include information on parental expectations. However, analysis of the LPD may indicate whether this is an area where further research is needed.

5.1 Pupil ethnicity and gender

More than any other city in the United Kingdom, London has an ethnically diverse population. In terms of broad ethnic categories, the association between ethnicity and attainment is well documented. However, ethnically-related variations in cross-border mobility, and any association this might have with attainment, is relatively little understood.

The London Pupil Dataset indicates that, *as far as cross-border-mobility taken on its own is concerned* there are, with two exceptions, no clear evidence of divisions along lines of ethnicity. Table 8 points to the two exceptions. Bangladeshi and Pakistani pupils are more likely than other groups to attend school in-borough. The majority of Bangladeshi pupils live in and attend school in Tower Hamlets, where the barrier of the Thames limits the scope for outward mobility. While the data in the LPD means that it is not possible to disentangle the effects of ethnicity from that of other factors and other factors in this case, successive examination performance tables for Tower Hamlets provide an impressive record of achievement and school improvement. School level factors cannot be entirely ruled out as an influence on cross-border mobility. However, the position of Bangladeshi and Pakistani children aside, the classification of pupils solely in terms of ethnicity and gender sheds no light on cross-border mobility in London.

Further subdividing ethnic groups by level of prior attainment, or the social class composition of pupil home neighbourhoods, has little effect in this respect. As the next two sections show, a range of factors associated with cross-border mobility apply across all ethnic groups.

Table 8. Pupils attending in-borough and out-borough schools, by ethnicity and gender

	Pupil educated in-borough or out-borough					
	At school maintained by home LEA			At school maintained by other LEA		
	male	female	Totals	male	female	Totals
number						
White	242,577	233,073	475,650	44,681	42,055	86,736
Black Caribbean	26,815	26,407	53,222	5,813	5,589	11,402
Black African	39,540	39,205	78,745	6,575	6,338	12,913
Black Other	14,986	14,489	29,475	3,091	2,862	5,953
Indian	31,818	31,032	62,850	4,478	4,023	8,501
Pakistani	16,532	15,720	32,252	1,319	1,326	2,645
Bangladeshi	19,233	19,506	38,739	1,065	1,073	2,138
Chinese	3,377	3,329	6,706	726	625	1,351
Other Ethnic Group	36,395	34,374	70,769	6,270	5,553	11,823
Unclassified	9,204	8,159	17,363	2,755	2,406	5,161
New 2002 Categories*	9,807	11,645	21,452	2,775	3,603	6,378
Totals	450,284	436,939	887,223	79,548	75,453	155,001
percentage						
White	84.4	84.7	84.6	15.6	15.3	15.4
Black Caribbean	82.2	82.5	82.4	17.8	17.5	17.6
Black African	85.7	86.1	85.9	14.3	13.9	14.1
Black Other	82.9	83.5	83.2	17.1	16.5	16.8
Indian	87.7	88.5	88.1	12.3	11.5	11.9
Pakistani	92.6	92.2	92.4	7.4	7.8	7.6
Bangladeshi	94.8	94.8	94.8	5.2	5.2	5.2
Chinese	82.3	84.2	83.2	17.7	15.8	16.8
Other Ethnic Group	85.3	86.1	85.7	14.7	13.9	14.3
Unclassified	77.0	77.2	77.1	23.0	22.8	22.9
New 2002 Categories*	77.9	76.4	77.1	22.1	23.6	22.9
Totals	85.0	85.3	85.1	15.0	14.7	14.9

Source: version 1 2002 LPD

* Information on pupil ethnicity was gathered in the January 2002 Pupil Level Annual Schools Census. At that time the majority of pupil ethnicity records had been gathered under headings used in the 1991 national (population) census. A minority of records had been gathered under more detailed headings related to the 2001 national census. Because the categories used in the two national censuses cannot be matched with each other, this table follows DfES practice and reports 'new 2002 categories' as a single group alongside the broad 1991 categories. The 2003 Pupil Level Annual Schools Census promises a new and more detailed set of ethnic categories. Totals exclude pupils with missing ethnicity records.

5.2 Adults' level of education

In 1997 the newly elected Labour government declared that its priority was to be 'education, education, education'. This was accompanied by an emphasis on the need for school improvement, particularly in the inner city. 'School improvement' was initially seen in terms of a need for change in teaching practice. It is now also seen in terms of the need to link education planning with education development.

Education development policies are unlikely to work if they ignore the circumstances and needs of pupils admitted to schools. These will include the child's level of attainment in a previous school. Children's circumstances will also be influenced by experience at home, and that may be influenced by parents' level of education.

It may be the case that parents who themselves have achieved higher-level education credentials combine an understanding of the school choices open to them with a high level of motivation in their choice of school. Higher levels of education qualification are also positively associated with level of income. Highly qualified parents are likely to be better able to afford the cost of sending a child to a school at some distance from home.

The London Pupil dataset does not include a direct measure of parents' level of education. However, information from the 1991 census was matched to postcodes by staff at the then London Research Centre (LRC)³. This included information on the percentage of residents in each postcode with education credentials at Higher National Diploma level or above. In advance of work on the 2002 census, the LRC measure has been linked to the LPD to provide an indicator of parents' possession of higher-level qualifications.

In 67.5 per cent of London wards, pupils who attend out-borough schools have postcodes where there are higher proportions of adults with these higher-level educational qualifications than is the case for their in-borough counterparts. That group accounts for 66.5 per cent of cross-border mobility amongst pupils who live in London boroughs.

Map 1 on page 9 showed a group of 11 LEAs which lost the smallest proportions of pupils to school in other LEAs. All but two of these LEAs, Richmond and Bromley, were in the lower fifty per cent of London LEAs measured on adults' level of educational attainment. Map 2 on page 11 showed a cluster of LEAs in central and south west London which experience high levels of cross-border mobility. Each of those LEAs is in the top 40 per cent of boroughs in terms of the percentage of adults with higher-level qualifications.

The 1991 census measure used here refers to adults rather than parents, and an analysis using 2001 census information may improve on that. Additionally, approximately a third of cross-border mobile pupils have home postcodes where there are, comparatively, low levels of adult attainment. High-level qualifications amongst parents, as described here, cannot explain all cross-border mobility. Nonetheless, it would appear that increased choice in education has been made use of by those best placed to do so. Parents' experience, expectations and motivations could usefully be explored in further research.

5.3 Pupils' prior attainment

Statistically, the single best predictor of a pupil's level of attainment in public examinations is his or her level of attainment in the previous key stage⁴. Taking London as a whole, are higher attaining pupils more likely than other pupils to attend out-borough schools? Are there LEAs which experience a 'net loss of talent' through cross-border mobility, and which can therefore expect their position in examination league tables to deteriorate, and their work on school improvement to suffer?

Pupils' levels of attainment *before* public examination are measured through 'key stage assessments'. Pupils aged 5-14 years in maintained schools must be taught the national curriculum, and pupil progress is monitored over three key stages leading up to GCSE public examinations. Assessments are based on tests at the end of each key stage and on teachers' observations of pupils' attainment throughout each key stage. The national curriculum has eight levels of attainment, and pupils are expected to move up these levels as they get older and learn more. Pupils nationally are expected to reach a particular level of attainment at the end of each key stage. These are shown in table 9.

Table 9. Pupils age at the start of the final year of each key stage, and expected levels of attainment

Key stage	1	2	3	4 (GCSE)
Pupil age	6	10	13	15

National curriculum level

1				
2	Expected level of attainment			
3	Above expected level			
4	Above expected level	Expected level of attainment		
5		Above expected level	Expected level of attainment	
6		Above expected level	Expected level of attainment	
7			Above expected level	
8			Above expected level	

Note: Levels 5 and 6 both count as expected levels of attainment at key stage 3. At key stage 4 there are no equivalent nationally expected levels of attainment. However the most widely reported measure of success is the achievement of 5 or more higher grade passes at GCSE ('5+ A-Cs'), or the equivalent in other examinations.*

The ages shown for key stages 1-3, apply for most pupils. Some pupils may take assessments a year in advance or behind their age group. GCSEs can be taken at a variety of ages. GCSE national performance tables are for pupils aged 15 at the start of the school year.

Each key stage includes separate tests in English, mathematics and science, other than at key stage 1 where there is no science test. Pupils reaching nationally expected levels in key stage tests in 2001 lived in areas which had a higher average percentage of adults with higher-level qualifications than was so for pupils who were assessed but did not reach nationally expected levels. This was so at each key stage. If the choice of schools for these and other pupils leads to a net loss to out-borough schools of younger pupils with comparatively high levels of attainment, part of the LEA's investment in raising pupil attainment will have been lost. If this is a continuing pattern, the LEAs position in key stage and public examination league tables will be at risk.

This is not simply a 'problem' which emerges in the secondary phase. Table 9 provides information on the attainment at key stage 1, in the early years of primary schooling. The aim is to compare the attainment of pupils who moved to schools in other LEAs shortly after 2001 assessments had been taken with the attainment of pupils who remained in their 'home' LEA.

In this case, pupils are classed as having moved to out-borough schools if the school where the pupil was assessed at the end of key stage 1 in summer 2001 and the home postcode in January 2002 were in the same LEA, but the school attended in January 2002 was not. For the purpose of table 9, pupils are classed as having remained in-borough if the home postcode, the school where the pupils were assessed at the end of key stage 1 in summer 2001 and the school attended in January 2002 were all in the same LEA.

With one exception, a higher percentage of pupils aged 7 who had moved to out-borough schools at the end of key stage 1 had reached nationally expected levels in English before they moved than was the case amongst pupils who continued in schools in their home LEA. Black Caribbean pupils provide the exception. Pupils in this group who stay or leave have the same

average performance score in English tests. With the exception of 'Black Other' and Chinese pupils, pupils who moved to out-borough schools were also more likely to have reached nationally expected levels in the mathematics test.

Section 4.2 showed that rates of cross-border mobility are lower for primary than for secondary pupils. However, Table 10 confirms that parental willingness to move high attaining children to schools in other LEAs exists in the earliest years of schooling. A net loss to some LEAs of pupils with higher levels of attainment may begin in the early years of primary schooling.

Table 10. Pupils aged 7 in primary schools. Prior attainment at the end of key stage 1.

Ethnic group	In-borough			Out-borough		
	Total (N)	% Average English test point score at level 2+	% Maths test level 2+	Total (N)	% Average English test point score at level 2+	% Maths test level 2+
White	39,210	71.8	91.1	3,770	76.1	93.1
Black Caribbean	4,508	67.7	86.0	520	67.7	87.9
Black African	6,476	69.5	86.1	523	73.0	87.0
Black Other	2,489	71.0	89.2	280	71.8	87.9
Indian	4,373	79.5	93.3	265	83.4	95.5
Pakistani	2,468	68.6	86.5	105	74.3	89.5
Bangladeshi	2,878	64.4	85.9	77	76.6	90.9
Chinese	460	80.2	96.3	38	84.2	94.7
Other Ethnic Group	5,722	70.5	89.7	558	75.8	91.2
Unclassified	912	72.0	90.9	84	75.0	96.4
New 2002 Categories	829	68.6	90.1	71	71.8	95.8
Totals	70,325	71.3	89.9	6,291	75.2	91.9

Source: version 1 2002 LPD

There is more than one English test at the end of key stage 1. The percentage at level 2+ in English tests has been calculated following the point score system used by the Department for Education and Skills. See the DfES autumn package.

Key stage 2 assessments take place at the end of primary schooling in Year 6. Most pupils assessed at the end of key stage 2 will start that year aged 10. Most pupils will begin the first year of secondary school aged 11, and Table 11 provides information for that group. The table shows the average percentage of pupils who had reached nationally expected levels at the end of primary school, grouped by ethnicity and by whether pupils attended a home or out-borough school. In this case an out-borough school is simply a school in an LEA other than the one in which the pupil lives.

Compared with pupils attending in-borough schools, a higher proportion of pupils of first year secondary school age attending out-borough schools had reached nationally expected levels in key stage 2 assessments at the end of primary school. Again, this applies to pupils in the majority of ethnic groups. Chinese pupils are the exception to this. Compared with Chinese pupils attending out-borough schools, a marginally higher proportion attending in-borough secondary schools had reached nationally expected levels of attainment at the end of primary schooling.

Table 11. Prior attainment of pupils of 1st year secondary school age, attending in-borough and out-borough schools, by ethnicity

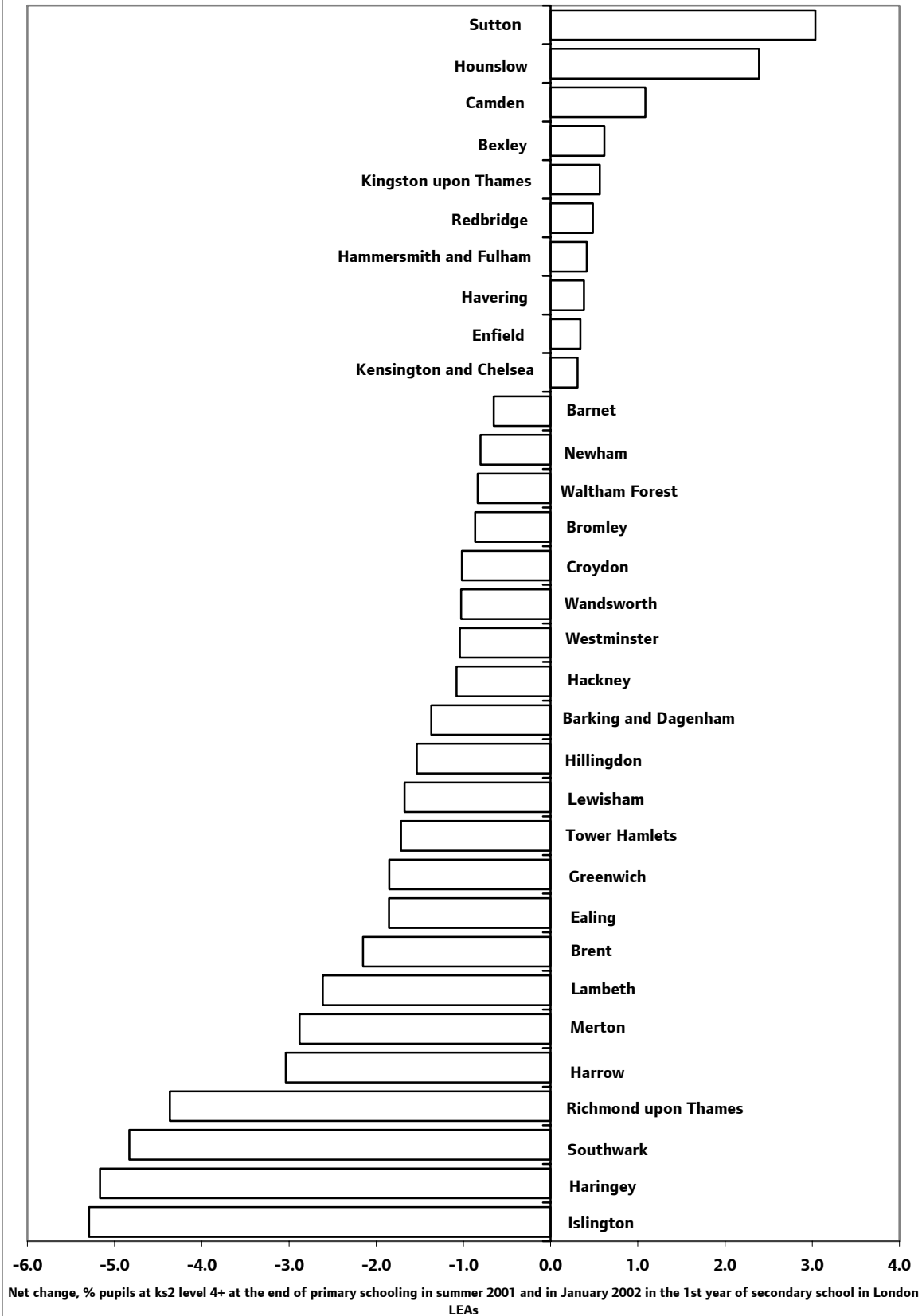
Ethnic group	Pupils attending in-borough schools		Pupils attending out-borough schools	
	Total (number)	Average percentage reaching nationally expected levels in key stage 2 tests	Total (number)	Average percentage reaching nationally expected levels in key stage 2 tests
White	31,497	74.3	9,439	81.4
Black Caribbean	3,501	63.5	1,225	68.1
Black African	4,536	58.3	1,511	68.9
Black Other	1,862	66.9	695	68.7
Indian	4,279	78.4	780	82.3
Pakistani	2,123	66.6	209	72.4
Bangladeshi	2,640	66.1	222	68.3
Chinese	449	82.0	142	81.2
Other Ethnic Group	4,576	67.1	1,284	72.7
Unclassified	1,521	75.8	742	78.5
New 2002 Categories	2,749	70.7	995	73.1
Totals	59,733	71.3	17,244	77.4

Source: version 1 2002 LPD. See Table A19 for a similar analysis grouping pupils by type of specialist school

While the effects of high attaining pupils moving from one side of the borough's border to the other may be cancelled out by pupils moving in the opposite direction, it is also possible that some LEAs will experience a 'net loss of talent'. In principle, a net loss of talent could occur in an affluent LEA, with comparatively high levels of attainment, where parents choose to move children to independent schools. There are problems in deciding how far this happens, and these are indicated in Section 8. However, table A3 confirms that LEAs which experience a net loss of pupils generally through cross-border mobility also tend to be those with comparatively weak positions in secondary school performance tables. A net loss of talent in those cases will, as noted, possibly represent a loss on earlier investment in school improvement and certainly affect schools' and the LEA's position in raw score league tables.

Figure 3 compares summer 2001 key stage 2 results with the position for 11 year-olds, (normally in the first year of secondary schooling), who were on roll in the same LEA in January 2002. Some LEAs are clearly losing 'talent' at the point of secondary transfer and, as Table 9 suggests, possibly amongst younger age groups as well. The implications of this for social inclusion are discussed in the next section.

Figure 3. Cross-border mobility and 'net gain or loss' of talent at secondary transfer



Source: version 1 202 LPD and DfES ks2 national performance tables

5.4 Garden Village and Iron Town - cross-border mobility and the social class composition of pupils' home neighbourhoods

Pupils are entitled to free school meals (FSM) if parents or guardians receive Income Support or Income-based Job Seekers' Allowance. As such free school meal entitlement is a measure of poverty. Compared to other measures, information on FSM entitlement is readily available, and measured on a single common standard. 'FSM' is probably the single most frequently used measure of social disadvantage amongst school children.

