

Statistics of Education:

Class Sizes and Pupil Teacher Ratios in England



INVESTOR IN PEOPLE

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CLASS SIZES AND PUPIL:TEACHER RATIOS IN SCHOOLS IN ENGLAND

Introduction

1 This Bulletin brings together information about pupil:teacher ratios, average class sizes and the size of classes as taught in schools in England. While the key figures have already been published elsewhere, the Bulletin contains more extensive analyses.

2 The Annual Schools' Census collects information about pupils on roll and teachers who are employed at schools as at January each year. Information of this type has been collected for a long time: the earliest pupil:teacher ratios reported in Section 1 of this Bulletin are for 1947 in maintained primary and secondary schools.

3 In addition, the sizes of classes being taught at a specific time on the day of the Census is collected from maintained primary and secondary schools, giving a snapshot of classes in all of these schools in January. From this, average class size and the percentage of children in classes of different sizes can be derived. For primary schools there is also information about the Key Stage, the activity of the class and the number of teaching assistants present at the time of the Census. The figures reported in Sections 2 and 3 of this Bulletin are derived from the 'classes as taught' section of the Annual Schools' Census.

4 Information from the additional collection of information about the size of infant classes in maintained primary schools in England in September is reported in Section 4 for 1998, 1999, 2000, 2001 and 2002. Class sizes as measured in September are not directly comparable with those in January, as any differences in the figures will reflect seasonal effects such as pupils entering school in January.

5 The September Infant Class Size Count will no longer be carried out. From 2003, monitoring of all class sizes, including infant class sizes will be carried out via the information collected in the Annual Schools' Census in January each year.

6 In addition to information from the Annual Schools' Census and September Class Size Count the Bulletin includes figures showing how the England picture compares with the rest of the UK and with countries internationally. Some research evidence is also presented examining the educational effects of pupil:adult ratio and class size differences.

7 The Government is committed to raising the standard of education in all our schools. Reducing the size of infant classes is one of a range of measures put in place to achieve this. The September Class Size Count that is analysed in Section 4 of this Bulletin was started specifically to monitor the Government's pledge to

reduce the size of infant classes for children aged 5, 6 and 7 to 30 or below. The School Standards and Framework Act 1998 made it a duty for LEAs and schools to ensure that smaller infant classes were in place by September 2001 at the latest.

Measures of Class Size

8 *The pupil:teacher ratio* is calculated by taking the full-time equivalent of all the pupils (where a part-time pupil counts as one half) and dividing it by the full-time equivalent of the number of teachers employed (calculated by looking at the number of hours worked by teachers). While the number of teachers employed relative to the number of pupils enrolled will have an affect on class sizes, not all teachers will necessarily be in the classroom at any one time.

9 *The average class size* is calculated by dividing the number of pupils in classes being taught at the time of the Census by the number of classes.

10 *The percentage of pupils in classes of a particular size* is calculated by looking at the proportion of all children who were in classes of that size in classes as taught at the time of the Census.

11 *The pupil:adult ratio* is calculated by dividing the number of children in classes as taught at the time of the Census by the number of adults (teachers and teaching assistants employed by the school). Pupil:adult ratio is only available for those classes where the number of teaching assistants is collected in the classes as taught section of the Annual Schools Census.

Further Information

12 Information about class sizes and pupil:teacher ratios can be found in Statistical First Releases that are available on the website www.dfes.gov.uk/statistics. The most recent Statistical First Releases are 07/2002 'Pupils, teachers, education support staff, pupil:teacher and pupil:adult ratios in maintained schools in England: January 2002 (provisional)', 06/2002 'Class sizes in Maintained Schools in England: January 2002 (Provisional)' and 28/2002 'Infant Class Sizes in England: September 2002 (provisional)'. Information about class sizes and pupil:teacher ratios are also included in the Volume 'Statistics of Education: Schools in England: January 2002' which was published in October 2002.

TABLE 1A:

Schools, pupils, teachers and pupil:teacher ratios

(A) Primary, Secondary and Nursery Schools: 1947 to 2002

Position in January each year

England

	Primary schools (1,2,3)					Secondary Schools (1,9)				Nursery Schools (10)				
	Schools	Pupils		Qualified Teachers (5,6,7)	Pupil: Teacher ratio (8)	Schools	Pupils	Qualified Teachers (5,6,7)	Pupil: Teacher ratio (8)	Schools	Pupils		Qualified Teachers (5,6)	Pupil: Teacher ratio(7)
		Full-time	Part-time(4)								Full-time	Part-time(8)		
1947	21,208	3,422,346	..	111,657	30.7	4,245	1,249,075	61,016	20.5	..	..	..	..	..
1948	21,026	3,530,908	..	114,605	30.8	4,287	1,448,383	66,340	21.8	..	..	..	..	..
1949	20,861	3,592,252	..	116,092	30.9	4,362	1,553,303	71,886	21.7	..	..	..	..	..
1950	20,833	3,677,093	..	118,680	31.0	4,417	1,586,827	74,901	21.2	..	..	..	..	..
1951	20,848	3,729,122	..	122,374	30.5	4,470	1,617,213	77,899	20.8	..	..	..	..	..
1952	20,942	3,930,605	..	126,019	31.2	4,526	1,637,660	79,963	20.5	..	..	..	..	..
1953	21,117	4,145,598	..	129,950	31.9	4,584	1,647,818	81,534	20.2	..	..	..	..	..
1954	21,269	4,258,660	..	133,412	31.9	4,662	1,696,314	83,965	20.2	..	..	..	..	..
1955	21,436	4,304,910	1,000	137,157	31.4	4,753	1,784,452	87,622	20.4	..	..	..	..	..
1956	21,506	4,293,947	1,100	138,748	31.0	4,876	1,923,123	92,504	20.8	..	..	..	..	..
1957	21,546	4,291,586	1,200	139,730	30.7	4,992	2,047,265	98,554	20.8	..	..	..	..	..
1958	21,512	4,214,236	1,300	138,252	30.5	5,155	2,185,997	105,287	20.8	..	..	..	..	..
1959	21,408	4,024,714	1,500	135,151	29.8	5,311	2,434,723	115,438	21.1	..	..	..	..	..
1960	21,302	3,924,803	1,703	133,534	29.4	5,396	2,556,845	123,357	20.7	..	..	..	..	..
1961	21,134	3,866,244	2,652	133,353	29.0	5,445	2,652,682	130,023	20.4	..	..	..	..	..
1962	21,037	3,865,465	4,118	134,214	28.8	5,491	2,657,317	134,937	19.7	..	..	..	..	..
1963	20,948	3,880,773	5,780	133,715	29.0	5,495	2,605,205	135,549	19.2	..	..	..	..	..
1964	20,827	3,937,986	7,222	135,931	29.0	5,496	2,650,311	138,553	19.1	439	22,403	..	863	26.0
1965	20,789	4,003,934	10,225	140,377	28.6	5,472	2,640,373	141,507	18.7	436	22,521	..	878	25.7
1966	20,751	4,093,482	10,990	145,048	28.3	5,412	2,638,603	143,947	18.3	436	22,571	..	881	25.6
1967	20,781	4,218,152	13,474	150,535	28.1	5,365	2,654,547	146,493	18.1	438	22,830	..	872	26.2
1968	20,891	4,364,004	16,311	155,694	28.1	5,222	2,713,899	150,177	18.1	440	22,873	..	1,134	20.1
1969	21,023	4,497,923	22,051	161,978	27.8	5,127	2,781,352	155,208	17.9	441	16,027	14,372	1,180	19.7
1970	21,077	4,617,123	27,631	168,233	27.5	5,060	2,860,124	161,154	17.7	453	15,323	17,030	1,241	19.2
1971	21,083	4,720,151	36,587	175,435	27.0	4,984	2,953,252	164,781	17.9	468	14,674	19,616	1,283	19.1
1972	21,183	4,806,738	46,922	184,320	26.2	4,913	3,055,344	174,064	17.6	494	14,560	22,512	1,383	18.7
1973	21,209	4,839,478	56,932	190,667	25.5	4,870	3,161,489	185,260	17.1	508	14,568	24,812	1,191	22.6
1974	21,282	4,835,907	74,260	195,581	24.9	4,818	3,499,654	200,426	17.5	532	14,135	27,851	1,246	22.5
1975	21,326	4,786,818	89,727	199,399	24.2	4,777	3,597,633	209,324	17.2	554	14,053	29,962	1,343	21.6
1976	21,394	4,737,403	109,205	199,937	24.0	4,728	3,700,472	217,313	17.0	569	13,746	32,258	1,416	21.1
1977	21,414	4,637,462	133,098	197,056	23.9	4,734	3,798,711	223,209	17.0	584	13,894	34,239	1,495	20.7
1978	21,372	4,499,633	142,328	193,521	23.6	4,711	3,851,271	227,379	16.9	597	14,364	34,553	1,532	20.7
1979	21,309	4,370,801	147,473	192,462	23.1	4,694	3,872,036	231,404	16.7	596	14,445	34,396	1,569	20.2
1980	21,242	4,210,328	150,517	188,603	22.7	4,680	3,866,102	232,457	16.6	599	14,274	34,538	1,595	19.8
1981	21,018	4,020,964	155,529	181,310	22.6	4,654	3,839,858	230,928	16.6	591	13,946	34,681	1,589	19.7
1982	20,650	3,838,907	167,804	174,240	22.5	4,622	3,798,000	228,397	16.6	584	13,530	35,811	1,582	19.9
1983	20,384	3,660,634	183,491	168,514	22.3	4,553	3,740,944	227,084	16.5	577	12,791	37,084	1,558	20.1
1984	20,020	3,571,376	194,469	165,637	22.1	4,444	3,645,586	224,648	16.2	567	12,367	37,260	1,551	20
1985	19,734	3,542,076	205,772	164,429	22.2	4,382	3,525,771	218,605	16.1	563	12,046	37,796	1,571	19.7
1986	19,549	3,548,313	212,669	165,318	22.1	4,286	3,388,517	212,641	15.9	562	11,860	37,836	1,567	19.6
1987	19,432	3,576,938	215,292	168,385	21.9	4,221	3,239,512	207,180	15.6	560	11,696	38,049	1,583	19.4
1988	19,319	3,618,300	226,628	169,700	22.0	4,153	3,070,172	199,584	15.4	560	11,407	38,596	1,581	19.4
1989	19,232	3,667,129	238,349	172,414	22.0	4,035	2,944,722	192,841	15.3	561	11,135	39,305	1,580	19.5
1990	19,162	3,734,025	250,835	175,599	22.0	3,976	2,862,624	187,646	15.3	566	10,622	41,196	1,609	19.4
1991	19,047	3,782,108	265,370	176,295	22.2	3,897	2,853,288	183,508	15.5	568	10,275	42,101	1,637	19.1
1992	18,926	3,811,404	278,132	177,873	22.2	3,847	2,905,779	183,555	15.8	562	9,935	42,518	1,632	19.1
1993	18,828	3,878,753	286,650	179,420	22.4	3,773	2,964,669	184,036	16.1	563	9,672	43,635	1,643	19.2
1994	18,683	3,945,344	296,406	180,558	22.7	3,629	2,933,598	178,780	16.4	554	9,140	43,474	1,579	19.6
1995	18,551	4,005,842	306,358	181,910	22.9	3,614	2,992,857	181,445	16.5	553	8,871	43,897	1,580	19.5
1996	18,480	4,075,664	313,700	182,626	23.2	3,594	3,010,416	180,868	16.6	549	8,846	43,563	1,588	19.2
1997	18,392	4,113,219	315,824	182,442	23.4	3,569	3,041,584	181,692	16.7	546	8,714	42,252	1,576	18.9
1998	18,312	4,140,130	320,516	181,394	23.7	3,567	3,072,822	181,853	16.9	535	8,443	40,482	1,541	18.6
1999	18,234	4,140,955	319,216	182,646	23.5	3,560	3,121,901	183,578	17.0	522	8,491	39,126	1,520	18.5
2000	18,158	4,120,585	314,461	183,747	23.3	3,550	3,181,813	185,429	17.2	516	8,087	38,357	1,504	18.1
2001	18,069	4,097,691	308,524	185,534	22.9	3,481	3,231,827	189,026	17.1	508	8,157	37,000	1,508	17.7
2002	17,985	4,065,042	298,301	187,409	22.5	3,457	3,264,086	192,910	16.9	496	8,454	34,029	1,534	16.6

(1) Middle Schools were first established in September 1968; they are deemed to be either primary or secondary schools in accordance with the age range of their pupils.

(2) From 1970 to 1982, includes Immigrant Centres (Centres for teaching English as a Second Language)

(3) From 1992 includes Grant Maintained Primary Schools

(4) For 1947 through 1959, numbers of part-time pupils have been estimated; the estimates do not affect the calculation of the Pupil:Teacher ratios.

(5) Includes both the full-time and the full-time equivalent of part-time teachers.

(6) For 1947 through 1950, the full-time equivalent number of part-time teachers has been estimated from the number of teachers known to be in schools.

(7) From 1971 onwards, includes qualified teachers only.

(8) The Pupil:Teacher ratio within schools is the ratio of the full-time equivalent number of pupils (counting each part-time pupil as 0.5) to the full-time equivalent number of teachers.

(9) From 1990, includes Grant Maintained Secondary Schools.

(10) Includes Direct Grant Nursery Schools.

.. not available

TABLE 1B:
Schools, pupils, teachers and pupil:teacher ratios
(B) Special, Pupil Referral Units and Independent Schools: 1964 to 2002
Position in January each year
England