Table 12. Pupils entitled to free school meals at in-borough and out-borough schools

Ethnic category	At school maintained by home LEA			At school maintained by other LEA		
	Recorded as entitled to FSM	No record of FSM entitlement	Total	Recorded as entitled to FSM	No record of FSM entitlement	Total
number						
White	97,859	377,791	475,650	11,587	75,149	86,736
Black Caribbean	17,582	35,640	53,222	3,011	8,391	11,402
Black African	32,896	45,849	78,745	3,892	9,021	12,913
Black Other	10,419	19,056	29,475	1,736	4,217	5,953
Indian	7,532	55,318	62,850	657	7,844	8,501
Pakistani	9,749	22,503	32,252	583	2,062	2,645
Bangladeshi	20,482	18,257	38,739	963	1,175	2,138
Chinese	1,338	5,368	6,706	180	1,171	1,351
Other Ethnic Group	23,640	47,129	70,769	3,076	8,747	11,823
Unclassified	2,888	14,475	17,363	604	4,557	5,161
New 2002 Categories	5,905	15,547	21,452	1,657	4,721	6,378
Totals	230,290	656,933	887,223	27,946	127,055	155,001
percentage						
White	20.6	79.4	100.0	13.4	86.6	100.0
Black Caribbean	33.0	67.0	100.0	26.4	73.6	100.0
Black African	41.8	58.2	100.0	30.1	69.9	100.0
Black Other	35.3	64.7	100.0	29.2	70.8	100.0
Indian	12.0	88.0	100.0	7.7	92.3	100.0
Pakistani	30.2	69.8	100.0	22.0	78.0	100.0
Bangladeshi	52.9	47.1	100.0	45.0	55.0	100.0
Chinese	20.0	80.0	100.0	13.3	86.7	100.0
Other Ethnic Group	33.4	66.6	100.0	26.0	74.0	100.0
Unclassified	16.6	83.4	100.0	11.7	88.3	100.0
New 2002 Categories	27.5	72.5	100.0	26.0	74.0	100.0
Totals	26.0	74.0	100.0	18.0	82.0	100.0

Source: version 1 2002 LPD

Note: Information on pupil ethnicity was gathered in the January 2002 Pupil Level Annual Schools Census. At that time the majority of pupil ethnicity records had been gathered under headings used in the 1991 national (population) census. A minority of records had been gathered under the different headings used in the 2001 national census. Because the categories used in the two national censuses cannot be matched. Pupil records with no information in the ethnicity field are not included in this Table.

Pupils who attend out-borough schools are less likely than pupils attending in-borough schools to be entitled to free school meals. This is so for all ethnic groups. Nonetheless, grouping

together pupils who are entitled to FSM tells us nothing about possible differences of social and cultural capital amongst parents in that group. It also tells us little about the level of social advantage and disadvantage amongst pupils who are not entitled to free school meals, or whether either has any connection with cross-border mobility.

As with level of parental education, the LPD does not include a direct measure of parents' socio-economic status, though this has been collected in the past at LEA level.⁵ The information gap is filled by using the LRC 1991 census-based analysis of London postcodes. This includes, for each London postcode:

- the percentage of heads of household who were in professional or managerial occupations (social classes 1 and 2) and;
- the percentage of heads of household who were in semi-skilled or unskilled occupations (social classes 4 and 5).

This information, merged with the LPD, is used to answer two questions, taking account of the possible conflicting influence of ethnicity.

1. What is the average percentage of heads of household in professional and managerial occupations in the home postcode of pupils who attend out-borough schools and of pupils who attend in-borough schools?
2. What is the average percentage of heads of household in semi-skilled and unskilled occupations in the home postcode of pupils who attend out-borough schools and of pupils who attend in-borough schools?

The broader question is whether the home areas of in-borough and out-borough pupils have the same or a different socio-economic status. For the sake of brevity, the presence (percentage) of heads of household in managerial and professional occupations is referred to as the presence of 'Garden Village'. For the same reason, the presence (percentage) of heads of household in semi-skilled and unskilled occupations is referred to as the presence of 'Iron Town'. It should be remembered that this is a simplified way of describing neighbourhoods.

Figures 3 and 4 give a view of cross-border stability and mobility in Garden Village and Iron Town, with pupils grouped by mobility. Some pupils in Garden Village and some in Iron Town attend schools in their home LEA. Some pupils in both types of neighbourhood attend 'out-borough' schools. However, the stronger the Garden Village presence, the more likely it is that pupils will attend out-borough schools. This is so across all ethnic groups. Conversely, the stronger the presence of Iron Town the more likely it is that pupils will remain at in-borough schools. This is true for all identifiable ethnic groups other than 'Black Other'. The marked tendency of Bangladeshi pupils in Iron Town to attend in-borough schools is consistent with information reviewed earlier. Interestingly, Bangladeshi pupils in Garden Village are amongst the most likely to seek places in out-borough schools. Choice of school in this group is likely to reflect both the constraints of economic reality and assessments of the quality of local schools.

The differences between Figures 4 and 5 may do little more than add to the view that pupil cross-border mobility can involve a cost which some parents are better able than others to meet. However, it *may* be the case that parents in single class neighbourhoods are less accepting than other parents of socially mixed schools. Choice of schools along these lines, based on a rejection of the socially unacceptable, would result in social closure for at least some. This point is taken further in the next section.

Figure 4. Garden Village, ethnicity and cross-border mobility

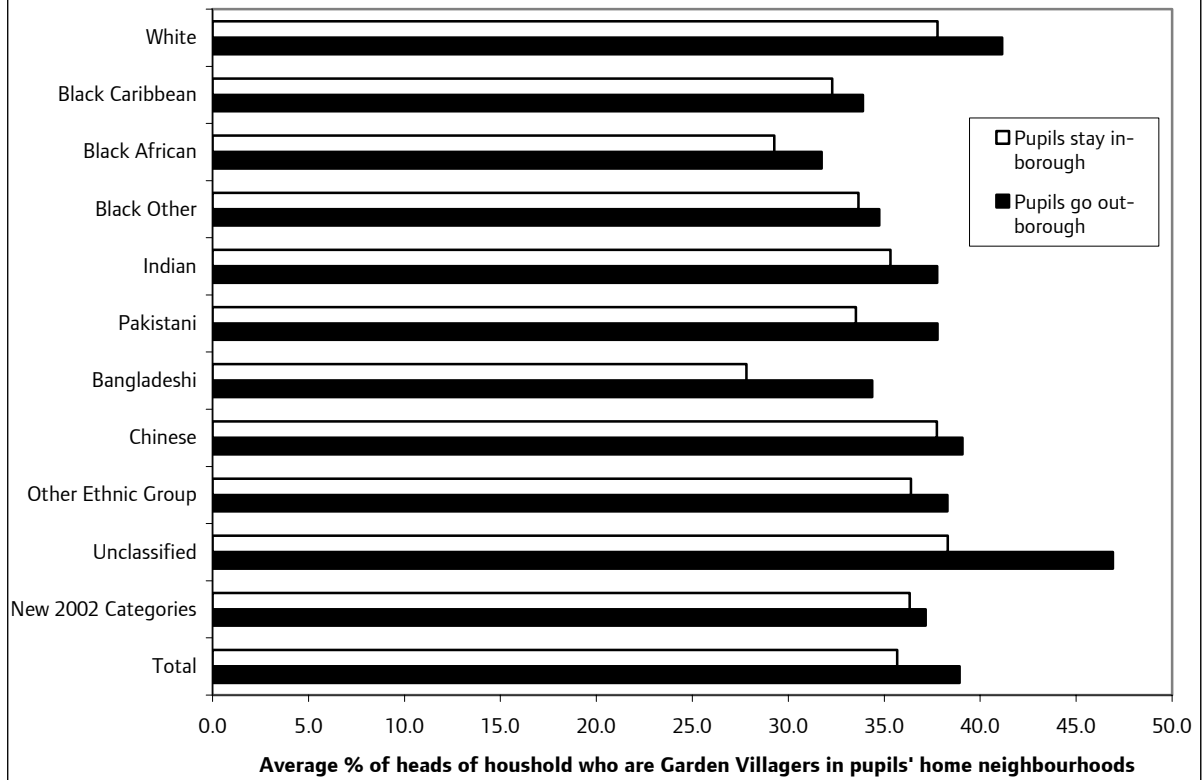
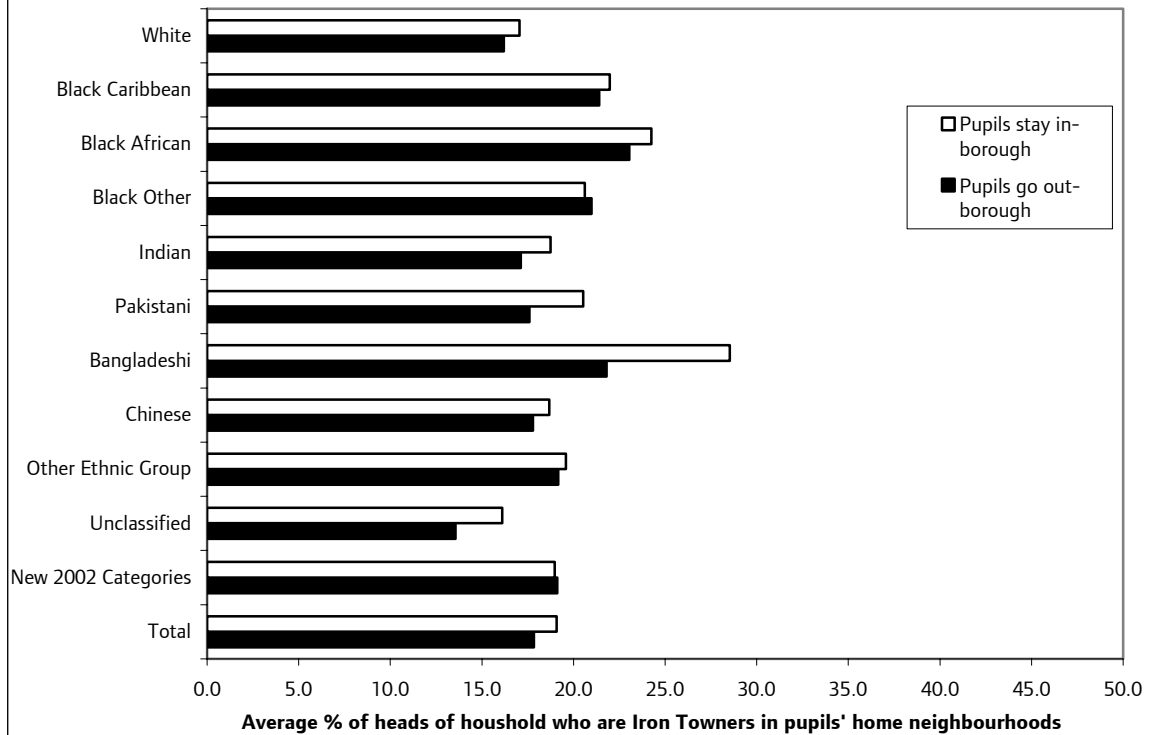


Figure 5. Iron Town, ethnicity and cross border mobility



Source for Figures 3 and 4, version 1 2002 LPD and LRC analysis of 1991 census.

6. School characteristics - school autonomy and cross-border mobility

Historically, the English school system provided a high quality of education for a minority of pupils and, at best, an education of variable quality for the majority. The gap between the upper and lower levels of attainment remains greater in Britain than in its industrial competitors⁶, and is particularly large in London.

The school system which produced those outcomes was one where schools, and head teachers in particular, had a high degree of autonomy in deciding how education should be provided. Successive reforms of maintained education from the late 1980's to the late 1990's, including the introduction of the national curriculum, performance tables, and national literacy and numeracy strategies, effectively sought improvement by restricting that autonomy.

Nonetheless, measured in terms of control over time, financial resources, staffing and teaching, schools in England and Wales still have the highest level of autonomy of any maintained school system in the European Union⁷. There are plans to extend this further, which have not been accompanied by legislation to ensure that schools maintain strong links with their immediate locality. One question must be whether different types of school, and in particular schools with different levels of autonomy, play different roles in cross-border mobility.

In the longer term, there is a need to review whether a return to higher levels school autonomy also leads to a return to the earlier high levels of social inequality in education. For the present we can note that schools vary in their degree of autonomy over who is admitted and what is taught. Each, and its relationship to cross-border mobility and social selection, is taken in turn below.

6.1 Selection and schools as admissions authorities

LEAs are under a legal obligation to ensure there is a sufficient supply of school places to meet demand from within their area. Where the LEA is the school admissions authority it has a clear incentive to bear local needs in mind. A school where the governing body is the admissions authorities has neither that responsibility, nor the incentive which goes with it.

Voluntary aided and foundation, largely ex-grant maintained, schools are their own admissions authorities. This means that the school ultimately decides which pupils will be offered a place. City Technology Colleges, and City Academies, are primarily publicly funded schools, but registered as independent schools. They are also their own admissions authorities. The LEA is the admissions authority for community and voluntary controlled schools in its area. Summary information is provided in Table 13.

Table 13. The number of admissions authorities in the 2002 LPD and the number of pupils on roll – maintained schools only

	Pupils age range			
	0-10		11 and above	
	Number of pupils		Number of schools	
Schools where LEA is admissions authority	488,553	236,373	1,734	658
Each individual school is admissions authority	152,218	202,108	666	390

Source: version 12002 LPD. NB:

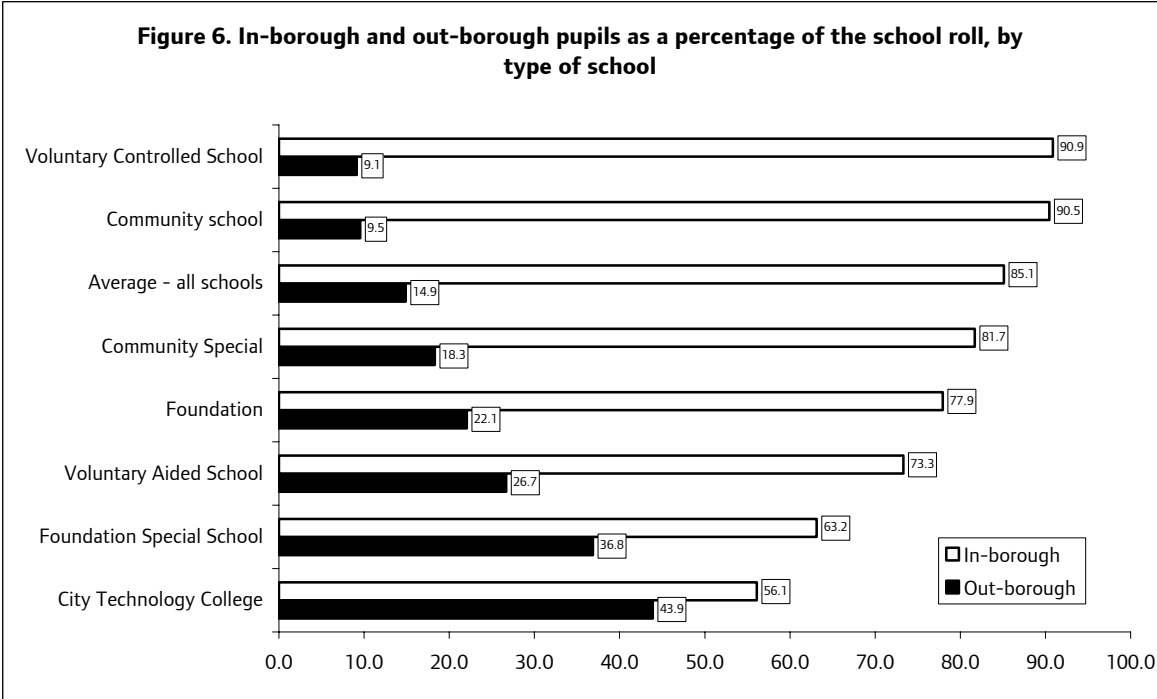
Some schools have pupils aged 10 and 11 on roll, and will be counted twice in Table 13. The total number of schools in that table will therefore exceed the actual total number of schools. In terms of basic school totals, 948 (31.7 per cent) of the 2,988 schools included in the London Pupil Dataset are their own admissions authority. Pupils of secondary school age are more likely than pupils of primary school age to attend schools of this type.

Table 14 provides information on cross-border mobility and stability in schools with different types of admissions authority. The majority, 56.3 per cent, of pupils attending out-borough schools attend schools which are their own admissions authorities. This is considerably higher than would be expected from the number of schools involved. Information for individual types of school is shown graphically in Figure 6.

Table 14. Schools where the LEA or the school is the admissions authority. Pupils educated in-borough or out-borough

	Admission authority		Total
	LEA is admissions authority	School is admissions authority	
Number			
Pupils at school maintained by home LEA	631,762	255,461	887,223
Pupils at school maintained by other LEA	67,661	87,340	155,001
Totals	699,423	342,801	1,042,224
Percentage			
Pupils at school maintained by home LEA	71.2	28.8	100.0
Pupils at school maintained by other LEA	43.7	56.3	100.0
Totals	67.1	32.9	100.0

Source: version 1 LPD 2002. The table is restricted to pupils with a home postcode record which can be matched with an LEA



Source: version 1 2002 LPD

To the extent that voluntary aided schools draw on parishes, where boundaries do not match existing borough borders, those schools may be expected to have a marginally higher intake of out-borough pupils. As it is, schools which are their own admissions authorities have almost double the number of out-borough pupils than might be expected. If this is to be explained by mismatches between borough and parish boundaries, then the case for large-scale re-organisation of school and LEA planning areas in London may be that much clearer. Alternatively, it may be suggested that voluntary aided and foundation schools are simply popular with parents. That may be so. However, it is not clear why they should be more popular with parents in other boroughs than with those in the immediate locality.

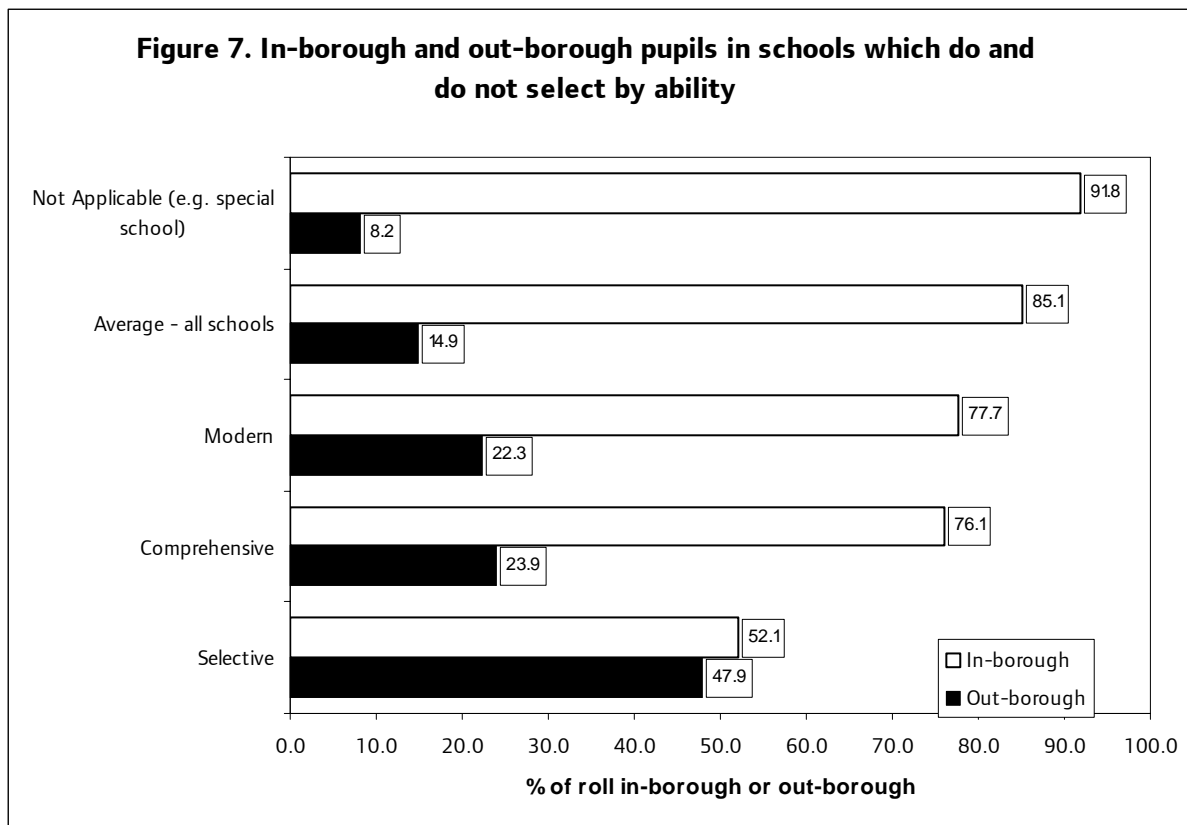
A further suggestion might be that the disproportionate number of out-borough pupils in schools which are their own admissions reflects the unusual history of foundation schools. At least some schools which elected to become grant maintained schools, (the precursors of foundation schools), during the 1990's did so because they were under-subscribed and faced closure by their LEAs. Where that was so, low levels of local demand will have forced those schools to recruit from a wider area than might otherwise have been the case. Nonetheless, the proportion of out-borough pupils is lower in foundation schools than in voluntary aided schools. The disproportionate number of out-borough pupils in schools which are their own admissions authority cannot be explained by the unusual history of one-time grant maintained schools.

It might be argued that voluntary aided and foundation schools do not and should not exist primarily to meet the needs of the school age population in their locality, and that they recruit accordingly. If that is the case then, at the very least, the point needs to be made plain in school admissions information sent to parents. Related to this is the possibility that community and voluntary aided or foundation schools are oriented towards different types of pupil. This possibility, and its implications for social integration in a quasi-market for education, are discussed section 7.

6.2 Selection and specialist schools

Voluntary aided schools have existed for many years. The development of specialist secondary (but not primary) schools is a more recent innovation in the field of school autonomy. Specialist school status involves a focus by the school on an aspect of the curriculum, such as science and technology. It is intended to provide an incentive for a school to develop its own character and mission,⁸ and may in part reflect recognition of a long-standing finding in educational research that schools which have a clear ethos are likely to be more effective than schools which do not.⁹

On one view, the specialist schools policy involves an extension of selection by schools, and this may have a bearing on cross-border mobility. London, particularly inner London, has a history of 'all in' comprehensive schools, which recruit across the 11-18 age range¹⁰. In that context the term 'selective' is most often reserved for schools which select by ability. Figure 7 shows that schools in the London Pupil Data Set which select by ability are least likely to draw on their immediate locality.



Source: version 1 2002 LPD

Reserving the term ‘selective’ for schools which recruit by ability is misleading. All schools routinely select a subset of pupils from the broader population. Some select by gender (boys and girls schools), and others by religion (voluntary aided schools). All select by age. On that broader view, in developing a focus which will appeal to some parents but not to others, specialist schools are also selective. The question is whether school autonomy, in the sense of schools selecting a specialist focus and identity, will have similar effects to other forms of selection on cross-border mobility.

Specialist school status is restricted to secondary schools, and secondary schools form a minority of schools in London. Their development has not been tied to a geographical plan for London as a whole, and it may be that the ‘accidents’ of their location prompt or remove the need for cross-border mobility. Table 15 shows the number of specialist schools in inner and outer London. The total numbers not radically different. However, while all LEAs have non-specialist secondary schools, only a minority have some types of specialist schools. For example, parents seeking a place in a Business and Enterprise, Mathematics and Computing or Science specialist school may well have to seek it in another borough. Additionally, it may be the case that a school’s specialism is valuable, but not one which draws enough support from the immediate locality for the school to be viable. Some types of specialist schools may be obliged to recruit from other LEAs.

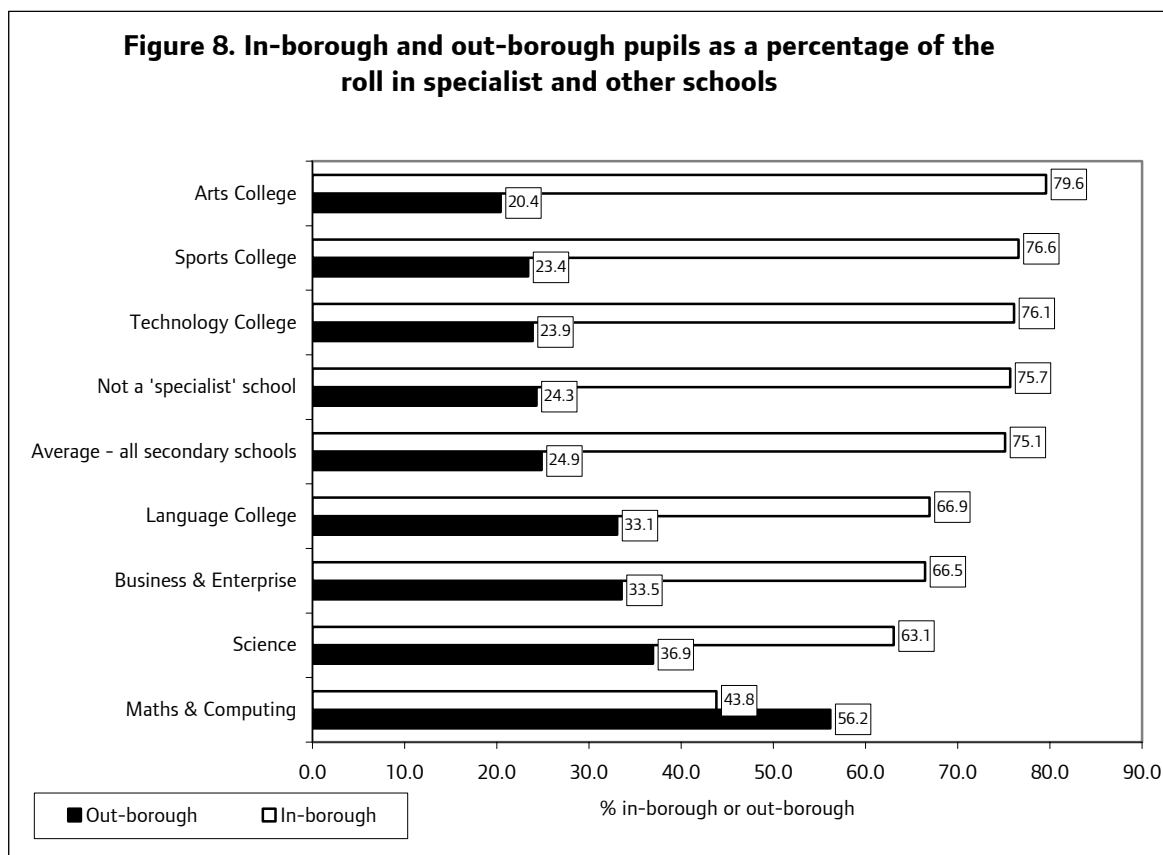
Table 15. Type and number of specialist secondary schools in London

	Not specialist schools	Technology College (*)	(specialist) Language College (*)	Sports College (*)	Arts College (*)	Business and Enterprise (*)	Mathematics and Computing (*)	Science (*)
Number of LEAs with specialist and non-specialist secondary schools								
Inner London	13	10	7	5	9	2	0	0
Outer London	19	16	13	9	9	1	3	4
London	32	26	20	14	18	3	3	4
Number of specialist and non-specialist schools								
Inner London	94	17	7	6	12	2	0	0
Outer London	192	34	13	10	12	2	3	4
London	286	51	20	16	24	4	3	4

Source: version 1 2002 LPD

Note: *These are categories of specialist school

Figure 8 confirms that Business and Enterprise, Science and Mathematics and Computing and Science specialist schools attract a high proportion of out-borough pupils. In the case of Mathematics and Computing specialist schools, the proportion of the roll drawn from other boroughs exceeds that in schools which select by ability. Once again, the geography of provision may be playing a part in cross-border mobility.



Source: version 1 2002 LPD

The position of out-borough pupils in *some* specialist schools prompts questions about the direction of school improvement in London, and about the position of out-borough pupils in

specialist schools more generally. Improvement can involve innovation, and a key issue is whether innovation should, or even can always be through maintained schools which have a localised intake. Specialist music schools, such as Chethams, already have a regional or a national intake, while The Liverpool Institute for Performing Arts had roots in schooling outside the maintained sector. The Open University represented change on a very large scale, arguably of the order required in London's maintained school system. That innovation took place outside the established higher education framework of the day. The issue for at least some aspects of education reform in London, may well be one of equality of access rather than whether intake is localised or drawn from a wider area.

However, the possibility that some forms of innovation *might* quite properly be regionally rather than locally-based is *not* proof that specialist schools are either regionally-focussed or centres of innovation. The actual suggestion was that out-borough intake may be high where only a few schools offered a particular specialism, and where purely local support was insufficient for the schools to be viable. By extension, we might expect that the number of out-borough pupils on roll would vary by the number of schools offering a particular specialism and by their spread across London. Where there are more schools of a particular type, the out-borough numbers would be low. Where there are few schools of a particular type, the out-borough numbers would be high.

The evidence does not support that simple linear view. Non-specialist schools, followed by technology colleges, form the two largest groups of schools. Neither have the fewest out-borough pupils on roll. Specialist schools of the Arts and Sports College type, which are found in 14 and 18 LEAs respectively, have the most localised intakes. Bearing in mind the evidence presented in section 6.1 on pupils in schools which are their own admissions authorities, it may be the case that the impact of specialist schools on cross-border mobility depends not just on the specialism involved, but also on whether the school or the LEA is the admissions authority.

6.3 Specialist schools and their admission authorities

Specialist secondary schools can have the LEA as their admissions authority or be their own admissions authority. Table 12 showed that pupils educated in their home LEA, are more likely to attend a school where the LEA is the admissions authority than otherwise. It also showed that pupils educated outside their home LEA are more likely to attend a school where the school itself is the admissions authority.

If the school, rather than the LEA is the admissions authority, selection through specialisation may be reinforced by autonomy in the admissions process. Table 16 shows that:

- Arts and Sports specialist schools are more likely than other schools with specialist status to have the LEA as the admissions authority;
- 'Other' specialist schools are more likely than Arts or Sports schools to be their own admissions authority;
- Voluntary aided and foundation schools, which are their own admissions authority, are more likely to have specialist status than schools where the LEA is the admissions authority;

Table 16. Number of pupils in specialist and other secondary schools, by type of admissions authority

School specialism	Secondary school admission authority		Total
	LEA is admissions authority	School is admissions authority	
number			
Not specialist schools	157,803	128,435	286,238
Sports or Arts College	32,170	13,802	45,972
Other Specialist	36,559	55,947	92,506
Totals	226,532	198,184	424,716
percentage across schools with different types of admissions authority			
Not specialist schools	55.1	44.9	100.0
Sports or Arts College	70.0	30.0	100.0
Other Specialist	39.5	60.5	100.0
Totals	53.3	46.7	100.0
percentage in schools with the same type of admission authority			
Not specialist schools	69.7	64.8	67.4
Sports or Arts College	14.2	7.0	10.8
Other Specialist	16.1	28.2	21.8
Totals	100.0	100.0	100.0

Source: version 1 2002 LPD

If differences are developing between schools, these may be between Sports and Arts Colleges, where the LEA is the admission Authority, and other specialist schools which are their own admissions authorities. By comparison, differences between specialist schools as a whole and non-specialist schools may be less pronounced.

Table 16 shows that fifty three per cent of secondary pupils attend schools where the LEA is the admissions authority. Seventy per cent of pupils in Sports or Arts colleges attend a school where the LEA is the admissions authority. By contrast, in other types of specialist schools, 60.5 per cent of pupils attend a school where the school itself is the admission authority. This is not a level playing field.

Where this is linked to cross-border mobility, one question is whether the emergence of different types of schools, and the recruitment of different types of pupil reinforce or cancel each other out. The next section connects the evidence on 'who stays and who goes' with different types of education provision, and raises the issue of equity in London's schools.

7. Parents selecting schools or schools selecting pupils? Cross-border mobility, schools and social inclusion.

The evidence is clear that schools which have a higher level of autonomy, whether in terms of being their own admissions authority, or being a specialist school other than a Sports or Arts college where the LEA is the admissions authority, are more likely than other schools to recruit out-borough pupils.

Sections 5 and 6 established that social advantage, whether measured in terms of the educational and socio-economic profile of the pupil’s home postcode, or pupil prior attainment, is positively associated with cross-border mobility. Social disadvantage, measured in terms of the proportion households in semi-skilled or unskilled occupations in pupils’ home neighbourhoods has a more muted and negative association with cross-border mobility, though a relationship does exist. However, social disadvantage measured in terms of entitlement to free school meals has a clear-cut relationship with cross-border mobility. In all ethnic groups, pupils entitled to free school meals, are less likely than their peers to attend an out-borough school.

This section explores the extent to which those themes overlap. More particularly it asks whether there appears to be a ‘social preference’ for some types of schools by some types of parents, (or possibly for some types pupils by schools), which might amount to social closure.

7.1 Pupils entitled to free school meals and school autonomy

Map 3 shows, on a ward-by-ward basis, the percentage of resident children attending any maintained school who are entitled to free school meals. The shaded areas show wards where the percentage of pupils entitled to free school meals exceeds the average for England outside London. The spread of those shaded areas across the capital underlines the point that disadvantage and possible social exclusion is more than a passing minor issue.

Map 3 Resident children: free school meals entitlement, January 2002

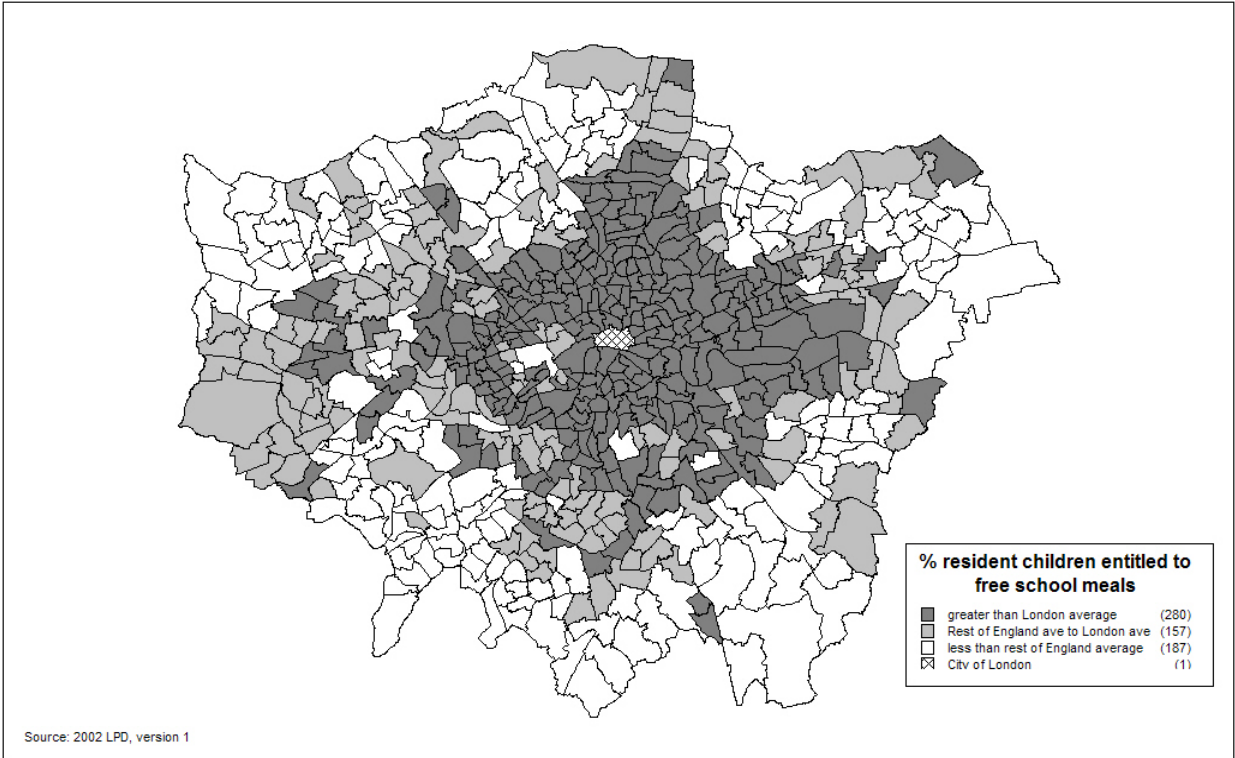


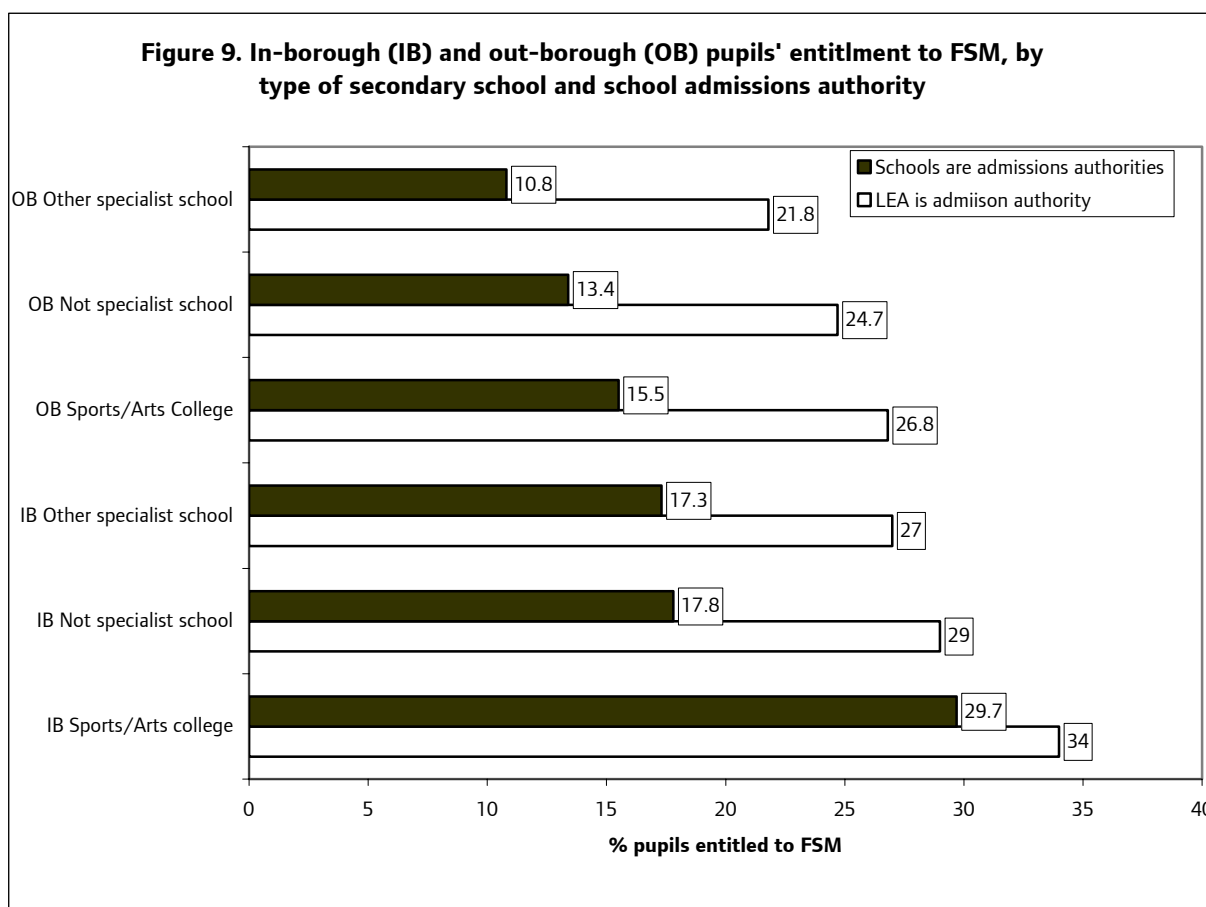
Figure 9 confirms that there is an interaction between cross-border mobility, type of school admissions authority and specialist school status.