Schools	Special Schools (1, 8, 9)				Pupil Referral Units (10)				Independent Schools (2, 3)						
	Pupils		Qualified Teachers (4, 5)	Pupil: Teacher ratio(6)	Schools	Pupils	Qualified Teachers (4, 5)	Pupil: Teacher ratio(6)	Pupils			Qualified Teachers (4, 5)	Pupil: Teacher ratio (6)		
Full-time	Part-time(7)	Full-time							Part-time(7)	Schools	Full-time			Part-time(7)	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1947
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1948
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1949
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1950
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1951
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1952
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1953
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1954
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1955
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1956
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1957
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1958
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1959
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1960
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1961
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1962
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1963
833	70,245	..	6,076	11.6	..	..	..	..	3,825	568,931	..	41,222	13.8	..	1964
847	71,915	..	6,336	11.4	..	..	..	..	3,633	548,176	..	40,763	13.4	..	1965
868	74,102	..	6,634	11.2	..	..	..	..	3,480	551,415	..	40,476	13.6	..	1966
887	75,914	..	7,021	10.8	..	..	..	..	3,327	546,691	..	39,646	13.8	..	1967
910	79,271	..	7,391	10.7	..	..	..	..	3,153	534,691	..	38,666	13.8	..	1968
928	82,223	..	7,719	10.7	..	..	..	..	3,016	523,120	15,154	38,749	13.7	..	1969
951	84,256	48	8,175	10.3	..	..	..	..	2,875	520,525	13,838	38,583	13.7	..	1970
983	87,709	70	8,628	10.2	..	..	..	..	2,740	515,142	13,544	38,113	13.7	..	1971
1,432	117,988	340	12,479	9.5	..	..	..	..	2,707	516,457	13,291	38,463	13.6	..	1972
1,468	123,304	313	13,390	9.2	..	..	..	..	2,631	520,660	13,734	38,851	13.6	..	1973
1,502	126,060	349	13,166	9.6	..	..	..	..	2,542	528,163	13,255	39,269	13.6	..	1974
1,529	127,326	483	14,054	9.1	..	..	..	..	2,477	530,362	12,772	39,627	13.5	..	1975
1,545	128,898	619	14,972	8.6	..	..	..	..	2,437	523,435	11,783	39,591	13.4	..	1976
1,579	130,460	691	15,756	8.3	..	..	..	..	2,400	518,783	10,930	39,842	13.2	..	1977
1,591	131,525	859	16,242	8.1	..	..	..	..	2,379	509,819	11,320	39,881	12.9	..	1978
1,599	130,871	817	16,799	7.8	..	..	..	..	2,361	512,233	11,078	39,710	13	..	1979
1,597	128,848	876	16,942	7.6	..	..	..	..	2,348	516,948	10,602	41,159	12.7	..	1980
1,593	127,157	968	16,896	7.6	..	..	..	..	2,339	515,742	11,278	41,597	12.5	..	1981
1,571	125,407	1,080	16,900	7.5	..	..	..	..	2,338	510,074	10,914	42,261	12.2	..	1982
1,562	123,514	1,297	16,890	7.4	..	..	..	..	2,344	503,239	13,191	42,902	11.9	..	1983
1,548	118,578	1,519	16,906	7.1	..	..	..	..	2,331	500,845	14,233	43,757	11.6	..	1984
1,529	114,747	1,526	16,846	6.9	..	..	..	..	2,311	501,422	14,723	44,520	11.4	..	1985
1,493	111,940	1,614	16,667	6.8	..	..	..	..	2,285	504,235	15,083	45,233	11.3	..	1986
1,470	107,126	1,559	16,566	6.5	..	..	..	..	2,276	514,855	16,182	46,102	11.3	..	1987
1,443	103,218	1,852	16,462	6.3	..	..	..	..	2,273	522,949	17,118	47,151	11.3	..	1988
1,414	100,037	2,027	16,310	6.2	..	..	..	..	2,269	532,198	18,582	48,741	11.1	..	1989
1,398	97,141	2,154	16,401	6.0	..	..	..	..	2,283	539,512	19,233	50,204	10.9	..	1990
1,380	95,383	2,380	16,452	5.9	..	..	..	..	2,287	546,156	19,632	51,692	10.8	..	1991
1,352	95,381	2,546	16,447	5.8	..	..	..	..	2,269	546,438	20,101	52,558	10.6	..	1992
1,327	95,630	2,655	16,279	6.0	..	..	..	..	2,261	538,676	21,431	52,995	10.4	..	1993
1,310	96,252	2,721	15,885	6.1	..	..	..	..	2,266	533,803	22,097	52,746	10.3	..	1994
1,291	95,499	2,891	15,491	6.3	286	5,043	1,428	3.5	2,259	533,416	23,156	53,055	10.3	..	1995
1,263	95,157	2,919	15,160	6.5	291	6,872	1,610	4.3	2,264	534,168	25,238	53,399	10.2	..	1996
1,239	95,195	3,054	15,002	6.4	309	7,530	1,740	4.3	2,271	540,655	26,937	53,676	10.3	..	1997
1,229	95,539	2,888	14,811	6.5	309	7,740	1,801	4.3	2,242	545,889	26,133	54,789	10.2	..	1998
1,209	94,941	2,752	14,707	6.5	298	8,263	1,851	4.5	2,229	547,438	27,393	56,163	10.0	..	1999
1,197	94,142	2,428	14,728	6.5	295	6,986	1,986	3.5	2,201	549,445	27,503	57,157	10.0	..	2000
1,175	93,198	2,400	14,656	6.4	308	9,289	2,118	4.4	2,203	557,022	29,011	58,761	9.7	..	2001
1,161	92,264	2,203	14,528	6.4	312	9,956	2,281	4.4	2,204	565,571	29,175	57,346	10.1	..	2002

(1) Includes Maintained and Non Maintained Special schools.
(2) Includes Direct Grant Grammar Schools up to and including 1980.
(3) From 1990, includes City Technology Colleges.
(4) Includes both the full-time and the full-time equivalent of part-time teachers.
(5) From 1974 onwards, includes qualified teachers only.
(6) The Pupil:Teacher ratio within schools is the ratio of the full-time equivalent number of pupils (counting each part-time pupil as 0.5) to the full-time equivalent number of teachers.
(7) For 1964 through 1969 the full-time equivalent number of part-time pupils (counting each part-time pupil as 0.5) has been added to the number of full-time pupils; the number of part-time pupils is not available separately.
(8) From 1995, includes Grant Maintained Special Schools.
(9) From 1995, excludes pupils who are also registered at a maintained mainstream school.
(10) From 1995, excludes pupils who are also registered at a maintained mainstream or special school.
.. not available

PUPIL:TEACHER RATIOS AND PUPIL:ADULT RATIOS

1 The pupil: teacher ratio reflects the relationship between the full time equivalent of the number of pupils on roll in schools and the full time equivalent of the number of teachers employed in schools in January each year. **Table 1** shows the changes in pupils, teachers and pupil: teacher ratios in primary and secondary schools between January 1947 and 2002. The changes in pupil numbers over this time period are shown in **Chart 2**. Population changes and different Government policies relating to early years education and school leaving age are the two main reasons for these changes.

Primary Schools

2 **Chart 1** illustrates the changes in pupil:teacher ratios in primary schools. From its peak in the early 1950s (31.9 pupils for every teacher in 1953) there was a steady 30 year downward trend in PTRs in primary schools until the trend levelled off during the 1980s at around 22 pupils per teacher. PTRs then increased in each year between 1992 and 1998 to reach 23.7 and has fallen each year since then to stand at 22.5 in 2002.

3 **Chart 2** shows that from 1951 there was a sudden increase in the number of pupils – a result of the post-war baby boom. However, the chart shows that the increase in teacher numbers did not keep pace with this as a result the pupil:teacher ratio increased. In contrast between 1962 and 1974 increases in pupils numbers more than matched teacher number increases and the pupil:teacher ratio decreased as a result.

CHART 1:

Pupil:teacher ratios in primary schools: January 1947 to 2002

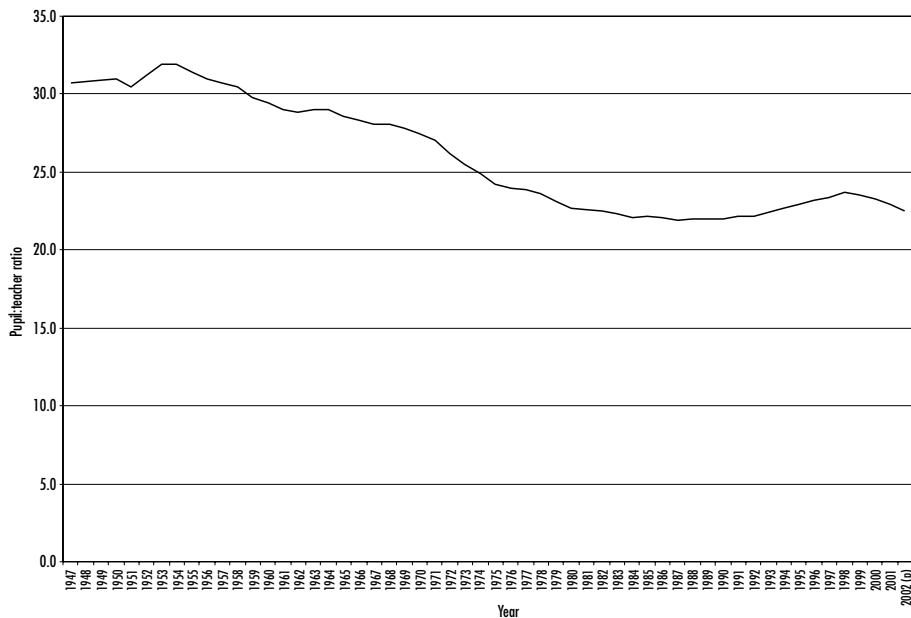
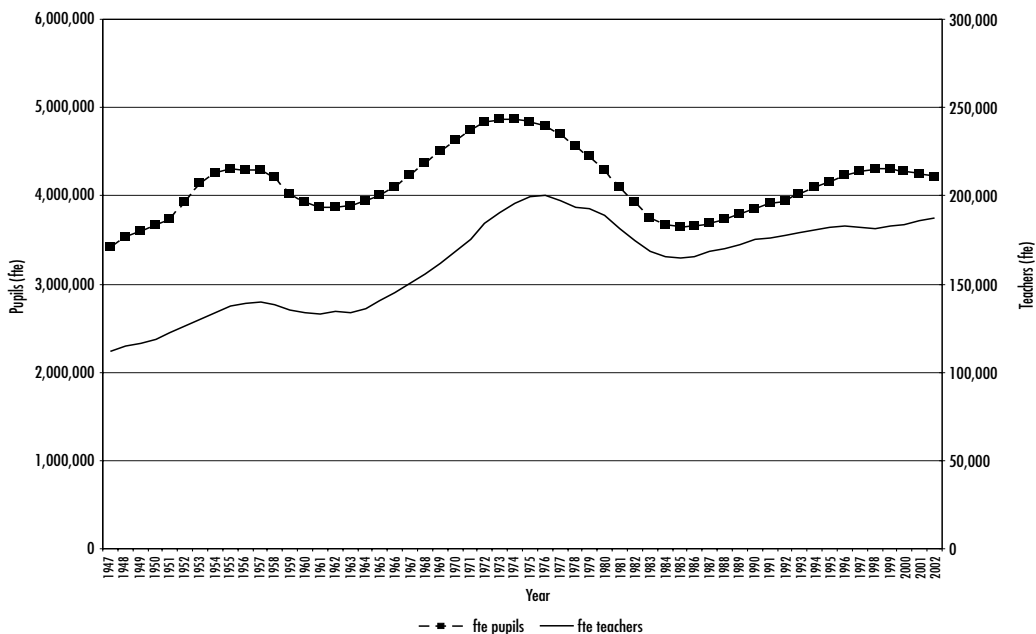


CHART 2:

Full time equivalent pupils and teachers in primary schools: January 1947 to 2002



Secondary Schools

4 **Chart 3** illustrates the changes in pupil:teacher ratios in secondary schools. Over the 55 year period shown in the chart, the trend in PTRs in secondary schools has followed a broadly similar pattern to that in primary schools (**chart 1**). The downward trend began a little later in secondary schools (late rather than early 1950s) and was a little slower than in primary schools but like in primary schools, an upturn in trend took place during the 1990s with 17.2 pupils per teacher in 2000. Since then it has fallen in 2001 to 17.1 and again in 2002 to 16.9.

5 The slightly faster downward trend over the years in the primary PTRs has brought them closer to secondary PTRs, though secondary PTRs are generally about one third higher than in primary schools. Trends in PTRs will of course be affected by demographic changes, as well as trends in teacher supply and recruitment and for secondary schools, staying on rates.

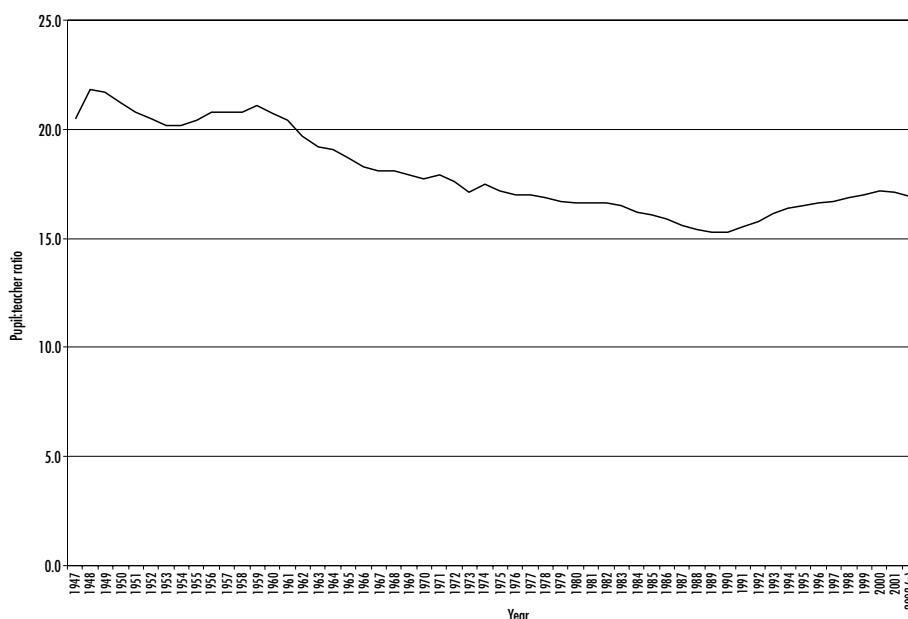
Other Maintained Schools

6 From looking at the pupil:teacher ratios for nursery schools, special schools and pupil referral units the following conclusions can be drawn:

7 In nursery schools, there is generally a downward trend in the pupil:teacher ratio. Since 1973 there has been a steady decline in the pupil:teacher ratio in nursery schools from 17.7 pupils to each teacher in 2001 to 16.6 pupils for each teacher in 2002. The reason for the low pupil:teacher ratio between 1969 and 1972 was a sharp increase in the number of teachers employed in nursery schools. At all other times for which data are available the number of teachers either increased more quickly than, or decreased less quickly than, the number of pupils.

CHART 3:

Pupil :teacher ratios in secondary schools: January 1947 to 2002



8 In special schools, there is a downward trend in the pupil:teacher ratio between 1964 (the earliest date for which data are available) and 1992. The lowest pupil:teacher ratio was 5.8 pupils for each teacher in 1992 and the value in 2002 was 6.4, remaining constant from 2000. The number of pupils in special schools increased considerably between 1964 and 1978, with a particularly marked rise as the school leaving age was raised in the 1970s. However the increase in the number of teachers more than kept pace with the rise in pupil numbers. As the pupil numbers levelled off in the 1990s, there was a decrease in the number of teachers causing the pupil:teacher ratio to rise.

9 Data for pupil referral units are only available for 1995 to 2002. Apart from 1995, when there were only 3.5 pupils for each teacher, the ratio remained at about 4.3 pupils for each teacher until 2000. In 2000 the ratio fell to 3.5, fluctuating to 4.4 in 2001 due to a large influx of pupils. In 2002 the figure remained the same.

Independent schools

10 The pupil:teacher ratio in independent schools has tended to decrease between 1964 and 2001 (when the level was 9.7 pupils for each teacher), though in 2002 the ratio rose to 10.1 pupils per teacher when the number of teachers decreased.

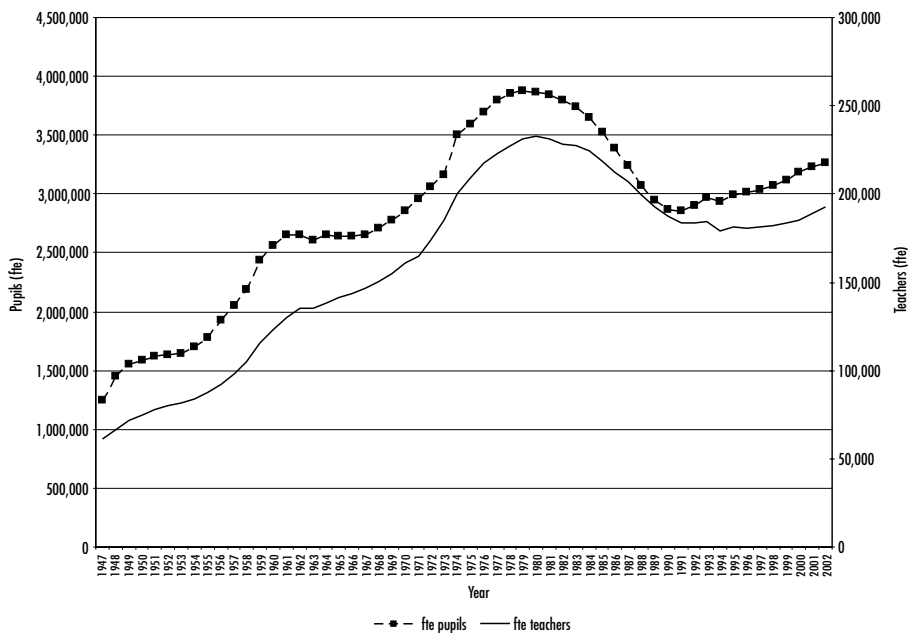
Maps showing pupil:teacher ratios in maintained primary and secondary schools in England

11 Maps 1 & 2 show pupil:teacher ratios (PTRs) by Local Education Authority (LEA) in maintained primary and secondary schools. The ranges which have been colour coded have been chosen to provide an even distribution of LEAs across the groups.

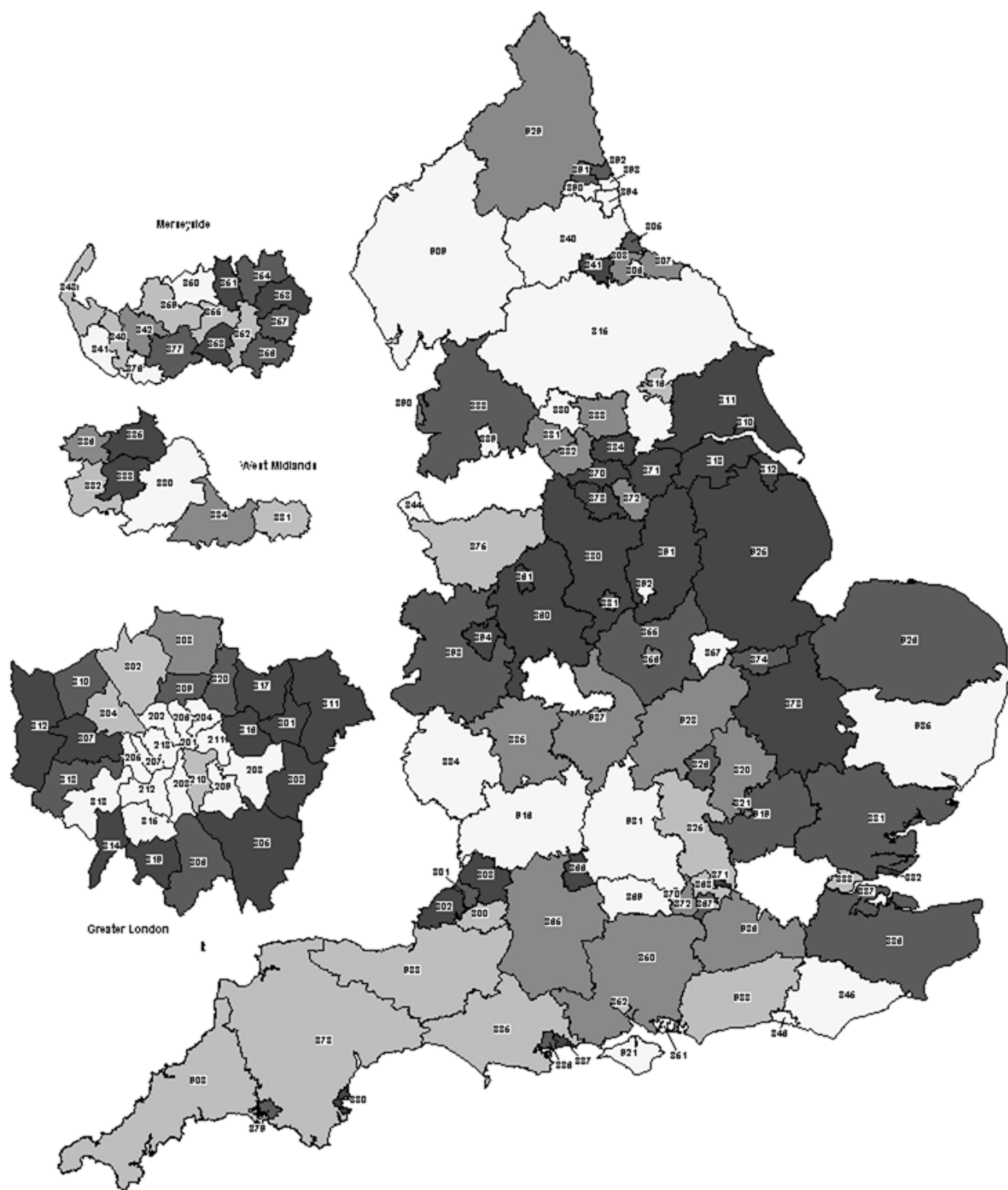
12 In primary schools the higher PTRs tend to be concentrated in Yorkshire and the Humber, the East of England and West Midlands. Inner London has a low PTR compared to that of Outer London.

13 Low PTRs in secondary schools are concentrated in the geographically smaller LEAs, many of them in Inner London. As with primary schools the East of England has a relatively high PTR.

CHART 4:
Pupil and teachers in secondary schools: January 1947 to 2002



Pupil : Teacher Ratios in Maintained Primary Schools

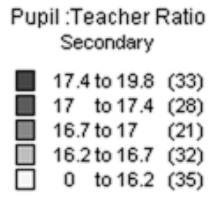


localstatisticsunit
analyticalservices

Pupil :Teacher Ratio
Primary

■	23 to 25.1 (38)
■	22.6 to 23 (28)
■	22.3 to 22.6 (21)
■	21.8 to 22.3 (23)
□	0 to 21.8 (39)

Pupil : Teacher Ratios in Maintained Secondary Schools



LOCAL EDUCATION AUTHORITIES IN ENGLAND: KEY TO MAP

Ref. No.	Local Education Authority	Ref. No.	Local Education Authority
201	City of London	806	Middlesbrough
202	Camden	807	Redcar and Cleveland
203	Greenwich	808	Stockton-on-Tees
204	Hackney	810	Kingston Upon Hull, City of
205	Hammersmith and Fulham	811	East Riding of Yorkshire
206	Islington	812	North East Lincolnshire
207	Kensington and Chelsea	813	North Lincolnshire
208	Lambeth	815	North Yorkshire
209	Lewisham	816	York
210	Southwark	820	Bedfordshire
211	Tower Hamlets	821	Luton
212	Wandsworth	825	Buckinghamshire
213	Westminster	826	Milton Keynes
301	Barking and Dagenham	830	Derbyshire
302	Barnet	831	Derby
303	Bexley	835	Dorset
304	Brent	836	Poole
305	Bromley	837	Bournemouth
306	Croydon	840	Durham
307	Ealing	841	Darlington
308	Enfield	845	East Sussex
309	Haringey	846	Brighton & Hove
310	Harrow	850	Hampshire
311	Havering	851	Portsmouth
312	Hillingdon	852	Southampton
313	Hounslow	855	Leicestershire
314	Kingston-upon-Thames	856	Leicester City
315	Merton	857	Rutland
316	Newham	860	Staffordshire
317	Redbridge	861	Stoke-on-Trent
318	Richmond-upon-Thames	865	Wiltshire
319	Sutton	866	Swindon
320	Waltham Forest	867	Bracknell Forest
330	Birmingham	868	Windsor and Maidenhead
331	Coventry	869	West Berkshire
332	Dudley	870	Reading
333	Sandwell	871	Slough
334	Solihull	872	Wokingham
335	Walsall	873	Cambridgeshire
336	Wolverhampton	874	Peterborough
340	Knowsley	875	Cheshire
341	Liverpool	876	Halton
342	St Helens	877	Warrington
343	Sefton	878	Devon
344	Wirral	879	Plymouth
350	Bolton	880	Torbay
351	Bury	881	Essex
352	Manchester	882	Southend-on-Sea
353	Oldham	883	Thurrock
354	Rochdale	884	Herefordshire
355	Salford	885	Worcestershire
356	Stockport	886	Kent
357	Tameside	887	Medway
358	Trafford	888	Lancashire
359	Wigan	889	Blackburn with Darwen
370	Barnsley	890	Blackpool
371	Doncaster	891	Nottinghamshire
372	Rotherham	892	Nottingham
373	Sheffield	893	Shropshire
380	Bradford	894	Telford and Wrekin
381	Calderdale	908	Cornwall
382	Kirklees	909	Cumbria
383	Leeds	916	Gloucestershire
384	Wakefield	919	Hertfordshire
390	Gateshead	921	Isle of Wight
391	Newcastle-upon-Tyne	925	Lincolnshire
392	North Tyneside	926	Norfolk
393	South Tyneside	928	Northamptonshire
394	Sunderland	929	Northumberland
420	Isles of Scilly	931	Oxfordshire
800	Bath and NE Somerset	933	Somerset
801	Bristol, City of	935	Suffolk
802	North Somerset	936	Surrey
803	South Gloucestershire	937	Warwickshire
805	Hartlepool	938	West Sussex

UK pupil: teacher ratios (PTRs)

14 Table 2 shows a time series of PTRs in maintained primary and secondary schools in England, Wales, Scotland and Northern Ireland. England has the highest PTR figure of the home countries with 22.5 in maintained primary schools and 16.9 in maintained secondary schools. Scotland has the lowest at 18.9 and 12.9 respectively.

TABLE 2:
Pupil:teacher ratios (1)(2) in maintained primary and secondary schools
UK Comparison
1990/91 and 1999/00 to 2001/02

	Primary (3)	Secondary
1990/91		
United Kingdom	22.0	15.2
England	22.2	15.7
Wales	22.3	15.4
Scotland	19.5	12.2
Northern Ireland	22.9	14.7
1999/00		
United Kingdom	22.7	16.6
England	23.3	17.2
Wales	21.9	16.7
Scotland	19.1	12.9
Northern Ireland	20.3	14.7
2000/01		
United Kingdom	22.3	16.5
England	22.9	17.1
Wales	21.5	16.6
Scotland	19.0	13.0
Northern Ireland	20.1	14.5
2001/02		
United Kingdom	22.0	16.4
England	22.5	16.9
Wales	21.0	16.4
Scotland	18.9	12.9
Northern Ireland	19.8	14.4

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

(1) Qualified teachers only for all countries.

(2) Includes full-time equivalents of part-time pupils and teachers.

(3) Includes preparatory departments attached to grammar schools in Northern Ireland.

International pupil: teacher ratios (PTRs)

15 Table 3 shows Pupil:teacher ratios in primary and secondary schools by each OECD country. Although PTRs vary widely between countries, on average they tend to be higher in primary education (17.9) than in secondary education (14.3).

16 In 2000, the PTR in the UK in primary education was above the OECD average at 21.2, though similar to those in Ireland, New Zealand and Japan. Countries with a PTR below the OECD average included the US (15.8), Sweden (12.8) and Italy (11.0).

TABLE 3:
Pupil:teacher ratios in primary and secondary schools (1) International comparison
2000

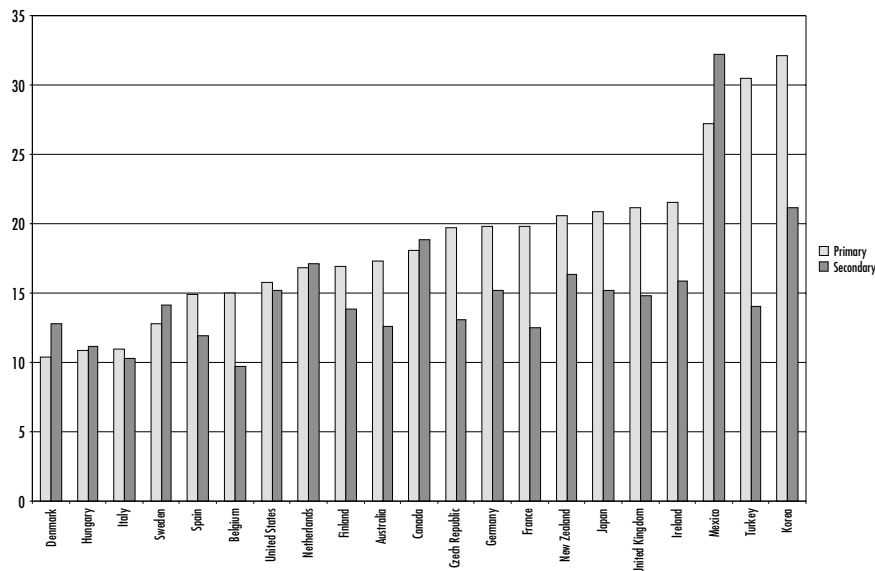
	Primary	Secondary
OECD Average	17.9	14.3
Australia	17.3	12.6
Belgium	15.0	9.7
Canada	18.1	18.8
Czech Republic	19.7	13.1
Denmark	10.4	12.8
Finland	16.9	13.8
France	19.8	12.5
Germany	19.8	15.2
Hungary	10.9	11.2
Ireland	21.5	15.9
Italy	11.0	10.3
Japan	20.9	15.2
Korea	32.1	21.2
Mexico	27.2	32.2
Netherlands	16.8	17.1
New Zealand	20.6	16.3
Spain	14.9	11.9
Sweden	12.8	14.1
Turkey	30.5	14.0
United Kingdom	21.2	14.8
United States	15.8	15.2

Source: OECD

(1) These figures include private institutions and so the UK figures are not directly comparable with those in table 2.

CHART 5:

Pupil: Teacher Ratios: International Comparison, 2000



17 In secondary education, the UK had an above average PTR in lower secondary education, but a below average PTR in upper secondary education, so that the PTR in “all secondary education” (14.8) was close to the OECD average (14.3). The UK PTR was lower than in countries such as the United States (15.2), Canada (18.8), and Germany (15.2).

Pupil:Adult Ratio

18 Table 4 shows the pupil:adult ratio within maintained nursery, primary and secondary schools. In nursery schools there has been a steady decrease over the last 5 years in the pupil:adult ratio from 7.7 in 1998 to 6.1 in 2002.

19 In maintained primary schools there has been a large decrease in the pupil:adult ratio from 17.8 in 1998 to 14.6 in 2002. This is because the number of education support staff has almost doubled between 1998 and 2002.

20 In maintained secondary schools the decrease in the pupil:adult ratio is less significant than that in primary schools, falling from 14.6 pupils for each adult in 1998 to 13.3 in 2002.

TABLE 4:

Maintained nursery, primary and secondary schools: pupils, teachers, education support staff, pupil:teacher ratios and pupil:adult ratios 1992 and 1998 to 2002. position in January each year.

England

	1992	1998	1999	2000	2001	2002
Nursery schools						
Pupil:adult ratio within schools (1)	8.3	7.7	7.4	7.1	6.8	6.1
Primary schools (2)						
Pupil:adult ratio within schools (1)	18.6	17.8	17.5	16.8	15.7	14.6
Secondary schools (2) (3)						
Pupil:adult ratio within schools (1)	14.2	14.6	14.5	14.5	14.0	13.3

(1) The pupil:adult ratio is calculated by dividing the total number of full-time equivalent pupils on roll in schools by the total number of full-time equivalent qualified teachers and education support staff employed in schools.

(2) Includes middle schools as deemed.

(3) Excludes sixth form colleges.

CLASS SIZES IN PRIMARY AND SECONDARY SCHOOLS

TABLE 5:

Classes in maintained primary schools (1)(2): 1978 to 2002

England

Position in January each year

	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991
All classes														
Average class size	26.9	26.3	25.7	25.5	25.4	25.1	25.0	25.2	25.9	25.8	25.9	26.2	26.4	26.8
Number of classes	169,697	169,129	166,372	160,404	154,274	149,262	146,555	144,824	141,555	142,735	144,333	138,442	146,478	146,565
Number of pupils	4,564,023	4,442,001	4,283,724	4,097,483	3,921,877	3,751,440	3,667,907	3,645,487	3,666,005	3,687,369	3,735,993	3,628,382	3,863,280	3,920,935
Classes taught by one teacher														
Average class size	26.4	25.9	25.4	25.2	25.1	24.8	24.7	24.9	25.5	25.4	25.4	25.8	25.9	26.3
Number of classes	163,766	163,467	160,629	155,218	149,249	144,234	141,297	139,145	133,170	134,487	134,466	129,268	135,679	135,901
Number of classes with														
31-35 pupils	44,139	39,031	33,604	31,306	28,812	25,853	24,525	24,540	24,552	23,734	22,736	22,531	23,770	25,718
36 or more pupils	8,433	5,866	4,383	3,742	3,498	2,938	2,518	2,344	2,366	2,103	1,801	1,849	1,854	2,087
Percentage of classes with														
31-35 pupils	27.0	23.9	20.9	20.2	19.3	17.9	17.4	17.6	18.4	17.6	16.9	17.4	17.5	18.9
36 or more pupils	5.1	3.6	2.7	2.4	2.3	2.0	1.8	1.7	1.8	1.6	1.3	1.4	1.4	1.5
Number of pupils	4,328,801	4,231,774	4,077,777	3,914,738	3,749,445	3,582,346	3,496,649	3,463,397	3,392,917	3,419,724	3,420,800	3,331,508	3,515,842	3,577,306
Number of pupils in classes with														
31-35 pupils	1,447,063	1,273,756	1,093,988	1,017,867	936,836	840,773	796,447	796,731	796,897	769,273	736,051	728,986	768,572	831,221
36 or more pupils	316,112	219,989	165,407	140,479	131,854	110,800	95,115	86,719	89,717	79,687	68,393	70,468	70,893	79,997
Percentage of pupils in classes with														
31-35 pupils	33.4	30.1	26.8	26.0	25.0	23.5	22.8	23.0	23.5	22.5	21.5	21.9	21.9	23.2
36 or more pupils	7.3	5.2	4.1	3.6	3.5	3.1	2.7	2.5	2.6	2.3	2.0	2.1	2.0	2.2

(1) Classes as taught during the one selected period in each school on the day of the census in January

(2) Includes middle schools as deemed

21 Information analysed in this section relates to the average size of classes in primary and secondary schools and the ranges of sizes of classes for classes taught by one teacher and for all classes since 1978.