1. For each type of school attended, pupils attending out-borough schools are less likely to be entitled to free school meals.

2. Pupils attending schools where the school is the admissions authority are less likely than pupils attending other schools to be entitled to free school meals, and this is so regardless of the school's specialism.
3. Pupils in Sports and Arts Colleges are the most likely to be entitled to free school meals, irrespective of whether the school is or is not the admissions authority.
4. Pupils in 'other' specialist schools are least likely to be entitled to free school meals, irrespective of whether the school is or is not the admissions authority.

Figure 9 provides support for the view that a social hierarchy of schools exists in London. This would seem to be most evident amongst voluntary aided and foundation schools, though the same pattern also applies amongst schools where the LEA is the admissions authority. On this view, autonomy in school admissions arrangements, and autonomy expressed in the development of *some* types of specialist schools, appear to go together to emphasize (rather than to initiate) an undeclared social selection of schools by parents, or of pupils by schools - or both.

Figure 9 shows that the proportion of pupils who are not entitled to free school meals increases by school type in a step-like fashion in the same way for community schools on the one hand, and voluntary aided and foundation schools on the other. The differences between schools which are, and schools which are not, their own admissions authorities are a matter of degree rather than a difference in kind. Nonetheless, all types of school have at least some pupils who are entitled to free school meals. Social hierarchy in education appears to stop short of social closure.



Source: version 1 2002 LPD.
See Table A16 for further details

The effect of introduction of autonomy in the form of specialist schools is probably best seen as adding to, rather than transforming, existing differences of degree between voluntary aided, foundation and other schools.

Figure 9 also provides further evidence that schools with different admissions arrangements do not have totally separate educational cultures. It is unlikely to be a coincidence that different types of school admissions authorities appear to have used Sports and Arts specialist school status as a model for areas with comparatively high levels of deprivation. The figure points to the possibility that teachers in schools with different types of admissions authority nonetheless share views on what is possible and desirable in provision for different groups of pupils. The extent to which teachers in different types of school share or have different attitudes towards different groups of pupils needs to be reviewed further.

7.2 Social advantage, social disadvantage and school autonomy

Figure 10 looks for other areas of common ground between voluntary aided, foundation and community schools. In this case the focus is on a measure of social advantage rather than disadvantage. The graph shows the percentage of ‘Garden Villagers’, those in professional and managerial occupations, in the home neighbourhoods of pupils in different types of school.

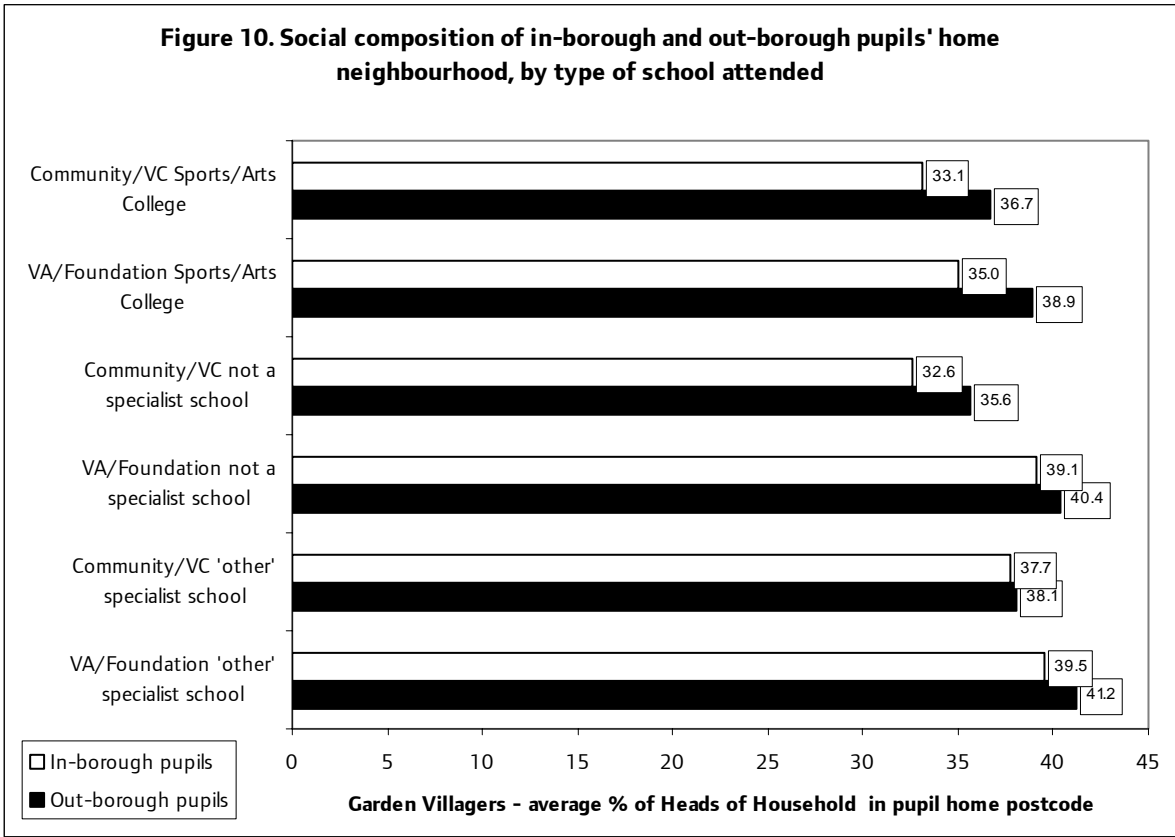


Figure 10 only partly supports the view that a social hierarchy of schools has emerged in London, with Sports and Arts colleges at the bottom. Taken with Figure 9, we can say that voluntary aided and foundation specialist secondary schools are least likely to have pupils who are entitled to free school meals on roll, and are most likely to recruit from areas with comparatively high average percentages of heads of household in professional and managerial occupations. Additionally, we can say that, community or voluntary controlled Sports or Arts

Colleges draw their intake from neighbourhoods with a lower average percentage of the population in professional and managerial occupations, and have the highest levels of free school meal entitlement. However, community and voluntary controlled schools which are not specialist schools draw on areas with even lower average percentages of 'Garden Village' heads of household.

The simple social hierarchy with Arts and Sports Colleges at the bottom, 'other' specialist schools at the top, and non-specialist schools in the middle, which Figure 9 may appear to suggest, is not completely repeated in Figure 10. Additionally, no single type of school is recruiting exclusively from a single-class neighbourhood. Voluntary or foundation 'other' specialist school, which appear to recruit from the most socially advantaged neighbourhoods, are still recruiting from neighbourhoods which on average have less than half of all heads of household in professional and managerial occupations.

Table 17 also shows the average percentage of 'Iron Towners' (heads of household in semi-skilled and unskilled occupation, social classes 4 and 5) in the home postcode of pupils recruited to different types of school in inner and outer London. The picture for the two areas of London is different. In inner London, compared with pupils attending in-borough schools, those attending out-borough schools tend to live in areas with a lower percentage of heads of household in semi-skilled or unskilled occupations. With the exception of pupils attending Sports and Arts Colleges, this is not so in outer London.

Table 17. Iron Town. Secondary school pupils educated in-borough and out-borough, by pupils' home neighbourhood and type of school

Location of school	Specialist school type	Pupil educated in-borough or out-borough			
		At school maintained by home LEA		At school maintained by other LEA	
		'Iron Town' - average % of heads of household in SC1 or 2 in pupils' home postcode	'Iron Town' - average % of heads of household in SC4 or 5 in pupils' home postcode	'Iron Town' - average % of heads of household in SC1 or 2 in pupils' home postcode	'Iron Town' - average % of heads of household in SC4 or 5 in pupils' home postcode
Inner London					
	Not a specialist school	30.8	25.4	38.0	20.7
	Sports or Arts College	33.3	24.5	37.8	21.3
	Other specialist School	34.0	24.2	38.0	20.4
	Totals	31.8	25.0	38.0	20.7
Outer London					
	Not a specialist school	36.7	16.4	38.6	17.5
	Sports or Arts College	33.9	19.0	34.1	18.7
	Other specialist School	40.4	14.8	39.8	16.0
	Totals	37.3	16.3	38.5	17.2
Outside London					
	Not a specialist school	.	.	42.6	13.4
	Sports or Arts College	.	.	47.7	11.2
	Other specialist School	.	.	46.4	11.9
	Totals	.	.	44.1	12.8

Source: version 1 LPD and London Research Centre postcode level analysis of 1991 census
 SC1 & 2' refers to those in professional or managerial occupation. 'SC4 & 5' refers to those in semi-skilled and unskilled occupations

In the population as a whole, there is a higher percentage of people in semi-skilled or unskilled occupations in inner London than in outer London. This is reflected in Table 17. Allowing for that, there is relatively little variation in the percentages of 'Iron Towners' in the neighbourhoods from which different types of schools recruit. It is not obvious on this measure that any particular *type* of school is markedly under-recruiting in areas with high proportions of heads of household in semi-skilled and unskilled occupations. Under-recruitment or over-recruitment is what we might have expected if specialist schools as a whole were engaging in social closure.

Figure 10 on page 35 and Table 15 on page 30 confirm that, while there is a relationship between London's social structure and its education system, that relationship is more complex than is allowed for by either assuming that the school system embodies social closure, or by analysing intake solely on the basis of entitlement to free school meals.

Earlier sections pointed to the legacy of past planning decisions and the presence or absence of transport as factors shaping pupil movement across borough borders. Nonetheless it is evident that other factors are also driving cross-border mobility. These appear to be the same factors affecting choice for pupils who attend school in their home LEA. Figure 10 and Table 17 point to elements of an undeclared, complicated, social hierarchy of schools emerging within London's maintained education system which, with the possible exception of school selection by Bangladeshi and Pakistani parents, nonetheless stops short of social closure.

There may well be exceptions to this, and future work might usefully look at variations of intake to schools of the same type. There doubtless are voluntary aided schools in inner city areas which serve their immediate locality. There may also be schools where the LEA is the admissions authority and social selection is achieved through the housing market, with costs pricing out all but the affluent. Averages point to trends, but they do not necessarily capture differences within groups.

The evidence in earlier sections suggests that, with relatively few exceptions, cross-border mobility follows the same pattern for all pupils, regardless of ethnicity. Earlier sections also pointed out that that voluntary aided and foundation schools play a key role in cross-border mobility. Voluntary aided schools tend to be Christian foundations, and might be expected to recruit relatively few Muslim pupils. Table A18 confirms that a relatively small percentage of Indian, Pakistani and Bangladeshi pupils attend voluntary aided schools.

Nonetheless, where those pupils attend out-borough schools, the percentage attending voluntary aided schools increases, though not to the same level found amongst other pupils. What is distinctive for Indian and Pakistani, and also Chinese pupils is the proportion attending out-borough (secular) foundation schools and City Technology colleges. The same pattern of 'aspirational mobility' which may explain cross-border mobility for other pupils, applies to south Asian and Chinese pupils but follows slightly different channels.

7.3 Ethnicity, prior attainment and school autonomy

Table 11 confirmed that pupils aged 11, which is the standard age to be in the first year of secondary schooling, attending out-borough schools were more likely than other pupils in their age group to have achieved nationally expected levels of attainment at the end of primary schooling in the previous summer. This was largely so regardless of pupils' ethnicity. Figure 11

provides further information on ethnicity, prior attainment and cross-border mobility, by including information on the type of school attended by 11 year-olds.

The average level of prior attainment varies by the type of school attended, and this closely follows the social hierarchy of schools described earlier. For all identifiable ethnic groups, pupils attending in-borough Sports or Arts colleges had lower average levels of prior attainment than pupils attending out-borough 'other' specialist schools. Pupils attending in-borough 'other' specialist schools also tend to have comparatively high levels of prior attainment across all groups. However, Indian pupils attending out-borough Sports or Arts Colleges have a distinctively high level of prior attainment. It is not possible, with the data in the LPD, to explain why this is so. Nonetheless, that, and other relatively small differences aside, the interaction between high levels of prior attainment, cross-border mobility and school type is the same across all ethnic groups. All show a tendency towards 'aspirational mobility'. That said, ambitions are not always realised. Some pupils will attend unsuccessful out-borough schools.

Schools in England are inspected by the Office for Standards in Education (OfSTED). Some are identified as having major problems and are placed on 'special measures', in a process that will ordinarily result in the removal of school staff. If we assume that cross-border mobility is in part aspirational mobility, then we would expect that schools on special measures would not be popular destinations. Additionally, given the evidence reviewed above, we might expect that schools on special measures would be equally unpopular as destinations for all ethnic groups. No one group would be more likely than any other to be represented amongst out-borough pupils on the roll of schools on special measures.

Table 18 indicates that the number of pupils attending schools on special measures in other LEAs is comparatively small. However, the ethnic profiles of those pupils attending in-borough schools which are not on special measures, and of those attending out-borough school which are on special measures, differ considerably. Black Caribbean children form 5.9 per cent of pupils attending in-borough schools which are not on special measures. They form 17.0 per cent of out-borough pupils attending schools on special measures. The equivalent figures for Black African and Black 'Other' are 8.8 and 12.9 per cent, and 3.3 and 4.6 per cent respectively. By contrast, White pupils form 53.7 per cent of pupils attending in-borough schools which are not on special measures, and 44.1 per cent of out-borough pupils attending schools which are on special measures.

Some pupils in all ethnic groups attend schools in other LEAs. Black Caribbean and Black African pupils are disproportionately represented amongst pupils who attend schools in severe difficulties outside their home LEA. It should be stressed that the numbers involved are small, and do not necessarily typify cross-border pupil mobility in London as a whole. Nonetheless, Table 16 points to the possibility that, as far as aspirational mobility is concerned, the movement of pupils across borough borders may not work equally well for all groups. There is a need to look not only at the types of schools to which young people move, but also at the quality of education to which they have access.

Figure 11. Cross-border mobility and prior attainment amongst 11 year-olds, by ethnicity and type of secondary school attended

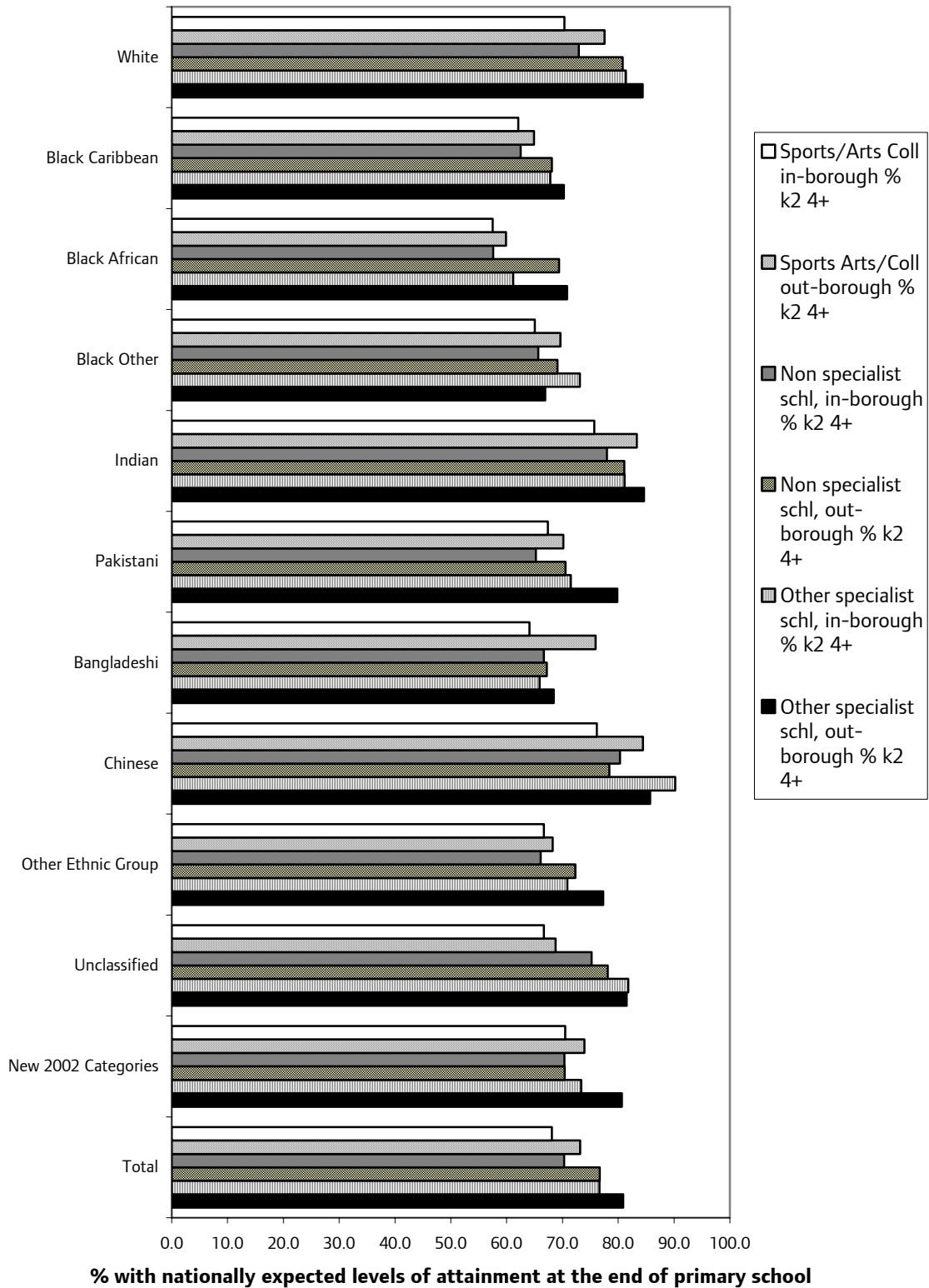


Table 18. Cross border mobility, ethnicity and schools on special measures

Ethnic categories	Pupils at in-borough schools			Pupils at out-borough schools		
	School not on special measures	School on special measures	Total	School not on special measures	School on special measures	Total
number						
White	468,500	7,150	475,650	85,636	1,100	86,736
Black Caribbean	51,370	1,852	53,222	10,978	424	11,402
Black African	76,749	1,996	78,745	12,590	323	12,913
Black Other	28,865	610	29,475	5,838	115	5,953
Indian	62,002	848	62,850	8,398	103	8,501
Pakistani	31,852	400	32,252	2,606	39	2,645
Bangladeshi	38,316	423	38,739	2,124	14	2,138
Chinese	6,585	121	6,706	1,317	34	1,351
Other Ethnic Group	69,591	1,178	70,769	11,691	132	11,823
Unclassified	16,959	404	17,363	4,987	174	5,161
New 2002 Categories	21,186	266	21,452	6,341	37	6,378
Totals	871,975	15,248	887,223	152,506	2,495	155,001
percentage						
White	53.7	46.9	53.6	56.2	44.1	56.0
Black Caribbean	5.9	12.1	6.0	7.2	17.0	7.4
Black African	8.8	13.1	8.9	8.3	12.9	8.3
Black Other	3.3	4.0	3.3	3.8	4.6	3.8
Indian	7.1	5.6	7.1	5.5	4.1	5.5
Pakistani	3.7	2.6	3.6	1.7	1.6	1.7
Bangladeshi	4.4	2.8	4.4	1.4	0.6	1.4
Chinese	0.8	0.8	0.8	0.9	1.4	0.9
Other Ethnic Group	8.0	7.7	8.0	7.7	5.3	7.6
Unclassified	1.9	2.6	2.0	3.3	7.0	3.3
New 2002 Categories	2.4	1.7	2.4	4.2	1.5	4.1
Totals	100.0	100.0	100.0	100.0	100.0	100.0

Source: version 1 2002 LPD

8. A footnote on independent schools

London has a higher than average proportion of taxpayers in higher income ranges. In 2000 to 2001, 7.9 per cent of London taxpayers had an income of at least £50,000, compared with 4.1 per cent elsewhere in England. Over the same period, 20.8 per cent of taxpayers in London had an income of at least £30,000, compared with 13.5 per cent elsewhere in England.¹¹

Consistent with this, a higher proportion of pupils in London attend independent schools than is the case elsewhere in England. National figures, which focus exclusively on where children attend school rather than where they live, indicate that the equivalent of 1 in 8 school places

taken in London is in an independent school, compared with 1 in 14 school places elsewhere in England.¹²

As Table 19 indicates, the combined number of pupils aged between 10 and 14 who attend maintained and independent schools in outer London exceeds the number in the population. That figure is higher than the equivalent figure for pupils aged 5 to 9.