The average class size is calculated from the classes as taught section of the Annual Schools Census by summing the number of children in classes in primary or secondary schools at the time of the Census and dividing by the total number of classes. From the same section of the Annual Schools Census the range of size of classes can be analysed and the numbers of pupils in classes of a particular size can be calculated. Generally, classes are analysed in the range '30 or less pupils', '31 to 35 pupils' and '36 or more pupils', although the last two categories are sometimes combined, particularly when the '36 or more pupils' category is small.

Primary schools

22 Table 5 shows the average size of all classes and classes being taught by one teacher in primary schools at the time of the Census each January between 1978 and 2002, the number of classes of particular sizes and the number of pupils in them.

23 The average class size has fallen steadily since 1978 to reach 25.0 in 1984 and then increased until 1998 when the highest value of 27.8 was reached. Since then, there has been a fall in average class size each year to 26.4 in 2002.

24 The average size of classes taught by one teacher follows a similar pattern of change when compared to all classes. Between 1998 and 2002 the average class size fell from 27.7 to 26.4 respectively.

25 Chart 6 shows that the percentage of large classes with one teacher in primary schools has changed considerably between 1978 and 2002. In 1978, 5.1 percent of one teacher primary classes had 36 or more pupils and a further 27 percent had between 31 and 35 pupils. Although the percentages were variable between 1985 and 1998 there was an upward trend and 29 percent of classes had 31 or more pupils in 1998. Since 1998 there has been a sharp decrease and only 14.2 percent of classes had 31 or more pupils in 2002.

TABLE 5: CONTINUED

Classes in maintained primary schools (1)(2): 1978 to 2002

England

Position in January each year

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
All classes											
Average class size	26.8	27.0	27.2	27.3	27.5	27.6	27.8	27.6	27.3	26.8	26.4
Number of classes	147,776	149,425	150,846	152,274	153,955	154,639	154,731	156,005	157,122	159,449	160,201
Number of pupils	3,956,954	4,029,479	4,097,995	4,163,496	4,234,432	4,275,206	4,307,925	4,307,073	4,282,752	4,269,343	4,234,404
Classes taught by one teacher											
Average class size	26.4	26.6	26.9	27.1	27.3	27.5	27.7	27.5	27.1	26.7	26.3
Number of classes	137,407	139,610	141,824	144,148	145,215	146,433	146,425	147,606	149,255	150,583	150,177
Number of classes with											
31-35 pupils	25,503	27,745	30,264	32,371	34,905	37,007	38,367	35,001	29,466	23,302	19,559
36 or more pupils	2,050	2,339	2,580	2,833	3,432	3,820	4,346	3,754	3,082	2,441	1,823
Percentage of classes with											
31-35 pupils	18.6	19.9	21.3	22.5	24.0	25.3	26.2	23.7	19.7	15.5	13.0
36 or more pupils	1.5	1.7	1.8	2.0	2.4	2.6	3.0	2.5	2.1	1.6	1.2
Number of pupils	3,625,253	3,719,010	3,813,285	3,908,390	3,965,973	4,025,162	4,054,801	4,051,806	4,044,622	4,014,105	3,945,512
Number of pupils in classes with											
31-35 pupils	823,310	896,424	978,995	1,048,035	1,130,762	1,200,320	1,245,090	1,134,311	954,683	755,011	632,820
36 or more pupils	79,492	89,549	97,178	107,680	129,789	143,911	165,672	142,939	117,037	93,950	70,277
Percentage of pupils in classes with											
31-35 pupils	22.7	24.1	25.7	26.8	28.5	29.8	30.7	28.0	23.6	18.8	16.0
36 or more pupils	2.2	2.4	2.5	2.8	3.3	3.6	4.1	3.5	2.9	2.3	1.8

(1) Classes as taught during the one selected period in each school on the day of the census in January

(2) Includes middle schools as deemed

26 The percentage of pupils in large classes with one teacher in primary schools has the same pattern as that for the percentage of classes between 1978 and 2002. In 1978, over 7 percent of pupils in one teacher primary classes were in classes with 36 or more pupils and a further 33 percent had between 31 and 35 pupils. The percentage of pupils in classes with more than 31 pupils decreased sharply in 1979 and 1980, then more slowly to 26 percent in 1984.

27 Although the percentages were variable between 1985 and 1998 there was an upward trend from 1990 onwards and 35 percent of pupils were in classes of 31 or more pupils in 1998. Since then there has been a sharp decrease and only 17.8 percent of pupils were in classes with 31 or more pupils in 2002. In comparison to 2001 there are 146,000 less pupils in large classes in 2002, and 23,000 of those were formerly in a class of over 36.

CHART 6:

Classes in primary schools taught by one teacher, by size: January 1979 to 2002

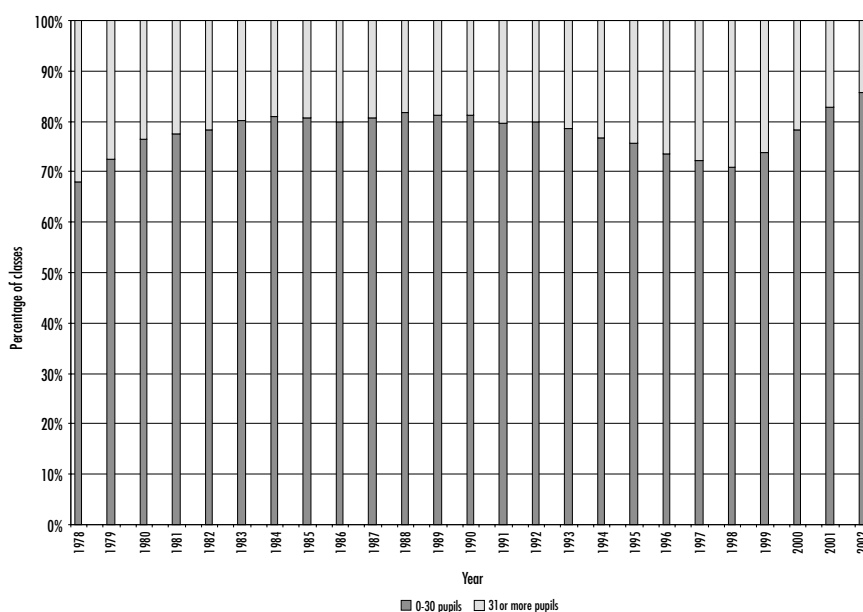


TABLE 6:
Classes in maintained secondary schools (1)(2)(3): 1978 to 2002
England
Position in January each year

	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991
All classes														
Average class size	22.1	21.8	21.6	21.5	21.3	21.1	20.9	21.4	21.3	21.0	20.7	20.6	20.7	21.0
Number of classes	170,581	173,549	175,570	174,373	173,147	172,554	169,358	160,906	155,231	150,133	143,233	132,835	132,753	130,372
Number of pupils	3,767,640	3,790,624	3,783,683	3,748,085	3,694,926	3,637,221	3,543,682	3,444,142	3,307,204	3,156,163	2,967,921	2,739,643	2,748,064	2,738,597
Classes taught by one teacher														
Average class size	21.2	21.0	20.9	20.8	20.7	20.6	20.4	20.4	20.3	21.7	19.9	19.9	20.0	20.3
Number of classes	165,622	168,577	171,039	170,237	169,313	169,025	165,662	155,864	150,207	129,663	137,376	127,166	126,311	124,171
Number of classes with														
31-35 pupils	18,814	16,452	14,558	13,689	12,803	12,422	11,370	10,571	9,083	7,609	6,090	5,263	4,885	4,849
36 or more pupils	1,045	861	695	571	530	495	408	296	402	86	143	140	111	123
Percentage of classes with														
31-35 pupils	11.4	9.8	8.5	8.0	7.6	7.3	6.9	6.8	6.0	5.9	4.4	4.1	3.9	3.9
36 or more pupils	0.6	0.5	0.4	0.3	0.3	0.3	0.2	0.2	0.3	0.1	0.1	0.1	0.1	0.1
Number of pupils	3,515,921	3,542,812	3,567,673	3,545,219	3,508,679	3,474,752	3,379,518	3,182,776	3,055,166	2,808,582	2,735,494	2,526,543	2,522,130	2,525,401
Number of pupils in classes with														
31-35 pupils	606,312	529,106	467,361	438,794	410,053	397,230	363,704	337,904	290,136	242,149	194,163	167,468	155,319	154,104
36 or more pupils	40,028	33,209	27,244	22,495	20,654	19,697	16,011	10,867	17,267	3,271	5,581	5,427	4,221	5,044
Percentage of pupils in classes with														
31-35 pupils	17.2	14.9	13.1	12.4	11.7	11.4	10.8	10.6	9.5	8.6	7.1	6.6	6.2	6.1
36 or more pupils	1.1	0.9	0.8	0.6	0.6	0.6	0.5	0.3	0.6	0.1	0.2	0.2	0.2	0.2

(1) Classes as taught during the one selected period in each school on the day of the census in January

(2) Includes middle schools as deemed

(3) Excludes sixth form colleges

Secondary school

28 Table 6 shows the average size of all classes and classes being taught by one teacher in secondary schools at the time of the Census each January between 1978 and 2002, and the number of classes of particular sizes and the number of pupils in them.

29 Included are the trends in average class size in secondary schools between 1978 and 2002. In 1978 the average number of pupils in all secondary school classes was 22.1. The average class size fell to 20.9 in 1984 and then has rose steadily to reach 22 in 2002.

30 Between 1978 and 2002, classes where only one teacher was present at the time of the Census were between 95 and 98 percent of all secondary school classes. Between 1978 and 1988 the average size of classes with one teacher fell from 21.2 pupils to 19.9. It increased to 22 in 2000, before falling slightly to 21.9 pupils in 2002.

31 Also included in Table 6 are the percentages of large classes with one teacher in secondary schools. This has changed considerably between 1978 and 2002, however,

there is a more stable trend in the pattern of large classes in secondary schools than there is in primary school as illustrated in Charts 6 and 7. A class of 36 or more pupils is much less common in the secondary sector than it is in the primary: in 1978, 0.6 percent of classes were of 36 or more pupils and this decreased until 1988 and has remained at around 0.1 percent since then. There has also been a decrease in the percentage of classes with 31 or more pupils. In 1978, 12 percent of classes had 31 or more pupils. There was a steady decrease in this percentage until 1990, when 4 percent of classes contained 31 or more pupils. The percentage of classes with 31 or more pupils then rose in each year apart from 1995 to 8.1 percent in January 2002.

32 The percentage of pupils in large classes with one teacher in secondary schools follows a similar pattern to the percentage of large one-teacher classes. In 1978, just over 1 percent of pupils were taught by one teacher in secondary school classes of 36 or more pupils and this had fallen to about 0.2 percent in January 2002. In January 2002, 11.8 percent of pupils were in secondary school classes of 31 or more pupils taught by one teacher.

TABLE 6: CONTINUED

Classes in maintained secondary schools (1)(2)(3): 1978 to 2002

England

Position in January each year

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
All classes											
Average class size	21.5	21.4	21.8	21.8	21.9	21.9	21.9	22.0	22.2	22.1	22.0
Number of classes	126,464	132,555	130,310	132,826	132,716	134,194	135,065	136,423	138,114	140,749	143,373
Number of pupils	2,721,411	2,839,550	2,835,065	2,895,661	2,910,201	2,932,888	2,959,986	3,004,857	3,060,029	3,116,170	3,151,263
Classes taught by one teacher											
Average class size	20.9	20.9	21.4	21.5	21.7	21.7	21.7	21.9	22.0	22.0	21.9
Number of classes	119,997	126,284	124,516	127,331	127,719	129,663	130,859	132,283	134,475	137,262	139,808
Number of classes with											
31-35 pupils	5,295	5,778	6,465	6,190	7,267	7,609	8,679	9,619	10,311	10,926	11,151
36 or more pupils	109	177	76	108	84	86	163	171	148	149	174
Percentage of classes with											
31-35 pupils	4.4	4.6	5.2	4.9	5.7	5.9	6.6	7.3	7.7	8.0	8.0
36 or more pupils	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Number of pupils	2,510,149	2,638,118	2,666,538	2,735,880	2,766,832	2,808,582	2,845,195	2,890,609	2,960,592	3,023,630	3,061,689
Number of pupils in classes with											
31-35 pupils	168,081	183,658	205,701	196,712	231,181	242,149	276,186	306,173	328,244	348,302	355,441
36 or more pupils	4,324	7,281	3,006	4,498	3,355	3,271	6,447	6,801	5,595	6,122	6,897
Percentage of pupils in classes with											
31-35 pupils	6.7	7.0	7.7	7.2	8.4	8.6	9.7	10.6	11.1	11.5	11.6
36 or more pupils	0.2	0.3	0.1	0.2	0.1	0.1	0.2	0.2	0.2	0.2	0.2

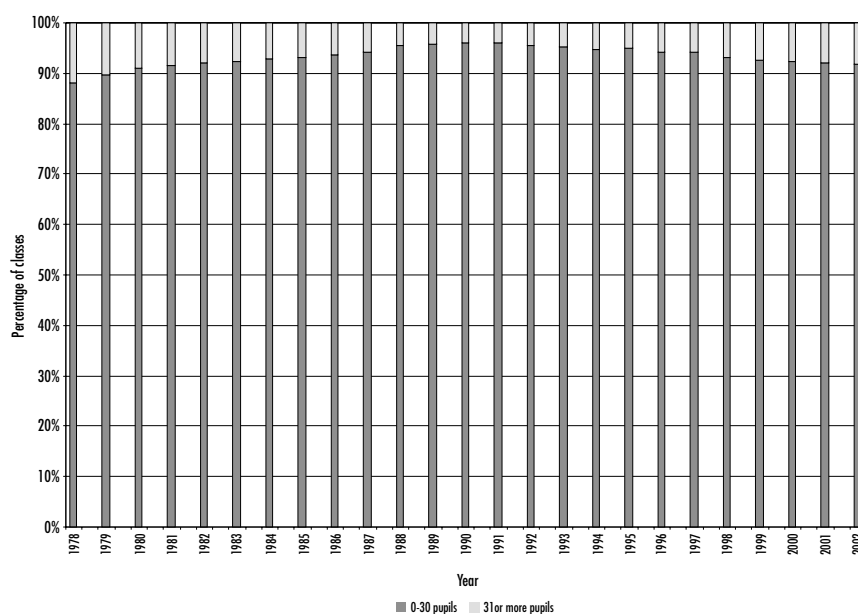
(1) Classes as taught during the one selected period in each school on the day of the census in January

(2) Includes middle schools as deemed

(3) Excludes sixth form colleges

CHART 7:

Classes in secondary school taught by one teacher, by size: January 1978 to 2002



UK average class size

33 Table 7 shows the average class size in maintained primary and secondary schools in England, Wales, Scotland and Northern Ireland. Comparisons for average class sizes taught by one teacher cannot be made as this is not collected in Wales and Northern Ireland. However, information on all classes in maintained primary schools shows that England has the highest average class size figure of the home countries with 26.4. Northern Ireland has the lowest of 23.6.