Table 19. ONS 2001 census population figures minus number of pupils attending maintained schools and independent schools in the London

	Age range				
	0-4	5-7	8-9	10-14	15
London	134,187.4	-1,740.8	647.5	7,264.1	2,931.3
Inner	126,685.7	-1,351.9	903.9	7,024.4	2,883.1
Outer	194,580.0	-2,161.0	-981.0	-3,419.7	2,738.0

Source: ONS 2001 census, table KS02, DfES Statistics of schools 2002 Table 43a, and version 1 2002 LPD. LPD figures used in the calculation of the figures in Table 3 have been factored up to take account of 3.4 per cent of records with invalid pupil home postcodes. The Census recorded information as at 29th April 2001. Pupils in the LPD were those on roll in January 2002, with ages as they would have been on 31st August 2001. Figures from the two surveys are therefore broadly comparable, though discrepancies will exist because of migration into and out of London, and because some individuals will have had birthdays between the two survey dates.

This is consistent with outer London independent schools attracting pupils from outside the area, and with parents moving their children from the maintained sector at the end or near the end of the primary phase. It is consistent with a movement into independent schools which reflects the generally higher levels of affluence in outer than in inner London, rather than the sometimes supposed higher levels of parental desperation in inner London. The size of the independent sector in London, and its impact on the movement of pupils across LEA borders and out of the maintained sector will affect

- the schools admissions process
- education planning
- work to improve education in London

The exact way in which this works can only be guessed at since the London Pupil Dataset contains no information for pupils attending independent schools. The new admission code of practice requires admissions authorities for maintained secondary schools to share data. It does not extend its requirements to the independent sector. LEAs will also remain without information needed in educational planning and development.

On balance, the absence of information for pupils at independent schools needs to be corrected.

9. Conclusions

It is clear that pupil cross-border mobility is rooted in both the capital's geography and in past education planning. It is also clear that cross-border mobility has grown at a faster rate than the school age population. The fastest rate of growth has been in outer London. Cross-border mobility cannot be entirely explained by London's earlier history.

Some LEAs, mainly in inner London, but with links to outer London, might appear as likely candidates for a pooling of LEA planning information. However, no group of LEAs in London forms a totally self-contained planning zone, and for London as a whole there is cross-border movement to and from the neighbouring shire counties and unitary authorities. Looked at purely in terms of the logistics of ensuring that enough places exist to meet demand, it may be that the evidence on the scale and extent of cross-border mobility does no more than point to a need for data sharing between all school admissions authorities. That is, it would include data sharing on admissions to primary and independent schools, rather than just to maintained secondary schools as currently planned.

Nonetheless, the provision of school places is about more than finding enough space for enough desks to meet demand. It is also tied to policies which aim to maximize parental choice, including the right to apply for a school place in another borough. Equally, it is tied to policies which aim to extend school autonomy, largely at the expense of LEAs. Perhaps most importantly in a city with some of the lowest, as well as some of the highest, levels of attainment nationally, the expectation is that planning and development should be firmly linked with policies on school improvement.

In that context of competing and potentially conflicting aims, the analysis of cross-border mobility and stability nonetheless offers a number of pointers for future work. Given a national system in which comparative performance information is used to assess the effectiveness of schools and LEAs, the briefing points to one area where immediate improvement is needed. LEA effectiveness is currently assessed by comparing attainment in boroughs which have socially similar populations. Cross-border mobility points to a clear need for comparisons to be based on pupils on roll in each LEA's schools. The data which would allow this are largely already there in the NPD. The briefing also confirms that attempts to put analyses of pupil and school performance in social context need information on more than free school meal entitlement, and could usefully include parental occupation.

The briefing tells of something of what is driving the education system in London. The cumulative evidence is consistent with the view that over half of all cross-border mobility is aspirational mobility, and it appears likely that the choice of in-borough school may be driven by the same aspirations. These can only be suggestions since parents' attitudes are not recorded directly in the London Pupil Dataset. There is a clear need for a major programme of research on parents' attitudes towards schooling, choice of school, and towards LEAs in London.

At the school level, some types of institution are clearly recruiting socially and educationally advantaged non-local pupils in disproportionate numbers, and this appears to happen in both the secondary and primary phase. This may suggest that a school's refusal to offer places to local children is one it should be required to justify, and one which an LEA or adjudicator could overturn where admissions arrangements put local children at a disadvantage. However, it also points to a need for research on innovation in maintained education, and on the scope in the present system for innovative schools which do not necessarily recruit solely from the immediate locality.

The briefing points to a need for an extension of research on how choice of school relates to different groups' access to different forms and quality of education. At the simplest level, where parents cannot meet the costs of their child's journeys to more distant schools, the options for funding those costs need to be reviewed. Additionally, while the briefing has reviewed pupils' levels of attainment and subsequent cross-border mobility, it has not reviewed the average level of attainment in schools themselves. As Table 16 indicates, the

access of pupils to schools with different levels of attainment needs to be reviewed further. This might usefully be in terms of the push and pull effect of the level of attainment in local and more distant schools, and in terms of the progress different groups of pupils make in different types of school.

Additionally, answers to key questions, for example whether the quasi-market in education results in schools becoming more socially differentiated over time, can only be guessed at from the data reported here. Repeat studies would shed some light on this, but longitudinal data would be of great value. At present when a child moves to a new school, the old school is required to forward national curriculum details to each child's new school. This means that elements of a chain of longitudinal data already exist. The National and London Pupil Datasets make use of longitudinal assessment information. There is no reason why a record of any school attended by each pupil over the previous twelve months should not be included in the DfES' Pupil Level Annual School Census for onward inclusion in the National Pupil Dataset. Similarly, there is no reason why changes in pupils' home postcodes could not be tracked. It would not amount to a complete picture of each child's educational career, but it would make use of longitudinal data which could, and perhaps should already exist. Such longitudinal data as exists could be used to review the impact of social differentiation in education on pupil progress and levels of attainment.

We also do not know from the present analysis whether there is as much, more or less variation in social selection and hierarchy within different groups of schools as there is between those different groups. That analysis is possible with existing data, and could be carried out in the future. Analyses might also be developed to explore the relationship between a school's locality and its intake, to take account of, for example, whether house prices create school selection by postcode. Given the nationally high number of teacher vacancies in London, the effects on teacher recruitment and retention in schools at the bottom of the hierarchy certainly should be debated.

The briefing is the first to compare, for London as a whole, pupils who attend out-borough schools with those attending in-borough schools, and to do so taking account of the different types of school involved. There is an unequivocal tendency for pupils' home background to be associated with the type of school attended, regardless of whether the school is in-borough or out-borough. This connection between education and social structure raises a number of wide-ranging questions for London, not least since the capital's population and needs are changing. Some of those changes are reviewed in GLA DMAG reports listed at the end of this briefing.

As a city competing in a global economy, international comparisons have a particular resonance for London. Given the links between education and economic competitiveness, comparisons of the extent of educational underachievement in England and elsewhere have been of continuing concern to central government. At the international level the PISA report referred to earlier indicates that the attainment gap in England is a wider than in other industrial societies. The same report also indicates that pupils in Finland typically outperform pupils in England. Pupils in Finland are educated in a considerably more egalitarian school system than is currently available in England. In London some parents as individuals may feel that the decision to seek a place in a school at some distance from home is unavoidable. International comparisons confirm that it is not inevitable that such a choice should be forced on them.

References

1. It is axiomatic in social science that no society accommodates the full range of potential human conduct. All societies set limits to what is socially acceptable, and establish arrangements for dealing with the unacceptable. To that extent social closure is 'normal'. 'Social closure', is used here to refer to the possibility that social selection in education, by parents of schools and/or by schools of children, has resulted in social segregation and is intended to do so. For a discussion of social closure see Peter Bachrach and Morton S. Baratz, 'Power and Poverty. Theory and Practice', Oxford University Press, 1970. For an outline of class avoidance in parents' selection of schools see Stephen J. Ball, Richard Bowe and Sharon Gewirtz, 'Circuits of Schooling: A Sociological Exploration of Parental Choice of School in Social-Class Contexts', in A.H. Halsey, Hugh Lauder, Phillip Brown and Amy Stuart Wells (Eds) 'Education, Culture, Economy, Society', Oxford University Press, 1997.
2. 'Building Schools for the Future', Department for Education and Skills, February 2003.
3. See Ian McCallum 'The Educational Performance of London Pupils in Context' in Philip Baker and John Eversley (Eds) 'Multilingual Capital' Battlebridge Press Publications, 2000, pages 67-69 for an example of work using the LRC classification.
4. Carol Taylor Fitz-Gibbon, 'The Value Added National Project. Final Report', University of Durham, Curriculum, Evaluation and Management Centre, 1997, Section 3.
5. See, for example, Peter Mortimore, Pamela Sammons, Louise Stoll, David Lewis and Russell Ecob, 'Schooling Matters: The Junior Years', Paul Chapman Publishing, 1995 and Pam Sammons 'School Effectiveness. Coming of Age in the Twenty-first Century, Swets & Zeitlinger, 1999. Both publications include research originally carried out in the ILEA's Research and Statistics Branch.
6. Irwin Kirsch, John de Jong, Dominique LaFontaine, Joy McQueen, Juliette Mendelvits, Christian Monseur, 'Programme for International Student Assessment. Reading for Change. Performance and Engagement Across Countries. Results from PISA 2000.', OECD 2000.
7. European Commission, 'Key Data on Education in the European Union', Luxembourg, 1997, pages 22-25.
8. 'A New specialist System: Transforming Secondary Education' Department for Education and Skills, February 2003.
The Charter School System also aims to improve schooling through decentralisation. For a review of the impact of Charter Schools in the United States, including a consideration of their patterns of intake, see Howard Gardner 'Paroxysms of Choice', The New York Review of Books, vol XLV11, number 16, October 19th 2000, pages 44-49.
9. Michael Rutter, Barbara Maughan, Peter Mortimore and Janet Ouston, 'Fifteen Thousand Hours. Secondary Schools and their effects on children' 15,000 hours Somerset, Open Books, 1979.
10. London Research Centre, Volume 21. 1988-89 Annual Abstract of Greater London Statistics, 1991, Table 94 pages 180-181.
11. Source: Inland Revenue: Income Distribution. Table T3.11, available at www.inlandrevenue.gov.uk/stats/
12. See DfES 'Statistics of Schools' 2002 edition.

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Appendix. Key reference tables

A1 London Pupil Dataset. Numbers of pupils in different types of school, January 2002

Category of school ¹	school phase			Total
	Not applicable (mainly special schools)	Primary and middle deemed primary	Secondary and middle deemed secondary	
School type (Community, VA ...)				
community school		482,173	222,328	704,501
voluntary aided school		134,788	107,876	242,664
voluntary controlled school		4,905	4,204	9,109
foundation		16,933	90,308	107,241
city technology college	3,438			3,438
community special and other non-maintained special	11,320			11,320
foundation special school	979			979
Totals - school type	15,737	638,799	424,716	1,079,252
Intake gender				
boys' school	952	759	53,201	54,912
girls' school	17	722	83,163	83,902
mixed	14,768	637,318	288,352	940,438
Totals	15,737	638,799	424,716	1,079,252
Admissions policy				
comprehensive	3,438		389,601	393,039
selective			20,829	20,829
modern			13,562	13,562
not applicable	12,299	638,799	724	651,822
Totals	15,737	638,799	424,716	1,079,252
Denomination				
does not apply	12,299	499,285	311,206	822,790
Church of England		59,944	25,587	85,531
Roman Catholic		73,368	63,017	136,385
Jewish		5,042	3,537	8,579
other, including no denomination ¹	3,438	1,160	21,369	25,967
none	3,438	567	18,250	22,255
Totals	15,737	638,799	424,716	1,079,252

Source: version 1 2002 London Pupil Dataset

1. The category 'other' has been used where there is only one school in a group. In such cases school information has been merged with information for other schools to protect school anonymity.

A2 LEA pupil imports and exports. Pupils aged 11-16.

	Imports			Exports			Total cross-border flow with the average for inner, outer and Greater London				Population aged 11-16 *				% change exports minus % change population
	1994	2002	% Change	1994	2002	% Change	1994	2002	Change	% Change	1994	2002	Change	% Change	
Camden	4,364	4752	8.9	1,828	2316	26.7	6,192	7,068	876	14.1	9,535	11,071	1,536	16.1	10.6
Hackney	1,015	1044	2.9	3,341	4187	25.3	4,356	5,231	875	20.1	14,138	16,474	2,336	16.5	8.8
Hammersmith and Fulham	2,613	3374	29.1	1,912	2440	27.6	4,525	5,814	1,289	28.5	7,041	8,956	1,915	27.2	0.4
Haringey	1,276	2060	61.4	2,745	3843	40.0	4,021	5,903	1,882	46.8	13,246	16,101	2,856	21.6	18.4
Islington	2,342	2497	6.6	2,831	3672	29.7	5,173	6,169	996	19.3	10,607	12,471	1,864	17.6	12.1
Kensington and Chelsea	1,534	1976	28.8	1,564	1889	20.8	3,098	3,865	767	24.8	6,630	7,427	797	12.0	8.8
Lambeth	1,086	1889	73.9	5,197	7129	37.2	6,283	9,018	2,735	43.5	15,686	19,695	4,009	25.6	11.6
Lewisham	1,968	1958	-0.5	2,820	4551	61.4	4,788	6,509	1,721	35.9	9,689	10,566	878	9.1	52.3
Newham	506	861	70.2	1,322	1953	47.7	1,828	2,814	986	53.9	18,723	22,926	4,203	22.4	25.3
Southwark	2,514	2849	13.3	2,520	3553	41.0	5,034	6,402	1,368	27.2	14,760	17,916	3,156	21.4	19.6
Tower Hamlets	755	1628	115.6	1,090	1034	-5.1	1,845	2,662	817	44.3	14,847	16,315	1,468	9.9	-15.0
Wandsworth	2,328	4040	73.5	2,479	2446	-1.3	4,807	6,486	1,679	34.9	12,984	13,032	48	0.4	-1.7
Westminster	3,650	4120	12.9	1,733	1720	-0.8	5,383	5,840	457	8.5	9,111	12,757	3,647	40.0	-40.8
Barking and Dagenham	967	1009	4.3	579	1712	195.7	1,546	2,721	1,175	76.0	11,388	13,452	2,064	18.1	177.6
Barnet	3,871	5272	36.2	1,361	3053	124.3	5,232	8,325	3,093	59.1	20,098	23,339	3,241	16.1	108.2
Bexley	1,471	3071	108.8	1,221	2480	103.1	2,692	5,551	2,859	106.2	15,278	17,941	2,663	17.4	85.7
Brent	1,144	2024	76.9	4,135	4557	10.2	5,279	6,581	1,302	24.7	18,118	19,960	1,842	10.2	0.0
Bromley	1,987	4097	106.2	842	2060	144.7	2,829	6,157	3,328	117.6	18,744	21,951	3,207	17.1	127.5
Croydon	1,425	2868	101.3	2,625	4377	66.7	4,050	7,245	3,195	78.9	22,975	27,055	4,080	17.8	49.0
Ealing	828	1521	83.7	2,695	3919	45.4	3,523	5,440	1,917	54.4	19,823	21,896	2,073	10.5	35.0
Enfield	2,116	2865	35.4	1,312	2733	108.3	3,428	5,598	2,170	63.3	18,594	21,233	2,639	14.2	94.1
Greenwich	2,256	2957	31.1	1,507	3688	144.7	3,763	6,645	2,882	76.6	16,135	18,353	2,219	13.7	131.0
Harrow	1,359	1341	-1.3	1,452	3224	122.0	2,811	4,565	1,754	62.4	14,981	16,700	1,719	11.5	110.6
Havering	1,123	1627	44.9	796	2181	174.0	1,919	3,808	1,889	98.4	16,569	17,552	983	5.9	168.1
Hillingdon	838	1581	88.7	1,000	2110	111.0	1,838	3,691	1,853	100.8	16,670	19,267	2,597	15.6	95.4
Hounslow	2,997	3831	27.8	1,731	2684	55.1	4,728	6,515	1,787	37.8	14,619	16,089	1,470	10.1	45.0
Kingston upon Thames	1,478	1601	8.3	860	1627	89.2	2,338	3,228	890	38.1	8,844	10,658	1,814	20.5	68.7
Merton	1,336	1629	21.9	1,160	2545	119.4	2,496	4,174	1,678	67.2	10,973	12,849	1,876	17.1	102.3
Redbridge	1,322	2268	71.6	1,353	2139	58.1	2,675	4,407	1,732	64.7	16,738	19,156	2,418	14.4	43.6
Richmond	3,118	2776	-11.0	864	1316	52.3	3,982	4,092	110	2.8	8,912	10,835	1,923	21.6	30.7
Sutton	1,911	3178	66.3	1,050	2071	97.2	2,961	5,249	2,288	77.3	11,661	13,976	2,315	19.9	77.4
Waltham Forest	387	866	123.8	1,024	2053	100.5	1,411	2,919	1,508	106.9	15,468	16,737	1,269	8.2	92.3
Inner London	25,951	33,048	27.3	31,382	40,733	29.8	4,410	5,675	1,265	28.7	156,997	185,708	28,711	18.3	11.5
Outer London	31,934	46,382	45.2	27,567	50,529	83.3	3,132	5,101	1,969	62.9	296,587	338,999	42,412	14.3	69.0
Greater London	57,885	79,430	37.2	58,949	91,262	54.8	3,651	5,334	1,683	46.1	453,585	524,708	71,123	15.7	39.1

Source: version 1 2002 LPD and (*) GLA population figures

A3 Summary of cross border mobility. Pupils on roll in maintained schools who either live or are educated in Greater London and have matched home postcodes