TABLE 7:

Average size of classes in maintained primary and secondary schools
UK Comparison
1990/91 and 1999/00 to 2001/02

	All classes (1)	
	Primary	Secondary
1990/91		
United Kingdom	26.4	21.0
England	26.8	21.3
Wales	24.8	21.0
Scotland	24.7	18.5
1999/00		
United Kingdom	26.8	22.1 (2)
England	27.3	22.2
Wales	25.2	21.0
Scotland	24.6	..
Northern Ireland	24.1 (3)	..
2000/01		
United Kingdom	26.4	22.1 (2)
England	26.8	22.1
Wales	24.8	21.3
Scotland	24.4	..
Northern Ireland	23.9 (3)	..
2001/02		
United Kingdom	26.0	21.9 (2)
England	26.4	22.0
Wales	24.4	21.2
Scotland	24.3	..
Northern Ireland	23.6 (3)	..

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

(1) Includes classes where more than one teacher may be present.

(2) England and Wales.

(3) Excludes preparatory departments attached to Grammar schools, but includes reception pupils integrated into P1.

International class sizes

34 Table 8 shows the average class size in primary schools in 2000 comparing the UK to other OECD countries. The average class size in a UK public sector primary school in 2000 had 26.8 pupils, compared with an OECD average of 22.1. Of the 22 other OECD countries reporting data, only 3 (Turkey, Japan and Korea had higher average class sizes.

TABLE 8:

Average size of classes in primary schools (1)
International comparison
2000

	Primary
OECD Average	22.1
Australia	24.9
Austria	19.9
Belgium (Fr.)	20.2
Czech Republic	20.4
Denmark	19.0
France	22.3
Germany	22.4
Greece	17.7
Hungary	21.3
Iceland	16.9
Ireland	24.8
Italy	18.1
Japan	28.9
Korea	36.5
Luxembourg	15.5
Norway	19.3
Poland	21.3
Spain	19.7
Switzerland	20.2
Turkey	30.9
United Kingdom	26.8

Source: OECD

(1) These figures include private institutions and so the UK figures are not directly comparable with those in table 6.

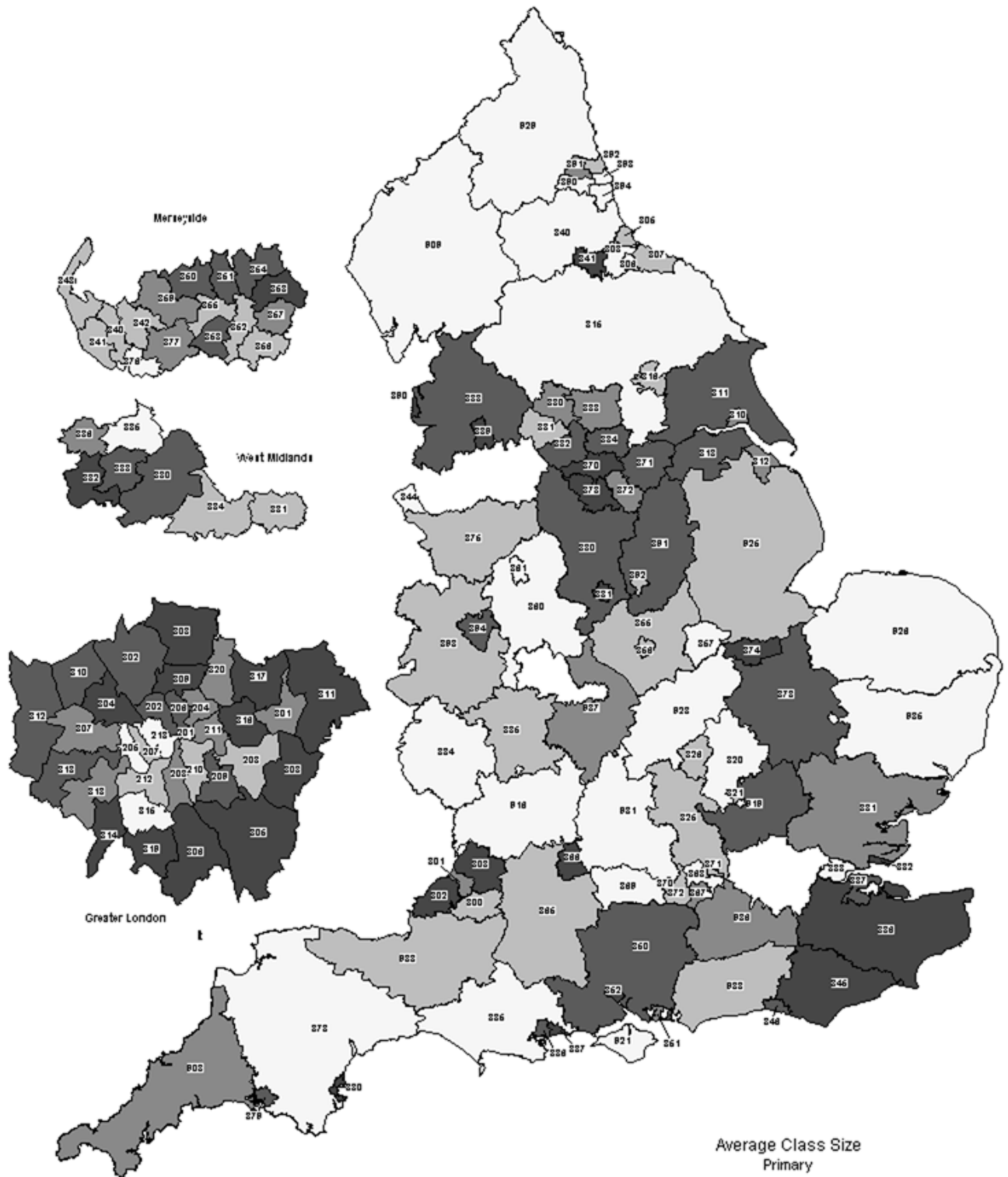
Maps showing average class sizes in maintained primary and secondary schools in England

35 Maps 3 & 4 show the average class size taught by one teacher in maintained primary and secondary schools by Local Education Authority. The ranges which have been colour coded have been chosen to provide an even distribution of LEAs across the groups.

36 In primary schools Yorkshire and the Humber and the South East have the higher class sizes along with London. The North East and North West and West Midlands and East of England are the areas which have the lowest average class sizes.

37 As with primary schools Yorkshire and the Humber has a relatively high average class size in secondary schools along with the East Midlands and South West. Inner London has a high average class size compared to that of Outer London. The East of England has the lowest average class size.

Average Class Size taught by one Teacher In Maintained Primary Schools

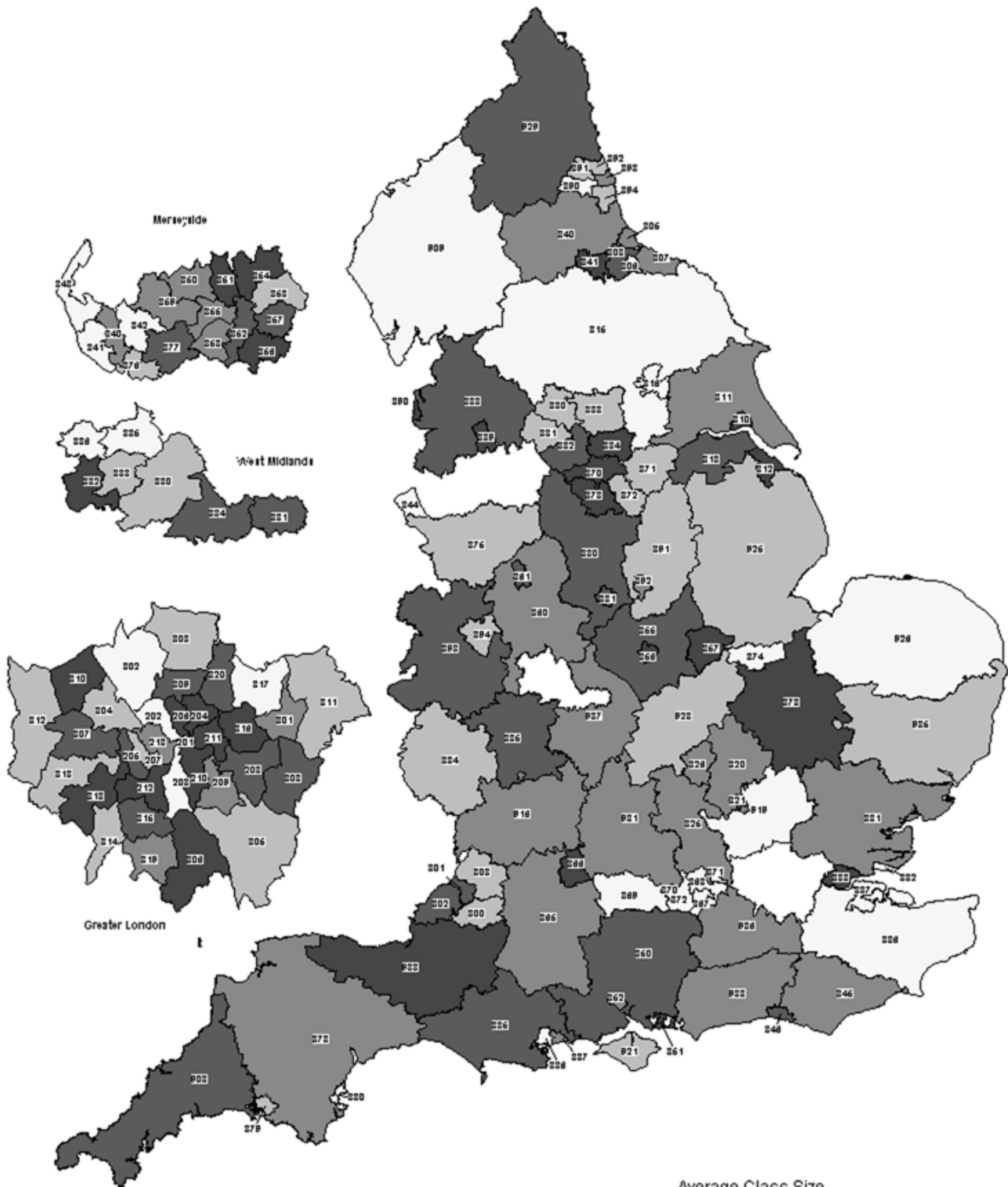


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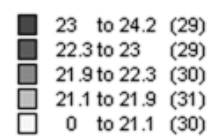
Average Class Size
Primary

- 27.1 to 28.3 (29)
- 26.6 to 27.1 (29)
- 26.2 to 26.6 (24)
- 25.5 to 26.2 (35)
- 0 to 25.5 (32)

Average Class Size taught by one Teacher in Maintained Secondary Schools



Average Class Size
Secondary



LOCAL EDUCATION AUTHORITIES IN ENGLAND: KEY TO MAP

Ref. No.	Local Education Authority	Ref. No.	Local Education Authority
201	City of London	806	Middlesbrough
202	Camden	807	Redcar and Cleveland
203	Greenwich	808	Stockton-on-Tees
204	Hackney	810	Kingston Upon Hull, City of
205	Hammersmith and Fulham	811	East Riding of Yorkshire
206	Islington	812	North East Lincolnshire
207	Kensington and Chelsea	813	North Lincolnshire
208	Lambeth	815	North Yorkshire
209	Lewisham	816	York
210	Southwark	820	Bedfordshire
211	Tower Hamlets	821	Luton
212	Wandsworth	825	Buckinghamshire
213	Westminster	826	Milton Keynes
301	Barking and Dagenham	830	Derbyshire
302	Barnet	831	Derby
303	Bexley	835	Dorset
304	Brent	836	Poole
305	Bromley	837	Bournemouth
306	Croydon	840	Durham
307	Ealing	841	Darlington
308	Enfield	845	East Sussex
309	Haringey	846	Brighton & Hove
310	Harrow	850	Hampshire
311	Havering	851	Portsmouth
312	Hillingdon	852	Southampton
313	Hounslow	855	Leicestershire
314	Kingston-upon-Thames	856	Leicester City
315	Merton	857	Rutland
316	Newham	860	Staffordshire
317	Redbridge	861	Stoke-on-Trent
318	Richmond-upon-Thames	865	Wiltshire
319	Sutton	866	Swindon
320	Waltham Forest	867	Bracknell Forest
330	Birmingham	868	Windsor and Maidenhead
331	Coventry	869	West Berkshire
332	Dudley	870	Reading
333	Sandwell	871	Slough
334	Solihull	872	Wokingham
335	Walsall	873	Cambridgeshire
336	Wolverhampton	874	Peterborough
340	Knowsley	875	Cheshire
341	Liverpool	876	Halton
342	St Helens	877	Warrington
343	Sefton	878	Devon
344	Wirral	879	Plymouth
350	Bolton	880	Torbay
351	Bury	881	Essex
352	Manchester	882	Southend-on-Sea
353	Oldham	883	Thurrock
354	Rochdale	884	Herefordshire
355	Salford	885	Worcestershire
356	Stockport	886	Kent
357	Tameside	887	Medway
358	Trafford	888	Lancashire
359	Wigan	889	Blackburn with Darwen
370	Barnsley	890	Blackpool
371	Doncaster	891	Nottinghamshire
372	Rotherham	892	Nottingham
373	Sheffield	893	Shropshire
380	Bradford	894	Telford and Wrekin
381	Calderdale	908	Cornwall
382	Kirklees	909	Cumbria
383	Leeds	916	Gloucestershire
384	Wakefield	919	Hertfordshire
390	Gateshead	921	Isle of Wight
391	Newcastle-upon-Tyne	925	Lincolnshire
392	North Tyneside	926	Norfolk
393	South Tyneside	928	Northamptonshire
394	Sunderland	929	Northumberland
420	Isles of Scilly	931	Oxfordshire
800	Bath and NE Somerset	933	Somerset
801	Bristol, City of	935	Suffolk
802	North Somerset	936	Surrey
803	South Gloucestershire	937	Warwickshire
805	Hartlepool	938	West Sussex

CLASS SIZES BY KEY STAGE AND AGE GROUP

38 Since 1996 more detailed information about each class in a primary school has been collected in the classes as taught section of the Annual Schools Census. The additional information about each class includes the number of teaching assistants present, the activity being undertaken at the time of the Census and the Key Stage. In addition, the National Curriculum Year Group of each primary school class has been collected since 1998.

Key Stage 1 Classes

39 Table 9 shows information about Key Stage 1 classes taught by one teacher in primary schools between January 1996 and January 2002.

40 The table shows the trend in the average size of Key Stage 1 classes taught by one teacher. After rising from 26.8 to 27.1 pupils per teacher between 1996 and 1998, the average class size has fallen steadily to reach 25.2 pupils per teacher in January 2001, and remained at that level in January 2002.

41 Also illustrated on **Chart 8** are the changes in the percentage of Key Stage 1 classes taught by one teacher of different sizes between January 1996 and January 2002. The percentage of classes taught by one teacher with more than 36 pupils rose from 1.6 to 1.8 between 1996 and 1998 and has since fallen to a negligible amount in January 2002. The pattern of the percentage of classes taught by one teacher with 31 to 35 pupils is similar: between 1996 and 1998 there was a rise from

TABLE 9:
Key Stage 1 classes taught by one teacher in maintained primary schools (1): 1996 to 2002
England
Position in January each year

	1996	1997	1998	1999	2000	2001	2002
Average class size	26.8	26.9	27.1	26.5	25.8	25.2	25.2
Number of classes	59,865	61,107	61,142	61,597	62,651	62,480	61,596
Number of classes with							
1-30 pupils	46,363	46,523	46,316	50,637	57,164	61,356	61,271
31-35 pupils	12,549	13,573	13,719	10,322	5,291	1,098	316
36 or more pupils	953	1,011	1,107	638	196	26	9
Percentage of classes with							
1-30 pupils	77.4	76.1	75.8	82.2	91.2	98.2	99.5
31-35 pupils	21.0	22.2	22.4	16.8	8.4	1.8	0.5
36 or more pupils	1.6	1.7	1.8	1.0	0.3	0.0	0.0
Number of classes supported by one or more members of non-teaching staff (2)							
All classes	24,042	26,321	28,451	28,424	28,244	34,979	44,757
1-30 pupils	17,577	19,004	20,595	22,449	25,519	34,258	44,487
31-35 pupils	5,867	6,647	7,096	5,534	2,609	696	262
36 or more pupils	598	670	760	441	116	25	8
Percentage of classes supported by one or more members of non-teaching staff (2)							
All classes	40.2	43.1	46.5	46.1	45.1	56.0	72.7
1-30 pupils	37.9	40.8	44.5	44.3	44.6	55.8	72.6
31-35 pupils	46.8	49.0	51.7	53.6	49.3	63.4	82.9
36 or more pupils	62.7	66.3	68.7	69.1	59.2	96.2	88.9
Number of pupils	1,601,945	1,646,660	1,654,287	1,629,716	1,614,641	1,575,160	1,550,372
Number of pupils in classes with							
1-30 pupils	1,160,966	1,169,838	1,168,976	1,273,130	1,437,679	1,539,347	1,540,109
31-35 pupils	405,485	439,101	443,597	332,460	169,513	34,743	9,931
36 or more pupils	35,494	37,721	41,714	24,126	7,449	1,070	332
Percentage of pupils in classes with							
1-30 pupils	72.5	71.0	70.7	78.1	89.0	97.7	99.3
31-35 pupils	25.3	26.7	26.8	20.4	10.5	2.2	0.6
36 or more pupils	2.2	2.3	2.5	1.5	0.5	0.1	0.0
Average number of children per adult (3)	18.7	18.4	17.9	17.6	17.2	15.5	13.6
Percentage of pupils in classes with							
15 or fewer children per adult	30.0	31.7	34.4	37.6	42.2	57.1	74.2
over 15 and up to 30 children per adult	55.7	54.0	51.9	52.5	52.3	42.1	25.7
over 30 children per adult	14.3	14.3	13.7	9.9	5.5	0.8	0.1

(1) Classes as taught during the one selected period in each school on the day of the census in January

(2) Excludes SEN support staff who are in the classroom wholly or mainly to provide support for statemented pupils

(3) The number of children in classes divided by the total number of adults present at the time of the census

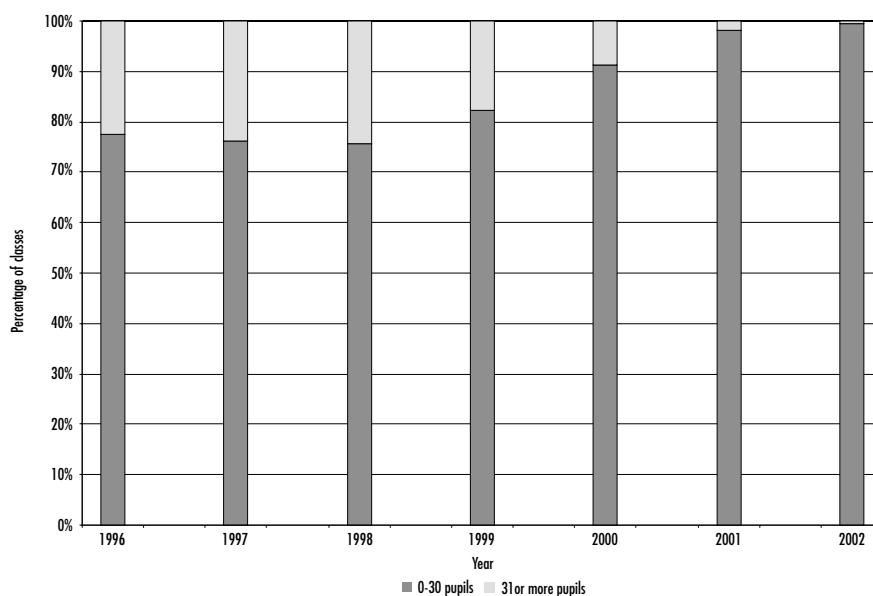
21.0 percent to 22.4 percent followed by a rapid decrease to 0.5 percent in January 2002. By the year 2002 there were only 325 classes containing more than 31 pupils, compared to 14,800 in 1998.

42 The changes in the percentage of pupils in Key Stage 1 classes taught by one teacher of different sizes between 1996 and 2002 are similar to the changes in the proportion of classes. The percentage of pupils in classes with more than 36 pupils rose from 2.2 to 2.5 between 1996 and 1998 and has since fallen to almost none in January 2002. The pattern of the percentage of pupils in classes with 31 to 35 pupils is similar: between 1996 and 1998 there was a rise from 25.3 percent to 26.8 percent followed by a rapid decline to only 0.6 percent in January 2002. **Table 9** shows that changes in the number of children in Key Stage 1 classes with 31 or

more pupils and only one teacher followed the same pattern as the changes in the percentages: the number rose from 441,000 in January 1996 to 485,000 in January 1998 and then fell to 10,300 in January 2002.

43 Many classes at Key Stage 1 have additional teaching assistants present at the time of the Census. From this information the pupil:adult ratio can be calculated. The pupil:adult ratio is calculated by dividing the total number of children by the total number of adults in classes as taught at the time of the Census. Adults included in the calculation are teachers and assistants employed by the school to assist the teacher. Assistants employed specifically to assist a pupil in the class and volunteers, such as parents, are excluded.

CHART 8:
Key Stage 1 classes in primary schools, by size of class: January 1996 to 2002



44 The changes in the pupil:adult ratio between 1996 and 2002 are shown in **Table 9**. In 1996 there were, on average, 18.7 children for every adult in Key Stage 1 classes taught by one teacher. This has decreased steadily so that, in 2002, there were 13.6 children for each adult. The additional teaching assistants mean that, in January 2002, over 80 percent of the classes of 31 or more pupils had more than one adult present.

45 The percentage of all Key Stage 1 classes with one teacher where there was at least one teaching assistant present has increased from about 40 percent in January 1996 to about 70 percent in January 2002.

Key Stage 2 Classes

46 **Table 10** shows the information about Key Stage 2 classes taught by one teacher between January 1996 and January 2002. Included are the changes in the average class size between 1996 and 2002. In January 1996 the average class size for Key Stage 2 classes taught by one teacher was 27.9. There was a slight rise between 1996 and 1999, when the average class size rose to 28.4, followed by a fall to 27.4 in 2002.

47 **Table 10** also shows the trend in the percentage of classes with more than 36 pupils, 31 to 35 pupils and 1 to 30 pupils. The percentage of classes with 36 or more pupils was 2.2 in 1996. By 1998, 3.0 percent of Key Stage 2 classes taught by one teacher contained 36 or

more pupils, but the percentage fell sharply to 1.4 in 2002. The percentage of Key Stage 2 classes with one teacher and between 31 and 35 pupils followed a similar pattern: in 1996 28.4 percent of classes had between 31 and 35 pupils, this rose to 31.3 percent in 1998 and fell to 23.9 percent in 2002.

48 The pattern of the percentage of pupils in classes with more than 36 pupils, 31 to 35 pupils and 1 to 30 pupils is very similar to that for the percentage of classes of the same sizes. The percentage of pupils in classes with 36 or more pupils was 2.9 in 1996. By 1998, 4.0 percent of pupils were in Key Stage 2 classes with 36 or more pupils and only one teacher, but the percentage fell to 1.9 percent in 2002. The percentage of pupils in Key Stage 2 classes with one teacher and between 31 and 35 pupils followed a similar pattern: in 1996, 33.1 percent of pupils were in classes with between 31 and 35 pupils, this rose to 35.9 percent in 1998 and fell to 28.2 percent in 2002. **Table 10** shows that the number of pupils in larger classes followed a similar pattern to the percentage of children in such classes: in 1996 724,000 pupils were in Key Stage 2 classes of 31 or more pupils with only one teacher, this rose to 833,000 in 1998 and fell to 636,000 in 2002.

49 Many classes at Key Stage 2 also have additional teaching assistants present at the time of the Census. From this information the pupil:adult ratio can be calculated (See paragraph 28).

CHART 9:

Key Stage 2 classes in primary schools, by size of class: January 1996 to 2002

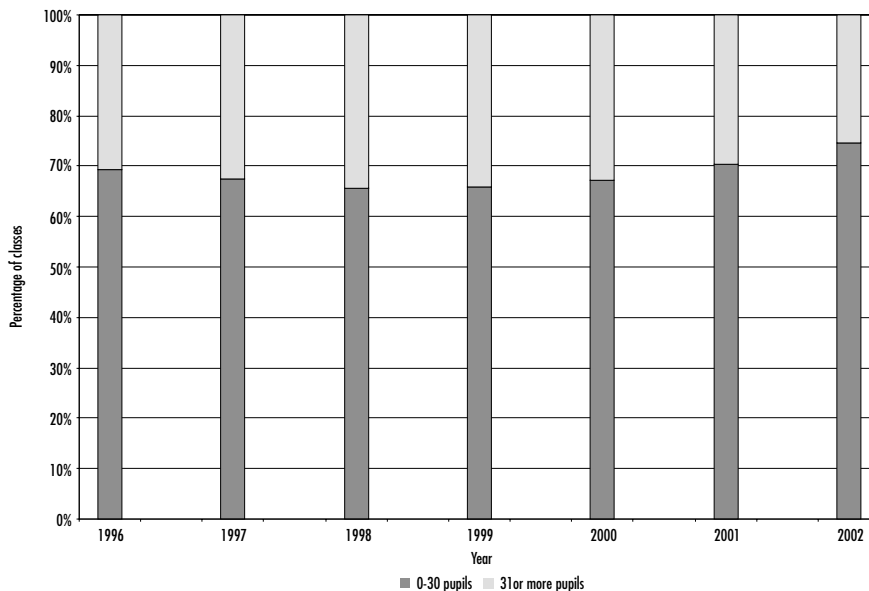


TABLE 10:
Key Stage 2 classes taught by one teacher in maintained primary schools (1): 1996 to 2002
England
Position in January each year

	1996	1997	1998	1999	2000	2001	2002
Average class size	27.9	28.1	28.3	28.4	28.3	27.9	27.4
Number of classes	72,183	73,180	73,668	74,683	75,315	77,319	77,063
Number of classes with							
1-30 pupils	50,080	49,449	48,373	49,272	50,514	54,502	57,570
31-35 pupils	20,518	21,779	23,056	23,249	22,803	21,235	18,389
36 or more pupils	1,585	1,952	2,239	2,162	1,998	1,582	1,104
Percentage of classes with							
1-30 pupils	69.4	67.6	65.7	66.0	67.1	70.5	74.7
31-35 pupils	28.4	29.8	31.3	31.1	30.3	27.5	23.9
36 or more pupils	2.2	2.7	3.0	2.9	2.7	2.0	1.4
Number of classes supported by one or more members of non-teaching staff (2)							
All classes	12,882	14,778	16,216	17,892	20,790	28,228	39,582
1-30 pupils	8,492	9,332	9,947	11,183	13,506	19,324	28,929
31-35 pupils	3,965	4,876	5,558	5,960	6,569	8,189	9,960
36 or more pupils	425	570	711	749	715	715	693
Percentage of classes supported by one or more members of non-teaching staff (2)							
All classes	17.8	20.2	22.0	24.0	27.6	36.5	51.4
1-30 pupils	17.0	18.9	20.6	22.7	26.7	35.5	50.3
31-35 pupils	19.3	22.4	24.1	25.6	28.8	38.6	54.2
36 or more pupils	26.8	29.2	31.8	34.6	35.8	45.2	62.8
Number of pupils	2,013,662	2,056,842	2,087,816	2,119,665	2,131,858	2,160,527	2,110,686
Number of pupils in classes with							
1-30 pupils	1,289,415	1,277,310	1,255,148	1,284,408	1,317,549	1,413,436	1,474,867
31-35 pupils	665,767	707,547	749,856	755,509	740,646	688,813	595,207
36 or more pupils	58,480	71,985	82,812	79,748	73,663	58,278	40,612
Percentage of pupils in classes with							
1-30 pupils	64.0	62.1	60.1	60.6	61.8	65.4	69.9
31-35 pupils	33.1	34.4	35.9	35.6	34.7	31.9	28.2
36 or more pupils	2.9	3.5	4.0	3.8	3.5	2.7	1.9
Average number of children per adult (3)	23.4	23.1	22.9	22.5	21.7	19.8	17.2
Percentage of pupils in classes with							
15 or fewer children per adult	12.0	13.0	13.7	15.2	18.2	25.4	38.6
over 15 and up to 30 children per adult	59.3	57.8	56.3	55.9	54.9	53.6	47.8
over 30 children per adult	28.8	29.2	29.9	28.9	26.9	21.0	13.6

(1) Classes as taught during the one selected period in each school on the day of the census in January

(2) Excludes SEN support staff who are in the classroom wholly or mainly to provide support for statemented pupils

(3) The number of children in classes divided by the total number of adults present at the time of the census

50 Table 10 illustrates the changes in the pupil:adult ratio in Key Stage 2 classes between 1996 and 2002. In 1996 there were, on average, 23.4 children for every adult in Key Stage 2 classes. This has decreased steadily so that, in 2002, there were only 17.2 children for each adult. The additional teaching assistants mean that around 55 percent of classes of 31 or more pupils had more than one adult present.

51 The percentage of all Key Stage 2 classes with one teacher where there was at least one teaching assistant present has increased from about 18 percent in January 1996 to about 51 percent in January 2002.

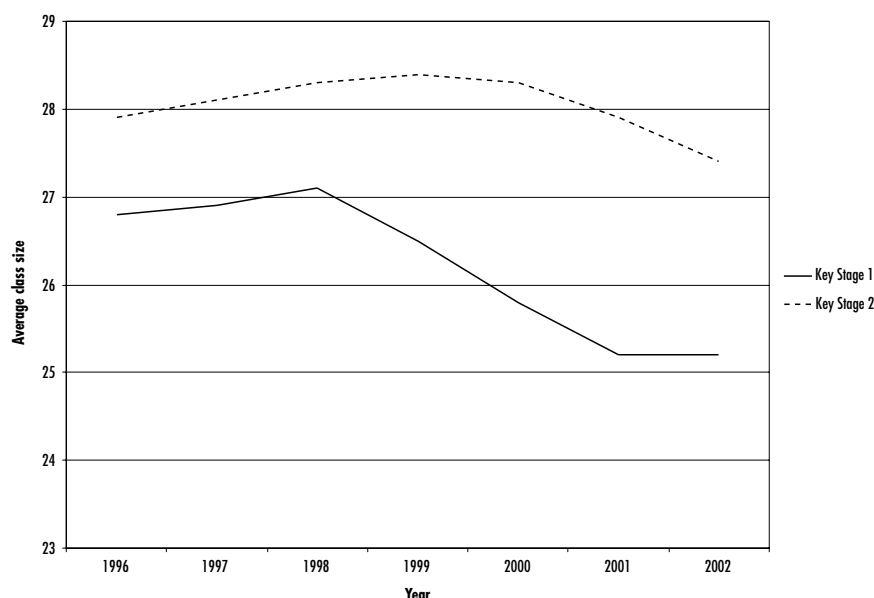
52 Chart 10 shows that the average size of Key Stage 2 classes rose initially following the introduction of the Infant Class Size pledge in 1998, peaking at 28.4 in 1999. The average size of Key Stage 2 classes has since fallen steadily to a low of 27.4 in 2002, whereas the average size of Key Stage 1 classes fell dramatically between 1998 and 2001 and remained unchanged between 2001 and 2002.