Pupil home LEA	(a) Pupils resident in each LEA attending maintained schools in London or in LEAs bordering London	(b) Pupils on roll in each LEA's maintained schools	Number of pupils attending maintained schools in their home LEA	Number of pupils resident in the LEA and attending a maintained school in another LEA	Number of pupils on roll in maintained schools in each LEA who live in another LEA	Percentage of locally resident pupils attending a maintained school in their home LEA	Percentage of locally resident pupils attending a maintained school in another LEA	Pupils who are locally resident as a percentage of the maintained school roll in each LEA	'Out-borough' pupils as a percentage of the maintained school roll in each LEA	Net balance of pupils 'gained from' and 'lost to' other LEAs	LEA % 5 A*-C grades minus average for London in 2002 (*)
	City of London	162									
Camden	19,432	22,152	15,281	4,151	6,871	78.6	21.4	69.0	31.0	2,720	-0.1
Hackney	30,461	25,785	23,648	6,813	2,137	77.6	22.4	91.7	8.3	-4,676	-17.4
Hammersmith and Fulham	15,265	16,484	11,756	3,509	4,728	77.0	23.0	71.3	28.7	1,219	1.8
Haringey	33,768	32,561	28,202	5,566	4,359	83.5	16.5	86.6	13.4	-1,207	-13.1
Islington	22,876	22,373	17,584	5,292	4,789	76.9	23.1	78.6	21.4	-503	-15.6
Kensington and Chelsea	8,836	10,383	6,436	2,400	3,947	72.8	27.2	62.0	38.0	1,547	7.2
Lambeth	34,000	26,597	23,034	10,966	3,563	67.7	32.3	86.6	13.4	-7,403	-8.4
Lewisham	36,708	32,641	29,227	7,481	3,414	79.6	20.4	89.5	10.5	-4,067	-9.8
Newham	47,811	46,036	44,674	3,137	1,362	93.4	6.6	97.0	3.0	-1,775	-6.1
Southwark	32,517	32,523	27,545	4,972	4,978	84.7	15.3	84.7	15.3	6	-12.8
Tower Hamlets	32,404	33,550	31,003	1,401	2,547	95.7	4.3	92.4	7.6	1,146	-4.9
Wandsworth	25,802	28,709	21,982	3,820	6,727	85.2	14.8	76.6	23.4	2,907	0.1
Westminster	13,544	17,223	10,758	2,786	6,465	79.4	20.6	62.5	37.5	3,679	-7.0
Barking and Dagenham	30,353	29,575	27,649	2,704	1,926	91.1	8.9	93.5	6.5	-778	-6.2
Barnet	43,538	46,193	37,918	5,620	8,275	87.1	12.9	82.1	17.9	2,655	10.6
Bexley	37,995	39,344	34,186	3,809	5,158	90.0	10.0	86.9	13.1	1,349	4.1
Brent	39,478	36,306	31,646	7,832	4,660	80.2	19.8	87.2	12.8	-3,172	1.1
Bromley	40,817	44,319	37,737	3,080	6,582	92.5	7.5	85.1	14.9	3,502	11.4
Croydon	51,330	49,548	44,546	6,784	5,002	86.8	13.2	89.9	10.1	-1,782	0.4
Ealing	44,577	41,767	38,269	6,308	3,498	85.8	14.2	91.6	8.4	-2,810	1.3
Enfield	46,487	46,831	41,928	4,559	4,903	90.2	9.8	89.5	10.5	344	-2.3
Greenwich	35,961	34,673	30,060	5,901	4,613	83.6	16.4	86.7	13.3	-1,288	-15.2
Harrow	31,033	28,415	25,437	5,596	2,978	82.0	18.0	89.5	10.5	-2,618	10.6
Havering	35,673	36,355	32,834	2,839	3,521	92.0	8.0	90.3	9.7	682	8.8
Hillingdon	41,420	41,294	37,776	3,644	3,518	91.2	8.8	91.5	8.5	-126	-2.5
Hounslow	34,375	34,846	29,472	4,903	5,374	85.7	14.3	84.6	15.4	471	1.0
Kingston upon Thames	19,665	20,576	17,267	2,398	3,309	87.8	12.2	83.9	16.1	911	11.5
Merton	23,957	22,359	19,399	4,558	2,960	81.0	19.0	86.8	13.2	-1,598	-7.6
Redbridge	40,981	42,776	37,728	3,253	5,048	92.1	7.9	88.2	11.8	1,795	15.2
Richmond upon Thames	16,896	19,544	15,095	1,801	4,449	89.3	10.7	77.2	22.8	2,648	2.9
Sutton	27,760	29,205	23,856	3,904	5,349	85.9	14.1	81.7	18.3	1,445	16.3
Waltham Forest	36,546	34,837	33,290	3,256	1,547	91.1	8.9	95.6	4.4	-1,709	-4.2
Non-London LEA	9,796	16,444									
Totals	1,042,224	1,042,224	887,223	145,043	138,557						

1. These totals exclude pupils with an invalid home postcode, and are therefore different from those in table A.1.

Source: version 1 2002 LPD and (*) DFES. The figures next to non-London LEAs indicate (a) the number of young people from those LEAs attending London schools and (b) the number of London resident pupils attending school in those LEAs.

A4 Pupils attending in-borough schools and schools in an adjacent LEA.

	Locally- resident children attending any maintained school	Locally- resident children attending a maintained school in an adjacent LEA	Locally- resident children attending an in-borough maintained school	% Locally- resident children attending a maintained school in- borough or in an adjacent LEA	Inner London LEA	Locally- resident children attending any maintained school	Locally- resident children attending a maintained school in an adjacent LEA I	Locally- resident children attending an in-borough maintained schoo	% Locally- resident children attending a maintained school in- borough or in an adjacent LEA
Outer London LEA					Inner London LEA				
Barking and Dagenham	30,353	2,463	27,649	99.2	Camden	19,432	3,805	15,281	98.2
Barnet	43,538	5,239	37,918	99.1	Hackney	30,461	5,492	23,648	95.7
Bexley	37,995	3,702	34,186	99.7	Hammersmith and Fulham	15,265	3,237	11,756	98.2
Brent	39,478	7,308	31,646	98.7	Haringey	33,768	5,267	28,202	99.1
Bromley	40,817	2,913	37,737	99.6	Islington	22,876	3,762	17,584	93.3
Croydon	51,330	6,160	44,546	98.8	Kensington and Chelsea	8,836	2,059	6,436	96.1
Ealing	44,577	5,705	38,269	98.6	Lambeth	34,000	10,157	23,034	97.6
Enfield	46,487	4,054	41,928	98.9	Lewisham	36,708	6,671	29,227	97.8
Greenwich	35,961	5,556	30,060	99.0	Newham	47,811	2,536	44,674	98.7
Harrow	31,033	5,116	25,437	98.5	Southwark	32,517	3,345	27,545	95.0
Havering	35,673	2,747	32,834	99.7	Tower Hamlets	32,404	838	31,003	98.3
Hillingdon	41,420	3,414	37,776	99.4	Wandsworth	25,802	3,514	21,982	98.8
Hounslow	34,375	4,529	29,472	98.9	Westminster	13,544	2,107	10,758	95.0
Kingston upon Thames	19,665	1,941	17,267	97.7					
Merton	23,957	4,206	19,399	98.5	Inner London	353,424	52,790	291,130	97.3
Redbridge	40,981	2,976	37,728	99.3					
Richmond upon Thames	16,896	1,682	15,095	99.3	Outer London	678,842	76,332	596,093	99.1
Sutton	27,760	3,741	23,856	99.4					
Waltham Forest	36,546	2,880	33,290	99.0	Greater London	1,032,266	129,122	887,223	98.5

Source: version 1 2002 LPD.

The figures are for pupils with an identifiable London home postcode. Pupils without an identifiable home postcode, and pupils who live outside London and attend a London maintained school are not included. The totals therefore differ from the totals in some other tables.

A5 Numbers of locally resident pupils who attend any maintained school, either in-borough or out-borough

LEA	Pupils' grouped age ranges								
	4 to 10			11 to 15			4 to 15		
	m	f	t	m	f	t	m	f	t
City of London (*)	40	35	75	28	41	69	68	76	144
Camden	5,307	5,145	10,452	3,212	3,218	6,430	8,519	8363	16,882
Hackney	8,570	8,303	16,873	5,349	5,248	10,597	13,919	13551	27,470
Hammersmith & Fulham	4,227	4,125	8,352	2,606	2,623	5,229	6,833	6748	13,581
Haringey	9,539	8,830	18,369	5,913	5,744	11,657	15,452	14574	30,026
Islington	6,437	6,175	12,612	4,016	4,037	8,053	10,453	10212	20,665
Kensington and Chelsea	2,570	2,393	4,963	1,494	1,439	2,933	4,064	3832	7,896
Lambeth	9,703	9,299	19,002	5,973	5,874	11,847	15,676	15173	30,849
Lewisham	10,367	10,102	20,469	6,536	5,997	12,533	16,903	16099	33,002
Newham	13,148	13,009	26,157	8,704	8,424	17,128	21,852	21433	43,285
Southwark	9,719	9,339	19,058	5,424	5,062	10,486	15,143	14401	29,544
Tower Hamlets	9,018	8,605	17,623	5,539	5,663	11,202	14,557	14268	28,825
Wandsworth	7,302	7,107	14,409	4,164	4,040	8,204	11,466	11147	22,613
Westminster	3,863	3,696	7,559	2,160	2,233	4,393	6,023	5929	11,952
Barking and Dagenham	8,537	7,856	16,393	5,417	5,087	10,504	13,954	12943	26,897
Barnet	12,206	11,391	23,597	7,541	7,255	14,796	19,747	18646	38,393
Bexley	9,892	9,617	19,509	7,285	7,278	14,563	17,177	16895	34,072
Brent	10,365	10,156	20,521	7,241	6,773	14,014	17,606	16929	34,535
Bromley	11,636	11,206	22,842	7,343	7,135	14,478	18,979	18341	37,320
Croydon	14,568	14,006	28,574	9,576	9,326	18,902	24,144	23332	47,476
Ealing	11,960	11,513	23,473	7,763	7,452	15,215	19,723	18965	38,688
Enfield	12,518	12,113	24,631	8,697	8,205	16,902	21,215	20318	41,533
Greenwich	9,631	9,302	18,933	6,723	6,428	13,151	16,354	15730	32,084
Harrow	8,551	8,184	16,735	6,117	5,730	11,847	14,668	13914	28,582
Havering	9,862	9,422	19,284	7,436	7,054	14,490	17,298	16476	33,774
Hillingdon	11,081	10,478	21,559	7,311	7,029	14,340	18,392	17507	35,899
Hounslow	9,087	8,715	17,802	6,252	6,046	12,298	15,339	14761	30,100
Kingston upon Thames	5,193	5,098	10,291	3,420	3,539	6,959	8,613	8637	17,250
Merton	6,512	6,063	12,575	4,318	4,144	8,462	10,830	10207	21,037
Redbridge	10,645	9,961	20,606	7,420	7,138	14,558	18,065	17099	35,164
Richmond upon Thames	5,206	5,080	10,286	2,776	2,829	5,605	7,982	7909	15,891
Sutton	7,537	7,131	14,668	5,310	5,150	10,460	12,847	12281	25,128
Waltham Forest	10,360	9,721	20,081	6,876	6,610	13,486	17,236	16331	33,567
Hertfordshire (*)	442	383	825	461	382	843	903	765	1,668
Essex (*)	293	285	578	516	406	922	809	691	1,500
Kent (*)	153	167	320	380	266	646	533	433	966
Surrey (*)	525	519	1,044	828	951	1,779	1,353	1,470	2,823
Slough UA (*)	25	28	53	58	42	100	83	70	153
Buckinghamshire (*)	51	50	101	51	47	98	102	97	199
Totals	286,646	274,608	561,254	188,234	181,945	370,179	474,880	456,553	931,433

Source: version 1 2002 LPD. * Pupils attending school in the City of London are excluded from the LPD. The figures against non-London LEAs are for pupils living in those authorities who attend London schools.

A6 Numbers of locally resident pupils who attend in-borough maintained schools in each London LEA

LEA	Pupils' grouped age ranges								
	4 to 10			11 to 15			4 to 15		
	m	f	t	m	f	t	m	f	t
City of London (*)									
Camden	4,547	4,413	8,960	1,971	2,319	4,290	6,518	6,732	13,250
Hackney	7,481	7,236	14,717	3,031	3,638	6,669	10,512	10,874	21,386
Hammersmith and Fulham	3,790	3,710	7,500	1,407	1,542	2,949	5,197	5,252	10,449
Haringey	8,833	8,190	17,023	4,210	3,983	8,193	13,043	12,173	25,216
Islington	5,809	5,601	11,410	2,486	2,286	4,772	8,295	7,887	16,182
Kensington and Chelsea	2,379	2,220	4,599	547	623	1,170	2,926	2,843	5,769
Lambeth	8,028	7,719	15,747	2,038	3,122	5,160	10,066	10,841	20,907
Lewisham	9,089	8,851	17,940	4,618	3,677	8,295	13,707	12,528	26,235
Newham	12,685	12,599	25,284	7,799	7,623	15,422	20,484	20,222	40,706
Southwark	9,164	8,782	17,946	3,598	3,607	7,205	12,762	12,389	25,151
Tower Hamlets	8,865	8,478	17,343	5,121	5,132	10,253	13,986	13,610	27,596
Wandsworth	6,739	6,509	13,248	3,131	2,788	5,919	9,870	9,297	19,167
Westminster	3,394	3,299	6,693	1,403	1,404	2,807	4,797	4,703	9,500
Barking and Dagenham	8,108	7,475	15,583	4,641	4,258	8,899	12,749	11,733	24,482
Barnet	11,047	10,480	21,527	6,218	5,848	12,066	17,265	16,328	33,593
Bexley	9,381	9,077	18,458	6,268	6,089	12,357	15,649	15,166	30,815
Brent	9,034	8,804	17,838	5,101	4,779	9,880	14,135	13,583	27,718
Bromley	11,269	10,764	22,033	6,412	6,183	12,595	17,681	16,947	34,628
Croydon	13,619	13,041	26,660	7,478	7,572	15,050	21,097	20,613	41,710
Ealing	11,107	10,629	21,736	6,006	5,803	11,809	17,113	16,432	33,545
Enfield	11,760	11,428	23,188	7,457	6,993	14,450	19,217	18,421	37,638
Greenwich	8,636	8,406	17,042	4,970	4,752	9,722	13,606	13,158	26,764
Harrow	7,715	7,370	15,085	4,726	4,540	9,266	12,441	11,910	24,351
Havering	9,605	9,185	18,790	6,445	6,066	12,511	16,050	15,251	31,301
Hillingdon	10,420	9,890	20,310	6,349	6,095	12,444	16,769	15,985	32,754
Hounslow	8,041	7,775	15,816	4,925	4,777	9,702	12,966	12,552	25,518
Kingston upon Thames	4,861	4,809	9,670	2,505	2,926	5,431	7,366	7,735	15,101
Merton	5,648	5,306	10,954	3,224	2,990	6,214	8,872	8,296	17,168
Redbridge	10,173	9,535	19,708	6,453	6,151	12,604	16,626	15,686	32,312
Richmond upon Thames	5,042	4,906	9,948	2,187	2,259	4,446	7,229	7,165	14,394
Sutton	6,752	6,326	13,078	4,206	4,322	8,528	10,958	10,648	21,606
Waltham Forest	9,899	9,265	19,164	6,013	5,663	11,676	15,912	14,928	30,840
Totals	262,920	252,078	514,998	142,944	139,810	282,754	405,864	391,888	797,752

Source: version 1 2002 LPD. * Pupils attending school in the City of London are not included in the LPD

A7 Numbers of locally resident pupils in each LEA who attend out-borough maintained schools

LEA	Pupils' grouped age ranges								
	4 to 10			11 to 15			4 to 15		
	m	f	t	m	f	t	m	f	t
City of London (*)	40	35	75	28	41	69	68	76	144
Camden	760	732	1,492	1,241	899	2,140	2,001	1,631	3,632
Hackney	1,089	1,067	2,156	2,318	1,610	3,928	3,407	2,677	6,084
Hammersmith and Fulham	437	415	852	1,199	1,081	2,280	1,636	1,496	3,132
Haringey	706	640	1,346	1,703	1,761	3,464	2,409	2,401	4,810
Islington	628	574	1,202	1,530	1,751	3,281	2,158	2,325	4,483
Kensington and Chelsea	191	173	364	947	816	1,763	1,138	989	2,127
Lambeth	1,675	1,580	3,255	3,935	2,752	6,687	5,610	4,332	9,942
Lewisham	1,278	1,251	2,529	1,918	2,320	4,238	3,196	3,571	6,767
Newham	463	410	873	905	801	1,706	1,368	1,211	2,579
Southwark	555	557	1,112	1,826	1,455	3,281	2,381	2,012	4,393
Tower Hamlets	153	127	280	418	531	949	571	658	1,229
Wandsworth	563	598	1,161	1,033	1,252	2,285	1,596	1,850	3,446
Westminster	469	397	866	757	829	1,586	1,226	1,226	2,452
Barking and Dagenham	429	381	810	776	829	1,605	1,205	1,210	2,415
Barnet	1,159	911	2,070	1,323	1,407	2,730	2,482	2,318	4,800
Bexley	511	540	1,051	1,017	1,189	2,206	1,528	1,729	3,257
Brent	1,331	1,352	2,683	2,140	1,994	4,134	3,471	3,346	6,817
Bromley	367	442	809	931	952	1,883	1,298	1,394	2,692
Croydon	949	965	1,914	2,098	1,754	3,852	3,047	2,719	5,766
Ealing	853	884	1,737	1,757	1,649	3,406	2,610	2,533	5,143
Enfield	758	685	1,443	1,240	1,212	2,452	1,998	1,897	3,895
Greenwich	995	896	1,891	1,753	1,676	3,429	2,748	2,572	5,320
Harrow	836	814	1,650	1,391	1,190	2,581	2,227	2,004	4,231
Havering	257	237	494	991	988	1,979	1,248	1,225	2,473
Hillingdon	661	588	1,249	962	934	1,896	1,623	1,522	3,145
Hounslow	1,046	940	1,986	1,327	1,269	2,596	2,373	2,209	4,582
Kingston upon Thames	332	289	621	915	613	1,528	1,247	902	2,149
Merton	864	757	1,621	1,094	1,154	2,248	1,958	1,911	3,869
Redbridge	472	426	898	967	987	1,954	1,439	1,413	2,852
Richmond upon Thames	164	174	338	589	570	1,159	753	744	1,497
Sutton	785	805	1,590	1,104	828	1,932	1,889	1,633	3,522
Waltham Forest	461	456	917	863	947	1,810	1,324	1,403	2,727
Hertfordshire (*)	442	383	825	461	382	843	903	765	1,668
Essex (*)	293	285	578	516	406	922	809	691	1,500
Kent (*)	153	167	320	380	266	646	533	433	966
Surrey (*)	525	519	1,044	828	951	1,779	1,353	1,470	2,823
Slough UA (*)	25	28	53	58	42	100	83	70	153
Buckinghamshire (*)	51	50	101	51	47	98	102	97	199
other (*)	196	185	381	462	303	765	658	488	1,146
Totals	23,922	22,715	46,637	45,752	42,438	88,190	69,674	65,153	134,827

Source: version 1 2002 LPD. * Pupils attending school in the City of London are excluded from the LPD. The figures against non-London LEAs are for pupils living in those authorities who attend schools in London.

A8 Percentage of locally resident pupils who attend in-borough maintained schools

LEA	Pupils' grouped age ranges								
	4 to 10			11 to 15			4 to 15		
	m	f	t	m	f	t	m	f	t
City of London (*)									
Camden	85.7	85.8	85.7	61.4	72.1	66.7	76.5	80.5	78.5
Hackney	87.3	87.1	87.2	56.7	69.3	62.9	75.5	80.2	77.9
Hammersmith and Fulham	89.7	89.9	89.8	54.0	58.8	56.4	76.1	77.8	76.9
Haringey	92.6	92.8	92.7	71.2	69.3	70.3	84.4	83.5	84.0
Islington	90.2	90.7	90.5	61.9	56.6	59.3	79.4	77.2	78.3
Kensington and Chelsea	92.6	92.8	92.7	36.6	43.3	39.9	72.0	74.2	73.1
Lambeth	82.7	83.0	82.9	34.1	53.1	43.6	64.2	71.4	67.8
Lewisham	87.7	87.6	87.6	70.7	61.3	66.2	81.1	77.8	79.5
Newham	96.5	96.8	96.7	89.6	90.5	90.0	93.7	94.3	94.0
Southwark	94.3	94.0	94.2	66.3	71.3	68.7	84.3	86.0	85.1
Tower Hamlets	98.3	98.5	98.4	92.5	90.6	91.5	96.1	95.4	95.7
Wandsworth	92.3	91.6	91.9	75.2	69.0	72.1	86.1	83.4	84.8
Westminster	87.9	89.3	88.5	65.0	62.9	63.9	79.6	79.3	79.5
Barking and Dagenham	95.0	95.2	95.1	85.7	83.7	84.7	91.4	90.7	91.0
Barnet	90.5	92.0	91.2	82.5	80.6	81.5	87.4	87.6	87.5
Bexley	94.8	94.4	94.6	86.0	83.7	84.9	91.1	89.8	90.4
Brent	87.2	86.7	86.9	70.4	70.6	70.5	80.3	80.2	80.3
Bromley	96.8	96.1	96.5	87.3	86.7	87.0	93.2	92.4	92.8
Croydon	93.5	93.1	93.3	78.1	81.2	79.6	87.4	88.3	87.9
Ealing	92.9	92.3	92.6	77.4	77.9	77.6	86.8	86.6	86.7
Enfield	93.9	94.3	94.1	85.7	85.2	85.5	90.6	90.7	90.6
Greenwich	89.7	90.4	90.0	73.9	73.9	73.9	83.2	83.6	83.4
Harrow	90.2	90.1	90.1	77.3	79.2	78.2	84.8	85.6	85.2
Havering	97.4	97.5	97.4	86.7	86.0	86.3	92.8	92.6	92.7
Hillingdon	94.0	94.4	94.2	86.8	86.7	86.8	91.2	91.3	91.2
Hounslow	88.5	89.2	88.8	78.8	79.0	78.9	84.5	85.0	84.8
Kingston upon Thames	93.6	94.3	94.0	73.2	82.7	78.0	85.5	89.6	87.5
Merton	86.7	87.5	87.1	74.7	72.2	73.4	81.9	81.3	81.6
Redbridge	95.6	95.7	95.6	87.0	86.2	86.6	92.0	91.7	91.9
Richmond upon Thames	96.8	96.6	96.7	78.8	79.9	79.3	90.6	90.6	90.6
Sutton	89.6	88.7	89.2	79.2	83.9	81.5	85.3	86.7	86.0
Waltham Forest	95.6	95.3	95.4	87.4	85.7	86.6	92.3	91.4	91.9
Average	91.9	92.0	91.9	74.1	75.4	74.8	85.0	85.5	85.3
Maximum	98.3	98.5	98.4	92.5	90.6	91.5	96.1	95.4	95.7
Minimum	82.7	83.0	82.9	34.1	43.3	39.9	64.2	71.4	67.8
Standard deviation	3.9	3.8	3.8	14.2	11.7	12.7	7.1	6.1	6.6

Source: version 1 2002 LPD. * Pupils attending school in the City of London are excluded from the LPD.

A9 Percentage of locally resident pupils who attend out-borough maintained schools

LEA	Pupils' grouped age ranges								
	4 to 10			11 to 15			4 to 15		
	m	f	t	m	f	t	m	f	t
City of London (*)									
Camden	14.3	14.2	14.3	38.6	27.9	33.3	23.5	19.5	21.5
Hackney	12.7	12.9	12.8	43.3	30.7	37.1	24.5	19.8	22.1
Hammersmith and Fulham	10.3	10.1	10.2	46.0	41.2	43.6	23.9	22.2	23.1
Haringey	7.4	7.2	7.3	28.8	30.7	29.7	15.6	16.5	16.0
Islington	9.8	9.3	9.5	38.1	43.4	40.7	20.6	22.8	21.7
Kensington and Chelsea	7.4	7.2	7.3	63.4	56.7	60.1	28.0	25.8	26.9
Lambeth	17.3	17.0	17.1	65.9	46.9	56.4	35.8	28.6	32.2
Lewisham	12.3	12.4	12.4	29.3	38.7	33.8	18.9	22.2	20.5
Newham	3.5	3.2	3.3	10.4	9.5	10.0	6.3	5.7	6.0
Southwark	5.7	6.0	5.8	33.7	28.7	31.3	15.7	14.0	14.9
Tower Hamlets	1.7	1.5	1.6	7.5	9.4	8.5	3.9	4.6	4.3
Wandsworth	7.7	8.4	8.1	24.8	31.0	27.9	13.9	16.6	15.2
Westminster	12.1	10.7	11.5	35.0	37.1	36.1	20.4	20.7	20.5
Barking and Dagenham	5.0	4.8	4.9	14.3	16.3	15.3	8.6	9.3	9.0
Barnet	9.5	8.0	8.8	17.5	19.4	18.5	12.6	12.4	12.5
Bexley	5.2	5.6	5.4	14.0	16.3	15.1	8.9	10.2	9.6
Brent	12.8	13.3	13.1	29.6	29.4	29.5	19.7	19.8	19.7
Bromley	3.2	3.9	3.5	12.7	13.3	13.0	6.8	7.6	7.2
Croydon	6.5	6.9	6.7	21.9	18.8	20.4	12.6	11.7	12.1
Ealing	7.1	7.7	7.4	22.6	22.1	22.4	13.2	13.4	13.3
Enfield	6.1	5.7	5.9	14.3	14.8	14.5	9.4	9.3	9.4
Greenwich	10.3	9.6	10.0	26.1	26.1	26.1	16.8	16.4	16.6
Harrow	9.8	9.9	9.9	22.7	20.8	21.8	15.2	14.4	14.8
Havering	2.6	2.5	2.6	13.3	14.0	13.7	7.2	7.4	7.3
Hillingdon	6.0	5.6	5.8	13.2	13.3	13.2	8.8	8.7	8.8
Hounslow	11.5	10.8	11.2	21.2	21.0	21.1	15.5	15.0	15.2
Kingston upon Thames	6.4	5.7	6.0	26.8	17.3	22.0	14.5	10.4	12.5
Merton	13.3	12.5	12.9	25.3	27.8	26.6	18.1	18.7	18.4
Redbridge	4.4	4.3	4.4	13.0	13.8	13.4	8.0	8.3	8.1
Richmond upon Thames	3.2	3.4	3.3	21.2	20.1	20.7	9.4	9.4	9.4
Sutton	10.4	11.3	10.8	20.8	16.1	18.5	14.7	13.3	14.0
Waltham Forest	4.4	4.7	4.6	12.6	14.3	13.4	7.7	8.6	8.1
Average	8.1	8.0	8.1	25.9	24.6	25.2	15.0	14.5	14.7
Maximum	17.3	17.0	17.1	65.9	56.7	60.1	35.8	28.6	32.2
Minimum	1.7	1.5	1.6	7.5	9.4	8.5	3.9	4.6	4.3
Standard deviation	3.9	3.8	3.8	14.2	11.7	12.7	7.1	6.1	6.6

Source: version 1 2002 LPD. * Pupils attending school in the City of London are excluded from the LPD, and the percentage attending out-borough schools cannot be calculated.

A10 Numbers of pupils on roll in maintained schools in each LEA

LEA	Pupils' grouped age ranges								
	4 to 10			11 to 15			4 to 15		
	m	f	t	M	f	t	m	f	t
City of London (*)	0	0	0	0	0	0	0	0	0
Camden	5,168	4,948	10,116	3,462	4,980	8,442	8,630	9,928	18,558
Hackney	7,998	7,660	15,658	3,354	4,318	7,672	11,352	11,978	23,330
Hammersmith and Fulham	4,247	4,107	8,354	2,999	2,973	5,972	7,246	7,080	14,326
Haringey	9,819	9,175	18,994	5,327	4,820	10,147	15,146	13,995	29,141
Islington	6,846	6,618	13,464	3,946	3,282	7,228	10,792	9,900	20,692
Kensington and Chelsea	3,221	3,021	6,242	1,626	1,328	2,954	4,847	4,349	9,196
Lambeth	8,754	8,468	17,222	2,968	4,005	6,973	11,722	12,473	24,195
Lewisham	9,700	9,468	19,168	5,673	4,439	10,112	15,373	13,907	29,280
Newham	12,882	12,817	25,699	8,199	8,046	16,245	21,081	20,863	41,944
Southwark	10,148	9,714	19,862	5,062	4,948	10,010	15,210	14,662	29,872
Tower Hamlets	9,241	8,832	18,073	5,949	5,882	11,831	15,190	14,714	29,904
Wandsworth	7,833	7,563	15,396	5,359	4,214	9,573	13,192	11,777	24,969
Westminster	4,330	4,218	8,548	3,183	3,378	6,561	7,513	7,596	15,109
Barking and Dagenham	8,486	7,837	16,323	5,207	4,639	9,846	13,693	12,476	26,169
Barnet	12,068	11,458	23,526	9,075	7,895	16,970	21,143	19,353	40,496
Bexley	10,058	9,719	19,777	8,056	7,571	15,627	18,114	17,290	35,404
Brent	10,238	9,797	20,035	6,079	5,630	11,709	16,317	15,427	31,744
Bromley	12,222	11,751	23,973	8,148	8,351	16,499	20,370	20,102	40,472
Croydon	14,462	13,895	28,357	9,054	8,897	17,951	23,516	22,792	46,308
Ealing	11,975	11,434	23,409	6,686	6,524	13,210	18,661	17,958	36,619
Enfield	12,508	12,095	24,603	9,023	8,225	17,248	21,531	20,320	41,851
Greenwich	9,324	9,055	18,379	6,180	6,351	12,531	15,504	15,406	30,910
Harrow	8,464	8,140	16,604	5,462	5,212	10,674	13,926	13,352	27,278
Havering	9,985	9,569	19,554	7,727	7,181	14,908	17,712	16,750	34,462
Hillingdon	11,007	10,432	21,439	7,171	6,901	14,072	18,178	17,333	35,511
Hounslow	8,488	8,237	16,725	6,626	6,576	13,202	15,114	14,813	29,927
Kingston upon Thames	5,305	5,199	10,504	3,436	3,825	7,261	8,741	9,024	17,765
Merton	6,158	5,837	11,995	4,095	3,748	7,843	10,253	9,585	19,838
Redbridge	10,997	10,260	21,257	7,699	7,338	15,037	18,696	17,598	36,294
Richmond upon Thames	5,804	5,605	11,409	3,730	3,613	7,343	9,534	9,218	18,752
Sutton	7,141	6,698	13,839	6,078	6,036	12,114	13,219	12,734	25,953
Waltham Forest	10,208	9,504	19,712	6,565	5,999	12,564	16,773	15,503	32,276
Hertfordshire	246	212	458	1,197	1,257	2,454	1,443	1,469	2,912
Essex	174	149	323	1,289	1,350	2,639	1,463	1,499	2,962
Kent	250	266	516	677	698	1,375	927	964	1,891
Surrey	996	969	1,965	1,806	1,439	3,245	2,802	2,408	5,210
Slough UA	9	14	23	310	237	547	319	251	570
Buckinghamshire	45	29	74	127	73	200	172	102	274
Other	37	23	60	86	69	155	123	92	215
Totals	286,842	274,793	561,635	188,696	182,248	370,944	475,538	457,041	932,579

Source: version 1 2002 LPD. * Pupils attending school in the City of London are excluded from the LPD.

A11 Number of out-borough pupils on roll in maintained schools in each LEA

LEA	Pupils' grouped age ranges								
	4 to 10			11 to 15			4 to 15		
	m	f	t	m	f	t	m	f	t
City of London (*)	0	0	0	0	0	0	0	0	0
Camden	621	535	1156	1491	2661	4152	2112	3196	5308
Hackney	517	424	941	323	680	1003	840	1104	1944
Hammersmith and Fulham	457	397	854	1592	1431	3023	2049	1828	3877
Haringey	986	985	1971	1117	837	1954	2103	1822	3925
Islington	1,037	1017	2054	1460	996	2456	2497	2013	4510
Kensington and Chelsea	842	801	1643	1079	705	1784	1921	1506	3427
Lambeth	726	749	1475	930	883	1813	1656	1632	3288
Lewisham	611	617	1228	1055	762	1817	1666	1379	3045
Newham	197	218	415	400	423	823	597	641	1238
	984	932	1916	1464	1341	2805	2448	2273	4721
Tower Hamlets	376	354	730	828	750	1578	1204	1104	2308
Wandsworth	1,094	1054	2148	2228	1426	3654	3322	2480	5802
Westminster	936	919	1855	1780	1974	3754	2716	2893	5609
Barking and Dagenham	378	362	740	566	381	947	944	743	1687
Barnet	1,021	978	1999	2857	2047	4904	3878	3025	6903
Bexley	677	642	1319	1788	1482	3270	2465	2124	4589
Brent	1,204	993	2197	978	851	1829	2182	1844	4026
Bromley	953	987	1940	1736	2168	3904	2689	3155	5844
Croydon	843	854	1697	1576	1325	2901	2419	2179	4598
Ealing	868	805	1673	680	721	1401	1548	1526	3074
Enfield	748	667	1415	1566	1232	2798	2314	1899	4213
Greenwich	688	649	1337	1210	1599	2809	1898	2248	4146
Harrow	749	770	1519	736	672	1408	1485	1442	2927
Havering	380	384	764	1282	1115	2397	1662	1499	3161
Hillingdon	587	542	1129	822	806	1628	1409	1348	2757
Hounslow	447	462	909	1701	1799	3500	2148	2261	4409
Kingston upon Thames	444	390	834	931	899	1830	1375	1289	2664
Merton	510	531	1041	871	758	1629	1381	1289	2670
Redbridge	824	725	1549	1246	1187	2433	2070	1912	3982
Richmond upon Thames	762	699	1461	1543	1354	2897	2305	2053	4358
Sutton	389	372	761	1872	1714	3586	2261	2086	4347
Waltham Forest	309	239	548	552	336	888	861	575	1436
Hertfordshire (*)	246	212	458	1197	1257	2454	1443	1469	2912
Essex (*)	174	149	323	1289	1350	2639	1463	1499	2962
Kent (*)	250	266	516	677	698	1375	927	964	1891
Surrey (*)	996	969	1965	1806	1439	3245	2802	2408	5210
Slough UA (*)	9	14	23	310	237	547	319	251	570
Buckinghamshire (*)	45	29	74	127	73	200	172	102	274
Other (*)	37	23	60	86	69	155	123	92	215
Totals	23,922	22715	46637	45752	42438	88190	69674	65153	134827

Source: version 1 2002 LPD * Pupils attending school in the City of London are excluded from the LPD.

A12 In-borough pupils as a percentage of the maintained roll in each LEA

LEA	Pupils' grouped age ranges								
	4 to 10			11 to 15			4 to 15		
	m	f	t	m	f	t	m	f	t
City of London (*)									
Camden	88.0	89.2	88.6	56.9	46.6	50.8	75.5	67.8	71.4
Hackney	93.5	94.5	94.0	90.4	84.3	86.9	92.6	90.8	91.7
Hammersmith and Fulham	89.2	90.3	89.8	46.9	51.9	49.4	71.7	74.2	72.9
Haringey	90.0	89.3	89.6	79.0	82.6	80.7	86.1	87.0	86.5
Islington	84.9	84.6	84.7	63.0	69.7	66.0	76.9	79.7	78.2
Kensington and Chelsea	73.9	73.5	73.7	33.6	46.9	39.6	60.4	65.4	62.7
Lambeth	91.7	91.2	91.4	68.7	78.0	74.0	85.9	86.9	86.4
Lewisham	93.7	93.5	93.6	81.4	82.8	82.0	89.2	90.1	89.6
Newham	98.5	98.3	98.4	95.1	94.7	94.9	97.2	96.9	97.0
Southwark	90.3	90.4	90.4	71.1	72.9	72.0	83.9	84.5	84.2
Tower Hamlets	95.9	96.0	96.0	86.1	87.2	86.7	92.1	92.5	92.3
Wandsworth	86.0	86.1	86.0	58.4	66.2	61.8	74.8	78.9	76.8
Westminster	78.4	78.2	78.3	44.1	41.6	42.8	63.8	61.9	62.9
Barking and Dagenham	95.5	95.4	95.5	89.1	91.8	90.4	93.1	94.0	93.6
Barnet	91.5	91.5	91.5	68.5	74.1	71.1	81.7	84.4	83.0
Bexley	93.3	93.4	93.3	77.8	80.4	79.1	86.4	87.7	87.0
Brent	88.2	89.9	89.0	83.9	84.9	84.4	86.6	88.0	87.3
Bromley	92.2	91.6	91.9	78.7	74.0	76.3	86.8	84.3	85.6
Croydon	94.2	93.9	94.0	82.6	85.1	83.8	89.7	90.4	90.1
Ealing	92.8	93.0	92.9	89.8	88.9	89.4	91.7	91.5	91.6
Enfield	94.0	94.5	94.2	82.6	85.0	83.8	89.3	90.7	89.9
Greenwich	92.6	92.8	92.7	80.4	74.8	77.6	87.8	85.4	86.6
Harrow	91.2	90.5	90.9	86.5	87.1	86.8	89.3	89.2	89.3
Havering	96.2	96.0	96.1	83.4	84.5	83.9	90.6	91.1	90.8
Hillingdon	94.7	94.8	94.7	88.5	88.3	88.4	92.2	92.2	92.2
Hounslow	94.7	94.4	94.6	74.3	72.6	73.5	85.8	84.7	85.3
Kingston upon Thames	91.6	92.5	92.1	72.9	76.5	74.8	84.3	85.7	85.0
Merton	91.7	90.9	91.3	78.7	79.8	79.2	86.5	86.6	86.5
Redbridge	92.5	92.9	92.7	83.8	83.8	83.8	88.9	89.1	89.0
Richmond upon Thames	86.9	87.5	87.2	58.6	62.5	60.5	75.8	77.7	76.8
Sutton	94.6	94.4	94.5	69.2	71.6	70.4	82.9	83.6	83.3
Waltham Forest	97.0	97.5	97.2	91.6	94.4	92.9	94.9	96.3	95.6
Average	91.2	91.3	91.3	74.9	76.4	75.6	84.8	85.3	85.0
Maximum	98.5	98.3	98.4	95.1	94.7	94.9	97.2	96.9	97.0
Minimum	73.9	73.5	73.7	33.6	41.6	39.6	60.4	61.9	62.7
Standard deviation	5.1	5.1	5.1	14.9	13.8	14.3	8.5	8.4	8.4

Source: version 1 2002 LPD. * Pupils attending schools in the City of London are excluded from the LPD.