TABLE 11:
Average size of Key Stage 1 and 2 classes taught by one teacher in maintained primary schools (1)(2): 1996 to 2002
England
Position in January each year

	Key stage 1			Key stage 2		
	No. of pupils	No. of classes	Average class size	No. of pupils	No. of classes	Average class size
1996	1,601,945	59,865	26.8	2,013,662	72,183	27.9
1997	1,646,660	61,107	26.9	2,056,842	73,180	28.1
1998	1,654,287	61,142	27.1	2,087,816	73,668	28.3
1999	1,629,716	61,597	26.5	2,119,665	74,683	28.4
2000	1,614,641	62,651	25.8	2,131,858	75,315	28.3
2001	1,575,160	62,480	25.2	2,160,527	77,319	27.9
2002	1,550,372	61,596	25.2	2,110,686	77,063	27.4

(1) Classes as taught during one selected period in each school on the day of the census in January.
(2) Excludes middle schools.

CHART 10:
Average size of Key Stage 1 and Key Stage 2 classes in maintained primary schools: 1996-2002



Year Groups in primary schools

53 Table 12 shows class size information by National Curriculum Year Group for classes taught by one teacher between January 1998 and January 2002.

54 Also shown is the average class size in Reception, Year Groups 1 to 6 and mixed Year Groups. In 1998 as the Year Group rises from Reception to Year 5 so does the average class size followed by a slight fall in Year Group 6. This is also the pattern in 2002.

55 There is a noticeable drop in the average class size for all year groups between 1998 and 2002, though a few rose slightly in-between this time. The changes in Year 1, 2 and 3 in 2000 are in line with the changes reported for Key Stage 1 classes in Section 2. In January 2002 the average class sizes ranged from 24.6 in Reception classes to 28.0 in Year 5 classes. This can be compared with 25.8 in reception and 28.6 in Year 5 in 1998. In Mixed year groups, the average class size has fallen every year, from 27.4 in 1998 to 25.5 in 2002.

56 Table 12 also shows that in each of the four years Reception classes had the smallest percentage of large classes. In the years between 1998 and 2001 this percentage increased in each year until Year Group 4 before decreasing in Year Group 5, the only exceptions being in Year 2 in 2001 (in line with the changes stated in section 2) and Year 5 in 1998 where the average class size fell and rose respectively.

57 In 2002 the average class size for virtually every year group fell in comparison to the previous year. In line with the decrease in the number of large classes in Key Stage 1, there was a noticeable decrease in the percentage of large classes in Reception and Year Groups 1 and 2 between 1998 and 2002, the percentage of large classes fell from 28.2 and 30.8 percent in 1998 to 0.5 percent for Year 1 and Year 2 in 2002.

TABLE 12:

Reception and year groups 1, 2, 3, 4, 5, 6, 7, and mixed year group classes taught by one teacher in maintained primary schools (1)(2): 1998 to 2002
England

	Reception	1	2	3	4	5	6	7	Mixed
January 1998									
Average class size	25.8	28.1	28.2	28.5	28.5	28.6	28.0	..	27.4
Number of classes	18,763	14,149	15,206	14,397	13,080	12,370	12,692	..	37,743
Number of classes with									
1-30 pupils	15,355	10,160	10,515	9,595	8,629	8,009	8,610	..	26,496
31-35 pupils	3,035	3,750	4,368	4,446	4,107	3,991	3,685	..	10,212
36 or more pupils	373	239	323	356	344	370	397	..	1,035
Percentage of classes with									
1-30 pupils	81.8	71.8	69.2	66.6	66.0	64.7	67.8	..	70.2
31-35 pupils	16.2	26.5	28.7	30.9	31.4	32.3	29.0	..	27.1
36 or more pupils	2.0	1.7	2.1	2.5	2.6	3.0	3.1	..	2.7
Number of pupils	484,530	397,024	429,246	409,840	373,138	353,961	355,924	..	1,033,457
Number of pupils in classes with									
1-30 pupils	371,935	266,964	275,971	252,310	227,009	210,402	221,251	..	663,334
31-35 pupils	98,133	121,229	141,365	144,427	133,372	129,872	119,981	..	331,615
36 or more pupils	14,462	8,831	11,910	13,103	12,757	13,687	14,692	..	38,508
Percentage of pupils in classes with									
1-30 pupils	76.8	67.2	64.3	61.6	60.8	59.4	62.2	..	64.2
31-35 pupils	20.3	30.5	32.9	35.2	35.7	36.7	33.7	..	32.1
36 or more pupils	3.0	2.2	2.8	3.2	3.4	3.9	4.1	..	3.7
Average number of children per adult (3)	15.3	19.6	20.8	22.8	23.3	23.7	23.6	..	20.0
Percentage of pupils in classes with									
15 or fewer children per adult	51.5	26.8	21.5	14.8	13.2	11.8	11.4	..	23.0
over 15 and up to 30 children per adult	43.4	56.7	56.8	57.3	57.0	56.7	58.5	..	53.3
over 30 children per adult	5.1	16.6	21.7	28.0	29.8	31.4	30.1	..	23.7
January 1999									
Average class size	25.5	27.2	27.6	28.6	28.7	28.4	28.3	25.0	27.0
Number of classes	19,002	14,328	15,627	14,873	13,696	12,614	13,395	148	35,934
Number of classes with									
1-30 pupils	16,273	11,552	11,961	9,846	9,013	8,419	8,978	116	26,370
31-35 pupils	2,484	2,672	3,478	4,649	4,349	3,824	4,017	29	8,737
36 or more pupils	245	104	188	378	334	371	400	3	827
Percentage of classes with									
1-30 pupils	85.6	80.6	76.5	66.2	65.8	66.7	67.0	78.4	73.4
31-35 pupils	13.1	18.6	22.3	31.3	31.8	30.3	30.0	19.6	24.3
36 or more pupils	1.3	0.7	1.2	2.5	2.4	2.9	3.0	2.0	2.3
Number of pupils	484,157	390,017	431,786	424,807	392,572	358,825	379,450	3,699	969,940
Number of pupils in classes with									
1-30 pupils	394,419	300,231	312,640	259,986	238,959	220,864	233,987	2,647	656,277
31-35 pupils	80,141	85,947	112,253	150,838	141,325	124,255	130,671	941	283,151
36 or more pupils	9,597	3,839	6,893	13,983	12,288	13,706	14,792	111	30,512
Percentage of pupils in classes with									
1-30 pupils	81.5	77.0	72.4	61.2	60.9	61.6	61.7	71.6	67.7
31-35 pupils	16.6	22.0	26.0	35.5	36.0	34.6	34.4	25.4	29.2
36 or more pupils	2.0	1.0	1.6	3.3	3.1	3.8	3.9	3.0	3.1
Average number of children per adult (3)	15.3	19.0	20.2	22.4	23.0	23.2	23.3	20.7	19.4
Percentage of pupils in classes with									
15 or fewer children per adult	52.9	31.0	24.8	16.2	14.4	13.8	12.8	14.2	25.6
over 15 and up to 30 children per adult	42.6	57.7	59.4	56.0	56.7	56.6	57.5	64.6	53.4
over 30 children per adult	4.5	11.3	15.8	27.8	28.9	29.6	29.7	21.2	21.0

TABLE 12: CONTINUEDReception and year groups 1, 2, 3, 4, 5, 6, 7, and mixed year group classes taught by one teacher in maintained primary schools (1)(2): 1998 to 2002
England

	Reception	1	2	3	4	5	6	7	Mixed
January 2000									
Average class size	24.8	26.6	26.8	28.5	28.8	28.5	27.9	25.0	26.6
Number of classes	18,236	15,229	15,562	15,141	14,175	13,403	13,602	120	35,986
Number of classes with									
1-30 pupils	17,481	13,572	13,407	10,330	9,211	8,955	9,480	101	27,921
31-35 pupils	677	1,625	2,096	4,492	4,568	4,081	3,741	16	7,461
36 or more pupils	78	32	59	319	396	367	381	3	604
Percentage of classes with									
1-30 pupils	95.9	89.1	86.2	68.2	65.0	66.8	69.7	84.2	77.6
31-35 pupils	3.7	10.7	13.5	29.7	32.2	30.4	27.5	13.3	20.7
36 or more pupils	0.4	0.2	0.4	2.1	2.8	2.7	2.8	2.5	1.7
Number of pupils	452,076	405,423	416,574	431,326	408,557	382,464	379,748	2,994	956,972
Number of pupils in classes with									
1-30 pupils	427,236	352,186	347,107	273,865	245,708	236,253	244,023	2,367	692,947
31-35 pupils	21,731	52,069	67,310	145,698	148,258	132,684	121,657	519	241,726
36 or more pupils	3,109	1,168	2,157	11,763	14,591	13,527	14,068	108	22,299
Percentage of pupils in classes with									
1-30 pupils	94.5	86.9	83.3	63.5	60.1	61.8	64.3	79.1	72.4
31-35 pupils	4.8	12.8	16.2	33.8	36.3	34.7	32.0	17.3	25.3
36 or more pupils	0.7	0.3	0.5	2.7	3.6	3.5	3.7	3.6	2.3
Average number of children per adult (3)	15.0	18.7	19.4	21.1	22.0	22.7	2246.9	21.1	18.8
Percentage of pupils in classes with									
15 or fewer children per adult	59.6	34.7	30.7	20.9	18.0	15.3	15.4	16.8	28.7
over 15 and up to 30 children per adult	39.0	58.7	59.5	55.4	53.8	56.1	57.5	66.7	52.9
over 30 children per adult	1.4	6.6	9.8	23.7	28.2	28.5	27.0	16.4	18.4
January 2001									
Average class size	24.5	26.1	25.9	27.8	28.5	28.4	27.7	26.1	26.0
Number of classes	17,802	15,325	15,803	15,165	14,841	14,347	14,682	510	36,038
Number of classes with									
1-30 pupils	17,567	15,154	15,292	11,288	10,198	9,736	10,502	417	29,777
31-35 pupils	218	168	509	3,660	4,366	4,277	3,858	88	5,802
36 or more pupils	17	3	2	217	277	334	322	5	459
Percentage of classes with									
1-30 pupils	98.7	98.9	96.8	74.4	68.7	67.9	71.5	81.8	82.6
31-35 pupils	1.2	1.1	3.2	24.1	29.4	29.8	26.3	17.3	16.1
36 or more pupils	0.1	0.0	0.0	1.4	1.9	2.3	2.2	1.0	1.3
Number of pupils	435,473	400,217	409,261	422,079	422,316	407,419	406,016	13,331	938,061
Number of pupils in classes with									
1-30 pupils	427,829	394,815	393,078	295,627	270,452	256,232	268,893	10,324	733,266
31-35 pupils	6,919	5,294	16,109	118,492	141,684	138,862	125,281	2,824	187,798
36 or more pupils	725	108	74	7,960	10,180	12,325	11,842	183	16,997
Percentage of pupils in classes with									
1-30 pupils	98.2	98.7	96.0	70.0	64.0	62.9	66.2	77.4	78.2
31-35 pupils	1.6	1.3	3.9	28.1	33.5	34.1	30.9	21.2	20.0
36 or more pupils	0.2	0.0	0.0	1.9	2.4	3.0	2.9	1.4	1.8
Average number of children per adult (3)	13.6	16.7	17.3	19.3	20.3	20.8	20.5	20.8	16.9
Percentage of pupils in classes with									
15 or fewer children per adult	73.7	51.7	45.1	29.1	24.2	21.9	22.0	18.8	39.3
over 15 and up to 30 children per adult	26.0	47.7	53.1	54.3	54.0	54.2	55.4	61.6	48.0
over 30 children per adult	0.3	0.5	1.8	16.7	21.7	23.9	22.5	19.7	12.7

TABLE 12:

Reception and year groups 1, 2, 3, 4, 5, 6, 7, and mixed year group classes taught by one teacher in maintained primary schools (1)(2): 1998 to 2002
England

	Reception	1	2	3	4	5	6	7	Mixed
January 2002									
Average class size	24.6	25.9	25.9	27.3	27.7	28.0	27.4	24.7	25.5
Number of classes	17,922	15,278	15,906	15,201	14,336	14,130	14,668	156	34,759
Number of classes with									
1-30 pupils	17,816	15,203	15,820	11,820	10,844	10,140	10,725	141	29,666
31-35 pupils	99	75	85	3,227	3,319	3,737	3,661	14	4,799
36 or more pupils	7	0	1	154	173	253	282	1	294
Percentage of classes with									
1-30 pupils	99.4	99.5	99.5	77.8	75.6	71.8	73.1	90.4	85.3
31-35 pupils	0.6	0.5	0.5	21.2	23.2	26.4	25.0	9.0	13.8
36 or more pupils	0.0	0.0	0.0	1.0	1.2	1.8	1.9	0.6	0.8
Number of pupils	441,022	395,761	411,601	415,710	396,678	396,021	401,243	3,853	887,804
Number of pupils in classes with									
1-30 pupils	437,638	393,411	408,905	305,849	282,936	265,629	271,998	3,362	721,751
31-35 pupils	3,128	2,350	2,659	104,199	107,395	121,106	118,824	455	155,062
36 or more pupils	256	0	37	5,662	6,347	9,286	10,421	36	10,991
Percentage of pupils in classes with									
1-30 pupils	99.2	99.4	99.3	73.6	71.3	67.1	67.8	87.3	81.3
31-35 pupils	0.7	0.6	0.6	25.1	27.1	30.6	29.6	11.8	17.5
36 or more pupils	0.1	0.0	0.0	1.4	1.6	2.3	2.6	0.9	1.2
Average number of children per adult (3)	12.4	14.4	15.3	16.8	17.5	18.3	18.1	17.1	14.4
Percentage of pupils in classes with									
15 or fewer children per adult	87.3	70.6	62.5	43.0	38.3	33.8	33.6	35.9	56.4
over 15 and up to 30 children per adult	12.7	29.3	37.3	46.6	49.2	50.2	49.7	57.4	35.9
over 30 children per adult	0.0	0.1	0.2	10.4	12.5	16.0	16.7	6.7	7.7

(1) Classes as taught during the one selected period in each school on the day of the census in January

(2) Excludes middle schools

(3) The number of children in classes divided by the total number of adults present at the time of the census

Activity of Key Stage 1 and 2 classes in primary schools

58 Since 1996 information about the activity being undertaken in the classes as taught at the time of the Census has been published in the two categories: 'PE/games/music/drama/watching TV/listening to the radio' and 'Other'. **Table 13** shows the reported activity of Key Stage 1 and Key Stage 2 classes taught by one teacher by size between 1996 and 2002.

59 In all years and both Key Stages, the average class sizes in the category 'PE/games/ music/drama/watching, TV/listening to the radio' category were generally slightly higher than in the 'Other' category.

60 **Table 13** shows that between 1996 and 1998 approximately 80 percent of Key Stage 1 classes and 85 percent of Key Stage 2 classes were participating in activities in the 'other' category. In 2002 90 percent of Key Stage 1 and 92 percent of Key Stage 2 classes were reported in the 'other' category.