A13 Out-borough pupils as a percentage of the maintained school roll in each LEA

LEA	Pupils' grouped age ranges								
	4 to 10			11 to 15			4 to 15		
	m	f	t	m	f	t	m	f	t
City of London (*)									
Camden	12.0	10.8	11.4	43.1	53.4	49.2	24.5	32.2	28.6
Hackney	6.5	5.5	6.0	9.6	15.7	13.1	7.4	9.2	8.3
Hammersmith and Fulham	10.8	9.7	10.2	53.1	48.1	50.6	28.3	25.8	27.1
Haringey	10.0	10.7	10.4	21.0	17.4	19.3	13.9	13.0	13.5
Islington	15.1	15.4	15.3	37.0	30.3	34.0	23.1	20.3	21.8
Kensington and Chelsea	26.1	26.5	26.3	66.4	53.1	60.4	39.6	34.6	37.3
Lambeth	8.3	8.8	8.6	31.3	22.0	26.0	14.1	13.1	13.6
Lewisham	6.3	6.5	6.4	18.6	17.2	18.0	10.8	9.9	10.4
Newham	1.5	1.7	1.6	4.9	5.3	5.1	2.8	3.1	3.0
Southwark	9.7	9.6	9.6	28.9	27.1	28.0	16.1	15.5	15.8
Tower Hamlets	4.1	4.0	4.0	13.9	12.8	13.3	7.9	7.5	7.7
Wandsworth	14.0	13.9	14.0	41.6	33.8	38.2	25.2	21.1	23.2
Westminster	21.6	21.8	21.7	55.9	58.4	57.2	36.2	38.1	37.1
Barking and Dagenham	4.5	4.6	4.5	10.9	8.2	9.6	6.9	6.0	6.4
Barnet	8.5	8.5	8.5	31.5	25.9	28.9	18.3	15.6	17.0
Bexley	6.7	6.6	6.7	22.2	19.6	20.9	13.6	12.3	13.0
Brent	11.8	10.1	11.0	16.1	15.1	15.6	13.4	12.0	12.7
Bromley	7.8	8.4	8.1	21.3	26.0	23.7	13.2	15.7	14.4
Croydon	5.8	6.1	6.0	17.4	14.9	16.2	10.3	9.6	9.9
Ealing	7.2	7.0	7.1	10.2	11.1	10.6	8.3	8.5	8.4
Enfield	6.0	5.5	5.8	17.4	15.0	16.2	10.7	9.3	10.1
Greenwich	7.4	7.2	7.3	19.6	25.2	22.4	12.2	14.6	13.4
Harrow	8.8	9.5	9.1	13.5	12.9	13.2	10.7	10.8	10.7
Havering	3.8	4.0	3.9	16.6	15.5	16.1	9.4	8.9	9.2
Hillingdon	5.3	5.2	5.3	11.5	11.7	11.6	7.8	7.8	7.8
Hounslow	5.3	5.6	5.4	25.7	27.4	26.5	14.2	15.3	14.7
Kingston upon Thames	8.4	7.5	7.9	27.1	23.5	25.2	15.7	14.3	15.0
Merton	8.3	9.1	8.7	21.3	20.2	20.8	13.5	13.4	13.5
Redbridge	7.5	7.1	7.3	16.2	16.2	16.2	11.1	10.9	11.0
Richmond upon Thames	13.1	12.5	12.8	41.4	37.5	39.5	24.2	22.3	23.2
Sutton	5.4	5.6	5.5	30.8	28.4	29.6	17.1	16.4	16.7
Waltham Forest	3.0	2.5	2.8	8.4	5.6	7.1	5.1	3.7	4.4
Average	8.8	8.7	8.7	25.1	23.6	24.4	15.2	14.7	15.0
Maximum	26.1	26.5	26.3	66.4	58.4	60.4	39.6	38.1	37.3
Minimum	1.5	1.7	1.6	4.9	5.3	5.1	2.8	3.1	3.0
Standard deviation	5.1	5.1	5.1	14.9	13.8	14.3	8.5	8.4	8.4

Source: version 1 2002 LPD. * Pupils attending school in the City of London are excluded from the LPD.

A14 Cross-border mobility. Church of England and Roman Catholic schools

LEA	Locally resident pupils with a summer 2001 K2 record, who were aged 10 at the beginning of the 2000/2001 school year, by denomination of primary school		Number of 11 year-olds in each LEA's CoE and RC secondary schools		Locally resident pupils at secondary schools who had previously attended any CoE primary school		Locally resident pupils at secondary schools who had previously attended any RC primary school	
	Any CoE primary	Any RC primary	CoE	RC	In-borough CoE	Out-borough CoE	In-borough RC	Out-borough RC
Camden	288	215		333		33	76	96
Hackney	199	183	147	312	23	33	85	83
Hammersmith and Fulham	123	222	271	358	16	22	79	121
Haringey	219	258	154	199	10	36	35	197
Islington	206	266		322		39	75	157
Kensington and Chelsea	96	141		374		28	55	75
Lambeth	330	308	388	295	69	45	78	208
Lewisham	237	302	100	249	17	14	123	120
Newham	147	322		403		14	244	58
Southwark	250	312	273	537	40	51	209	76
Tower Hamlets	209	193	322	269	44	20	95	68
Wandsworth	188	210		238		38	54	124
Westminster	325	157	396	110	70	13	6	132
Barking and Dagenham	133	159		181		17	102	46
Barnet	367	329	298	616	16	3	210	47
Bexley	208	333	160	444	10	3	216	34
Brent	256	478		440		59	214	237
Bromley	263	242	116	163	9	2	24	64
Croydon	255	386	216	738	71	9	200	145
Ealing	126	404	198	298	52	27	150	214
Enfield	454	270	181	361	72	22	117	58
Greenwich	186	313	181	356	15	16	174	69
Harrow	52	246		253		12	129	88
Havering	95	319	178	285	53	1	184	82
Hillingdon	266	302	184	226	74	5	112	129
Hounslow	80	251	130	588	13	9	169	54
Kingston upon Thames	363	153	148	276	21	1	66	34
Merton	140	247		354		7	166	59
Redbridge	50	293		521		11	217	38
Richmond upon Thames	278	143	103		6	19		108
Sutton	204	209	124	345	8	10	123	62
Waltham Forest	125	214		210		5	91	102
Totals	6,718	8,380	4,268	10,654	709	624	3,878	3,185

Source: version 1 2002 LPD

Note: 'Any school' in this table means any school of a particular type, regardless of whether it was in-borough or out-borough. Additionally, pupils have been allocated to a 'home' LEA on the basis of their postcode. 3.4 per cent of pupils' home postcodes could not be matched in this way, and the table will slightly underestimate the numbers of pupils attending different types of schools. Table A14 is also restricted to pupils with a summer 2002 key stage 2 record, from which the type of primary school attended could be identified. Pupils no included in the key stage 2 dataset are not included here.

A15 Free-school meal entitlement, cross-border mobility, school admissions authorities and specialist schools

Specialist school type	Pupil at school maintained by home LEA			Pupil at school maintained by other LEA		
	Recorded as entitled to FSM	No record of FSM entitlement	Total	Recorded as entitled to FSM	No record of FSM entitlement	Total
number						
LEA is admissions authority						
Not a specialist school	168,160	411,860	580,020	13,177	40,210	53,387
Sports or Arts College	8,389	16,304	24,693	1,594	4,351	5,945
Other specialist School	7,312	19,737	27,049	1,814	6,515	8,329
Totals	183,861	447,901	631,762	16,585	51,076	67,661
School is admissions authority						
Not a specialist school	37,064	171,349	208,413	8,978	57,865	66,843
Sports or Arts College	2,910	6,898	9,808	545	2,968	3,513
Other specialist School	6,455	30,785	37,240	1,838	15,146	16,984
Totals	46,429	209,032	255,461	11,361	75,979	87,340
percentage						
LEA is admissions authority						
Not a specialist school	29.0	71.0	100.0	24.7	75.3	100.0
Sports or Arts College	34.0	66.0	100.0	26.8	73.2	100.0
Other specialist School	27.0	73.0	100.0	21.8	78.2	100.0
Totals	29.1	70.9	100.0	24.5	75.5	100.0
School is admissions authority						
Not a specialist school	17.8	82.2	100.0	13.4	86.6	100.0
Sports or Arts College	29.7	70.3	100.0	15.5	84.5	100.0
Other specialist School	17.3	82.7	100.0	10.8	89.2	100.0
Totals	18.2	81.8	100.0	13.0	87.0	100.0

Source Tables A14 and A15: version 1 2002 LPD

A16 Free School meal entitlement in specialist and other schools

Specialist school type	All secondary schools			Community and VC schools			Voluntary Aided and Foundation schools		
	Pupils recorded as entitled to FSM	Pupils with no record of FSM entitlement	Total	Pupils recorded as entitled to FSM	Pupils with no record of FSM entitlement	Total	Pupils recorded as entitled to FSM	Pupils with no record of FSM entitlement	Total
number									
Not applicable	68,874	217,364	286,238	48,676	109,127	157,803	20,198	108,237	128,435
Sports or Arts	14,340	31,632	45,972	10,761	21,409	32,170	3,579	10,223	13,802
Other specialist	18,261	74,245	92,506	9,501	27,058	36,559	8,760	47,187	55,947
Totals	101,475	323,241	424,716	68,938	157,594	226,532	32,537	165,647	198,184
percentage									
Not applicable	24.1	75.9	100.0	30.8	69.2	100.0	15.7	84.3	100.0
Sports or Arts	31.2	68.8	100.0	33.5	66.5	100.0	25.9	74.1	100.0
Other specialist	19.7	80.3	100.0	26.0	74.0	100.0	15.7	84.3	100.0
Totals	23.9	76.1	100.0	30.4	69.6	100.0	16.4	83.6	100.0

Source: version 1 2002 LPD

A17 The social composition of pupil home neighbourhoods based on the 1991 census, and type of secondary schools attended

Pupil attend school in-borough or out-borough	Composition of pupil home postcode area	Specialist school type			School Totals
		Not a specialist school	Sports or Arts College	Other specialist	
LEA is admissions authority					
In-borough	Average - HH Heads in SC 1 & 2 as % all heads	32.6	33.1	37.7	33.5
	Average - HH Heads in SC 4 & 5 as % all heads	20.5	21.4	18.7	20.3
	Average - % qualified to HND or above	10.9	12.1	13.8	11.5
Out-borough	Average - HH Heads in SC 1 & 2 as % all heads	35.6	36.7	38.1	36.3
	Average - HH Heads in SC 4 & 5 as % all heads	20.2	19.9	18.9	19.9
	Average - % qualified to HND or above	13.6	14.0	15.4	14.1
School is admissions authority					
In-borough	Average - HH Heads in SC1 & 2 as % all heads	39.1	35.0	39.5	38.9
	Average - HH Heads in SC 4 & 5 as % all heads	16.1	20.9	16.2	16.5
	Average - % qualified to HND or above	13.3	12.5	13.4	13.3
Out-borough	Average - HH Heads in SC 1 & 2 as % all heads	40.4	38.9	41.2	40.6
	Average - HH Heads in SC 4 & 5 as % all heads	17.1	17.5	15.7	16.8
	Average - % qualified to HND or above	15.4	14.3	14.7	15.1

Source: v1 2002 LPD and London Research Centre 1991 census-based postcode classification

Note: 'HH' refers to heads of households. 'SC1 & 2' refers to heads of households in professional or managerial occupations. 'SC4 & SC5' refers to heads of households in semi-skilled and unskilled occupations.

A18 Ethnic profile – Pupils attending in-borough and out-borough schools

Ethnic group	All (In-borough and out-borough)					Pupils attending in-borough schools					Pupils attending out-borough schools				
	Mainstream Community and VC	mainstream VA	Mainstream Foundation and CTC	Any special	Totals	mainstream Community and VC	mainstream VA	Mainstream Foundation and CTC	Any special	Totals	mainstream Community and VC	mainstream VA	Mainstream Foundation and CTC	Any special	Totals
number															
White	364,910	142,022	65,245	7,067	579,244	320,535	100,993	48,813	5,309	475,650	33,387	36,974	15,015	1,360	86,736
Black Caribbean	42,823	18,460	5,678	783	67,744	35,598	12,844	4,217	563	53,222	5,267	4,713	1,259	163	11,402
Black African	59,255	30,398	5,387	997	96,037	51,518	22,314	4,158	755	78,745	5,013	6,722	1,003	175	12,913
Black Other	24,948	9,302	2,408	534	37,192	20,833	6,496	1,765	381	29,475	2,850	2,423	567	113	5,953
Indian	52,879	6,600	12,860	644	72,983	47,619	4,530	10,167	534	62,850	4,128	1,875	2,423	75	8,501
Pakistani	30,056	1,592	3,810	451	35,909	27,542	1,226	3,115	369	32,252	1,661	308	617	59	2,645
Bangladeshi	38,119	3,882	1,134	385	43,520	34,340	3,161	938	300	38,739	1,593	320	169	56	2,138
Chinese	5,289	1,927	1,044	77	8,337	4,584	1,339	727	56	6,706	516	529	289	17	1,351
Other Ethnic Group	60,016	19,210	5,774	763	85,763	51,965	13,770	4,490	544	70,769	5,812	4,732	1,106	173	11,823
Unclassified	14,174	6,157	3,010	273	23,614	12,294	3,067	1,786	216	17,363	1,309	2,814	994	44	5,161
New 2002 Categories	21,141	3,114	4,329	325	28,909	16,255	1,945	3,019	233	21,452	4,179	1,097	1,048	54	6,378
Total	713,610	242,664	110,679	12,299	1,079,252	623,083	171,685	83,195	9,260	887,223	65,715	62,507	24,490	2,289	155,001
percentage															
White	63.0	24.5	11.3	1.2	100.0	67.4	21.2	10.3	1.1	100.0	38.5	42.6	17.3	1.6	100.0
Black Caribbean	63.2	27.2	8.4	1.2	100.0	66.9	24.1	7.9	1.1	100.0	46.2	41.3	11.0	1.4	100.0
Black African	61.7	31.7	5.6	1.0	100.0	65.4	28.3	5.3	1.0	100.0	38.8	52.1	7.8	1.4	100.0
Black Other	67.1	25.0	6.5	1.4	100.0	70.7	22.0	6.0	1.3	100.0	47.9	40.7	9.5	1.9	100.0
Indian	72.5	9.0	17.6	0.9	100.0	75.8	7.2	16.2	0.8	100.0	48.6	22.1	28.5	0.9	100.0
Pakistani	83.7	4.4	10.6	1.3	100.0	85.4	3.8	9.7	1.1	100.0	62.8	11.6	23.3	2.2	100.0
Bangladeshi	87.6	8.9	2.6	0.9	100.0	88.6	8.2	2.4	0.8	100.0	74.5	15.0	7.9	2.6	100.0
Chinese	63.4	23.1	12.5	0.9	100.0	68.4	20.0	10.8	0.8	100.0	38.2	39.2	21.4	1.3	100.0
Other Ethnic Group	70.0	22.4	6.7	0.9	100.0	73.4	19.5	6.3	0.8	100.0	49.2	40.0	9.4	1.5	100.0
Unclassified	60.0	26.1	12.7	1.2	100.0	70.8	17.7	10.3	1.2	100.0	25.4	54.5	19.3	0.9	100.0
New 2002 Categories	73.1	10.8	15.0	1.1	100.0	75.8	9.1	14.1	1.1	100.0	65.5	17.2	16.4	0.8	100.0
Totals	66.1	22.5	10.3	1.1	100.0	70.2	19.4	9.4	1.0	100.0	42.4	40.3	15.8	1.5	100.0

Source: version 1 2002 LPD

A19 Pupils aged 11 in-borough and out-borough schools who had reached nationally expected levels at the end of primary schooling, by ethnicity and school type

		Pupil attending school in home LEA or other LEA			
		In-borough		Out-borough	
Specialist school type	Ethnic group	Total number in each ethnic group	Average % who had reached level 4+ in ks2 tests	Total number in each ethnic group	Average % who had reached level 4+ in ks2 tests
Not a specialist school					
	White	22,807	72.9	6,326	80.8
	Black Caribbean	2,426	62.5	830	68.1
	Black African	3,095	57.6	1,093	69.4
	Black Other	1,416	65.7	464	69.1
	Indian	2,909	78.0	506	81.1
	Pakistani	1,468	65.2	147	70.5
	Bangladeshi	1,755	66.7	129	67.2
	Chinese	315	80.3	85	78.4
	Other Ethnic Group	3,148	66.1	910	72.3
	Unclassified	1,265	75.2	607	78.1
	New 2002 Categories	1,950	70.4	686	70.4
	Totals	42,554	70.3	11,783	76.7
Sports or Arts College					
	White	2,636	70.3	770	77.5
	Black Caribbean	378	62.1	152	64.9
	Black African	497	57.5	128	59.9
	Black Other	125	65.1	90	69.6
	Indian	422	75.7	44	83.3
	Pakistani	275	67.4	19	70.2
	Bangladeshi	437	64.1	18	75.9
	Chinese	42	76.2	15	84.4
	Other Ethnic Group	507	66.7	146	68.3
	Unclassified	51	66.7	16	68.8
	New 2002 Categories	540	70.5	78	73.9
	Totals	5,910	68.1	1,476	73.1
Other specialist School					
	White	6,054	81.4	2,343	84.4
	Black Caribbean	697	67.8	243	70.2
	Black African	944	61.2	290	70.8
	Black Other	321	73.1	141	66.9
	Indian	948	81.1	230	84.6
	Pakistani	380	71.5	43	79.8
	Bangladeshi	448	65.9	75	68.4
	Chinese	92	90.2	42	85.7
	Other Ethnic Group	921	70.9	228	77.3
	Unclassified	205	81.8	119	81.5
	New 2002 Categories	259	73.4	231	80.7
	Totals	11,269	76.7	3,985	80.9

Source: version 1 2002 LPD

Regular briefings and data from GLA Data Management and Analysis Group

DMAG has instituted a new series of publications, covering all aspects of DMAG work.

DMAG Briefings will now incorporate the Census Information Notes (CIN) and Population Advice Notes (PAN). The traditional content of both series will still appear regularly.

The latest DMAG Briefings are:

DMAG 2003/1	Disabled people and the labour market	Lorna Spence
DMAG 2003/2	2001 Borough Demographic Profiles	Baljit
	Bains/Iryna Pylypchuk	
DMAG 2003/3	2002 Round of Demographic Projections	John
	Hollis/Baljit Bains	
DMAG 2003/4	Greater London Demographic Review: 2001	Baljit
	Bains/Iryna Pylypchuk	
DMAG 2003/5	Census Information Note CIN 2003-1	Eileen Howes
DMAG 2003/6	Third country nationals living in London 2000/01	Lorna Spence
DMAG 2003/7	2001 Census Key Statistics: Initial summary of results	Eileen Howes
DMAG 2003/9	2001 Census Key Statistics: Ethnicity, religion and country of birth	Eileen Howes
DMAG 2003/8	2001 Census Key Statistics: Household variables	John Hollis
DMAG 2003/10	Household Forecasts based on 2001 Census Key Statistics	John Hollis
DMAG 2003/11	2001 Census: Copyright and Licensing for Census users	Rachel
	Leeser/Hywel Davies	
DMAG 2003/12	Women and the Labour Market	Lorna Spence
DMAG 2003/13	2001 Census Key Statistics: Means of travel to work	Eileen Howes
DMAG 2003/14	2001 Census Key Statistics: People, Families and Households	Rachel Leeser
DMAG 2003/15	Census Information Note CIN 2003-2	Eileen Howes
DMAG 2003/16	2001 Census Key Statistics: Health Indicators	Gareth Piggott
DMAG 2003/17	Public sector employment in London	Lorna Spence
DMAG 2003/18	Trade union membership in London	Lorna Spence
DMAG 2003/19	Fertility of Ethnic Groups in London	Ed Klodawski
DMAG 2003/20	ONS 2001 (revised) and 2002 Mid-year Population	John
	Hollis/Baljit Bains	
	Estimates	
DMAG 2003/21	Workless Households with dependent children in Gaffney/Bill	Declan
	London: Output area maps	Armstrong
DMAG 2003/22	Mapping Diversity: 2001 Census results	Eileen Howes
DMAG 2003/23	2001 Census: Ethnic Groups in London and other districts	Eileen Howes/Giorgio Finella

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