TABLE 13:

Key stage 1 and 2 classes by activity taught by one teacher in maintained primary schools (1): 1996 to 2002

England

Position in January each year

	1996			1997			1998			1999		
	PE, Games, Drama, Music, TV or Radio	Any other activity	Total	PE, Games, Drama, Music, TV or Radio	Any other activity	Total	PE, Games, Drama, Music, TV or Radio	Any other activity	Total	PE, Games, Drama, Music, TV or Radio	Any other activity	Total
Key Stage 1												
Average class size	27.0	26.7	26.8	27.2	26.5	26.6	27.2	27.0	27.1	26.7	26.4	26.5
Number of classes	10,854	49,011	59,865	11,411	49,695	61,106	11,277	49,865	61,142	7,070	54,527	61,597
Number of classes with												
1-30 pupils	8,311	38,052	46,363	8,573	37,949	46,522	8,472	37,844	46,316	5,764	44,873	50,637
31-35 pupils	2,338	10,211	12,549	2,626	10,947	13,573	2,595	11,124	13,719	1,213	9,109	10,322
36 or more pupils	205	748	953	212	799	1,011	210	897	1,107	93	545	638
Percentage of classes with												
1-30 pupils	76.6	77.6	77.4	75.1	76.4	76.1	75.1	75.9	75.8	81.5	82.3	82.2
31-35 pupils	21.5	20.8	21.0	23.0	22.0	22.2	23.0	22.3	22.4	17.2	16.7	16.8
36 or more pupils	1.9	1.5	1.6	1.9	1.6	1.7	1.9	1.8	1.8	1.3	1.0	1.0
Number of pupils	293,541	1,308,404	1,601,945	309,924	1,314,902	1,624,826	306,571	1,347,716	1,654,287	188,940	1,440,776	1,629,716
Number of pupils in classes with												
1-30 pupils	210,220	950,746	1,160,966	217,083	952,742	1,169,825	214,632	954,344	1,168,976	146,334	1,126,796	1,273,130
31-35 pupils	75,601	329,884	405,485	84,891	354,210	439,101	83,945	359,652	443,597	38,987	293,473	332,460
36 or more pupils	7,720	27,774	35,494	7,950	7,950	15,900	7,994	33,720	41,714	3,619	20,507	24,126
Percentage of pupils in classes with												
1-30 pupils	71.6	72.7	72.5	70.0	72.5	72.0	70.0	70.8	70.7	77.4	78.2	78.1
31-35 pupils	25.8	25.2	25.3	27.4	26.9	27.0	27.4	26.7	26.8	20.6	20.4	20.4
36 or more pupils	2.6	2.1	2.2	2.6	0.6	1.0	2.6	2.5	2.5	1.9	1.4	1.5
Key Stage 2												
Average class size	28.1	27.9	27.9	28.3	28.1	28.1	28.4	28.3	28.3	28.4	27.5	27.5
Number of classes	11,835	60,348	72,183	11,343	61,836	73,179	11,386	62,282	73,668	7,019	67,664	74,683
Number of classes with												
1-30 pupils	8,108	41,972	50,080	7,682	41,766	49,448	7,448	40,925	48,373	4,553	44,719	49,272
31-35 pupils	3,448	17,070	20,518	3,343	18,436	21,779	3,592	19,464	23,056	2,232	21,017	23,249
36 or more pupils	279	1,306	1,585	318	1,634	1,952	346	1,893	2,239	234	1,928	2,162
Percentage of classes with												
1-30 pupils	68.5	69.5	69.4	67.7	67.5	67.6	65.4	65.7	65.7	64.9	66.1	66.0
31-35 pupils	29.1	28.3	28.4	29.5	29.8	29.8	31.5	31.3	31.3	31.8	31.1	31.1
36 or more pupils	2.4	2.2	2.2	2.8	2.6	2.7	3.0	3.0	3.0	3.3	2.8	2.9
Number of pupils	332,666	1,680,996	2,013,662	320,537	1,736,281	2,056,818	323,872	1,763,944	2,087,816	199,391	1,857,780	2,057,171
Number of pupils in classes with												
1-30 pupils	210,482	1,078,933	1,289,415	200,201	1,077,085	1,277,286	194,220	1,060,928	1,255,148	118,208	1,166,200	1,284,408
31-35 pupils	111,867	553,900	665,767	108,537	599,010	707,547	116,717	633,139	749,856	72,556	682,953	755,509
36 or more pupils	10,317	48,163	58,480	11,799	60,186	71,985	12,935	69,877	82,812	8,627	8,627	17,254
Percentage of pupils in classes with												
1-30 pupils	63.3	64.2	64.0	62.5	62.0	62.1	60.0	60.1	60.1	59.3	62.8	62.4
31-35 pupils	33.6	33.0	33.1	33.9	34.5	34.4	36.0	35.9	35.9	36.4	36.8	36.7
36 or more pupils	3.1	2.9	2.9	3.7	3.5	3.5	4.0	4.0	4.0	4.3	0.5	0.8

(1) Classes as taught during the one selected period in each school on the day of the census in January

(2) Excludes middle schools

TABLE 13: CONTINUED

Key stage 1 and 2 classes by activity taught by one teacher in maintained primary schools (1): 1996 to 2002
 England
 Position in January each year

	2000			2001			2002		
	PE, Games, Drama, Music, TV or Radio	Any other activity	Total	PE, Games, Drama, Music, TV or Radio	Any other activity	Total	PE, Games, Drama, Music, TV or Radio	Any other activity	Total
Key Stage 1									
Average class size	26.0	25.7	25.8	25.4	25.2	25.2	25.4	25.1	25.2
Number of classes	6,222	56,429	62,651	6,101	56,379	62,480	6,337	54,308	60,645
Number of classes with									
1-30 pupils	5,599	51,565	57,164	6,000	55,356	61,356	6,287	54,036	60,323
31-35 pupils	602	4,689	5,291	98	1,000	1,098	47	266	313
36 or more pupils	21	175	196	3	23	26	3	6	9
Percentage of classes with									
1-30 pupils	90.0	91.4	91.2	98.3	98.2	98.2	99.2	99.5	99.5
31-35 pupils	9.7	8.3	8.4	1.6	1.8	1.8	0.7	0.5	0.5
36 or more pupils	0.3	0.3	0.3	0.0	0.0	0.0	0.0	0.0	0.0
Number of pupils	161,633	1,453,008	1,614,641	154,719	1,420,441	1,575,160	160,914	1,365,158	1,526,072
Number of pupils in classes with									
1-30 pupils	141,536	1,296,143	1,437,679	151,480	1,387,867	1,539,347	159,321	1,356,582	1,515,903
31-35 pupils	9,284	150,229	169,513	3,105	31,638	34,743	1,479	8,358	9,837
36 or more pupils	813	6,636	7,449	134	936	1,070	114	218	332
Percentage of pupils in classes with									
1-30 pupils	7.6	89.2	89.0	97.9	97.7	97.7	99.0	99.4	99.3
31-35 pupils	11.9	10.3	10.5	2.0	2.2	2.2	0.9	0.6	0.6
36 or more pupils	0.5	0.5	0.5	0.1	0.1	0.1	0.1	0.0	0.0
Key Stage 2									
Average class size	28.5	28.3	28.3	28.1	27.9	27.9	27.5	27.4	27.4
Number of classes	6,252	69,063	75,315	6,189	71,130	77,319	6,362	69,373	75,735
Number of classes with									
1-30 pupils	4,097	46,417	50,514	4,238	50,264	54,502	4,661	51,934	56,595
31-35 pupils	1,997	20,806	22,803	1,799	19,436	21,235	1,596	16,455	18,051
36 or more pupils	158	1,840	1,998	152	1,430	1,582	105	984	1,089
Percentage of classes with									
1-30 pupils	65.5	67.2	67.1	68.5	70.7	70.5	73.3	74.9	74.7
31-35 pupils	31.9	30.1	30.3	29.1	27.3	27.5	25.1	23.7	23.8
36 or more pupils	2.5	2.7	2.7	2.5	2.0	2.0	1.7	1.4	1.4
Number of pupils	178,224	1,953,634	2,131,858	174,101	1,986,426	2,160,527	174,723	1,898,766	2,073,489
Number of pupils in classes with									
1-30 pupils	107,433	1,210,116	1,317,549	110,119	1,303,317	1,413,436	119,243	1,329,946	1,449,189
31-35 pupils	64,970	675,676	740,646	58,361	630,452	688,813	51,607	532,633	584,240
36 or more pupils	5,821	67,842	73,663	5,621	52,657	58,278	3,873	36,187	40,060
Percentage of pupils in classes with									
1-30 pupils	60.3	61.9	61.8	63.3	65.6	65.4	68.2	70.0	69.9
31-35 pupils	36.5	34.6	34.7	33.5	31.7	31.9	29.5	28.1	28.2
36 or more pupils	3.3	3.5	3.5	3.2	2.7	2.7	2.2	1.9	1.9

(1) Classes as taught during the one selected period in each school on the day of the census in January

(2) Excludes middle schools

Secondary schools

61 Information about classes with one teacher in all the year groups is collected from secondary schools. **Table 14** shows the average class size and distribution of class sizes for the age groups in 2001 and 2002.

62 **Table 14** shows that the average class size has been highest for Year 7 or 8 classes, and decreasing steadily afterwards. In 2002, Year 8 had an average 25.1 pupils, decreasing to 21.3 in Year 11. The average class size in Years 12, 13 and above drop sharply to 12 pupils in Year 12 and 5.8 pupils in Year 14 and above. This replicated the pattern of the 2001 levels.

63 **Table 14** also contains the distribution of class sizes with one teacher. The proportion of classes with 31 or more pupils again peaks in Year 8 and falls, with a large drop in Year 12. For example, 12.6 percent of classes containing 31 or more pupils in Year 8, in comparison with 5.3 percent in Year 11 and 0.4 percent in year 12. In spite of some slight fluctuations the general pattern in 2001 was the same. The percentage of pupils in large classes follows a similar pattern to the percentage of large classes with the highest percentage in Year 8 (15.9 percent) decreasing to 1.3 percent of pupils in Year 12 in classes of 31 or more.

TABLE 14:
Classes taught by one teacher in maintained secondary schools by year group (1)(2)(3)(4): 2001 to 2002
England

	7 and below (5)	8	9	10	11	12	13	14 and above	mixed classes
January 2001									
Average class size	25.4	25.4	24.9	22.1	21.5	11.9	9.4	..	19.2
Number of classes	23,315	23,315	21,736	21,655	23,289	23,112	8,733	7,085	8,335
Number of classes with									
31-35 pupils	2,373	2,984	2,630	1,271	1,113	21	8	..	526
36 or more pupils	18	29	40	23	18	9	2	..	10
Percentage of classes with									
31-35 pupils	10.2	13.7	12.1	5.5	4.8	0.2	0.1	..	6.3
36 or more pupils	0.1	0.1	0.2	0.1	0.1	0.1	0.0	..	0.1
Number of pupils	591,196	551,769	538,552	514,206	496,500	104,345	66,829	..	160,202
Number of pupils in classes with									
31-35 pupils	75,329	95,137	84,007	40,613	35,518	683	268	..	16,747
36 or more pupils	810	1,213	1,599	869	689	389	110	..	443
Percentage of pupils in classes with									
31-35 pupils	12.7	17.2	15.6	7.9	7.2	0.7	0.4	..	10.5
36 or more pupils	0.1	0.2	0.3	0.2	0.1	0.4	0.2	..	0.3
January 2002									
Average class size	25.3	25.1	24.8	22.0	21.3	12.0	8.9	5.8	18.6
Number of classes	23,698	23,698	21,723	22,285	23,785	23,302	8,150	7,123	9,721
Number of classes with									
31-35 pupils	2,535	2,695	2,759	1,359	1,202	28	5	0	568
36 or more pupils	21	33	48	19	17	9	5	0	22
Percentage of classes with									
31-35 pupils	10.7	12.4	12.4	5.7	5.2	0.3	0.1	0.0	5.8
36 or more pupils	0.1	0.2	0.2	0.1	0.1	0.1	0.1	0.0	0.2
Number of pupils	600,627	546,257	552,309	523,551	496,885	97,419	63,510	69	180,956
Number of pupils in classes with									
31-35 pupils	80,398	85,924	88,107	43,393	38,368	916	167	0	18,168
36 or more pupils	778	1,316	1,760	726	700	365	270	0	982
Percentage of pupils in classes with									
31-35 pupils	13.4	15.7	16.0	8.3	7.7	0.9	0.3	0.0	10.0
36 or more pupils	0.1	0.2	0.3	0.1	0.1	0.4	0.4	0.0	0.5

(1) Classes as taught during the one selected period in each school on the day of the census in January

(2) Includes middle schools

(3) Excludes sixth form colleges

(4) Information by year group was collected for the first time in January 2001

(5) Includes year group 5 and 6 in middle schools as deemed

INFANT CLASS SIZES IN PRIMARY SCHOOLS: SEPTEMBER 1998 TO 2002

64 Since 1998 information about infant classes has been collected each September. **Table 15** shows the size of these classes between September 1998 and September 2002.

65 The average infant class size in September has fallen considerably from 25.7 in September 1998 to 24.5 in September 2002. In line with the Government's policy to reduce infant class sizes, the percentage of children in classes of 31 or more pupils decreased from 22.0 in 1998 to 0.6 in 2002.

66 The numbers of children reported in **Table 15** include an estimate for children entering school later in the autumn term under staggered entry arrangements and for schools from which no data were received. Staggered entry is an arrangement by which pupils who will be entering school during the autumn term do not all enter at the beginning of the term, but are brought in at intervals during the term. The method of estimation used for this is to calculate changes between September and January for previous years separately for those schools with staggered entry and those without. For

those schools with staggered entry arrangements, part of the change between September and January will be attributable to pupils entering school in January and part will be because of children entering later in the autumn term. For schools without staggered entry, all of the change will be attributable to children entering school in January. The difference between the two groups will provide an estimate of the increase in pupil numbers and, hence, in pupils in classes of 31 or more, later in the autumn term for those schools with staggered entry arrangements. Estimates for missing schools are calculated by applying the changes shown by all schools to the figures supplied by the same schools in previous years.

67 Using the methodology described in paragraph 50, the estimated number of pupils in one-teacher classes of 31 or more in September 2002 was 9,600, a decrease of approximately 354,000 when compared with September 1998.

68 The September Infant Class Size Count will no longer be carried out. From 2003, monitoring of all class sizes, including infant class sizes will be carried out via the information collected in the Annual Schools' Census in January each year.

TABLE 15:
Infant classes taught by one teacher in maintained primary schools
England
September 1998 to 2002

	1998	1999	2000	2001	2002
Average class size	25.7	24.9	24.5	24.4	24.5
Number (1) of pupils in classes with:					
30 or fewer pupils	1,258,000	1,439,000	1,520,000	1,538,449	1,520,060
31 or more pupils	354,000	171,000	30,000	7,590	9,588
Percentage of pupils in classes with:					
30 or fewer pupils	78.0	89.0	98.0	99.5	99.4
31 or more pupils	22.0	11.0	2.0	0.5	0.6

(1) These figures include estimates of the number of pupils entering later in the Autumn term under staggered entry arrangements from schools which did not make a return.

Number of adults in class: September 2001

69 Adults included in the September Class Size Count are teachers and assistants employed by the school to assist the teacher. Assistants employed specifically to assist a pupil in the class and volunteers, such as parents, are excluded. **Table 16** shows that the majority of pupils were in classes where there was more than one adult in class at the time of the September 2002 class size count. At the time of the September Class Size Count 2002, 25.8 percent of pupils were in classes of 30 or less pupils with only 1 adult, 65.2 with 2 adults and 7.3 with 3 or more adults. 0.1 percent of pupils were in classes of 31 or more pupils with only 1 adult present, 0.7 percent with 2 adults and 1.7 percent with 3 or more adults present.

Class activity: September 2002

70 The number and percentage of pupils reported in classes taught by one teacher analysed by class activity are shown in **Table 17** and **Chart 11**. 'English, literacy or reading' was the most common activity and 'mathematics or numeracy' the second most common activity. Altogether about 60 percent of pupils were taking part in one of these two types of activity.

71 **Chart 11** shows that there is little difference in the distribution of class activity between classes of 30 or less and classes of 31 or more. As expected however, those classes excepted from the class size regulations (other teaching sessions) were more prevalent in the larger classes: 10.3% of classes of 30 or less were involved in 'other' teaching sessions, compared to 13.6% of classes of 31 or more pupils.

TABLE 16:
Adults present in all infant classes in maintained primary schools
England
September 2002

	Number of adults present (2)			Total
	1	2	3 or more	
Number (1) of pupils in classes with:				
30 or fewer pupils	408,486	1,031,111	114,883	1,554,480
31 or more pupils	1,447	10,493	14,796	26,736
Total	409,933	1,041,604	129,679	1,581,216
Percentage (3) of pupils in classes with:				
30 or fewer pupils	25.8	65.2	7.3	98.3
31 or more pupils	0.1	0.7	0.9	1.7
Total	25.9	65.9	8.2	100.0

(1) These figures include estimates of the number of pupils entering later in the Autumn term under staggered entry arrangements from schools which did not make a return.

(2) Adults include the teachers and teaching assistants employed at the school. Other adults (such as parents) who are not employed but who may have been present at the time of the Count are not included.

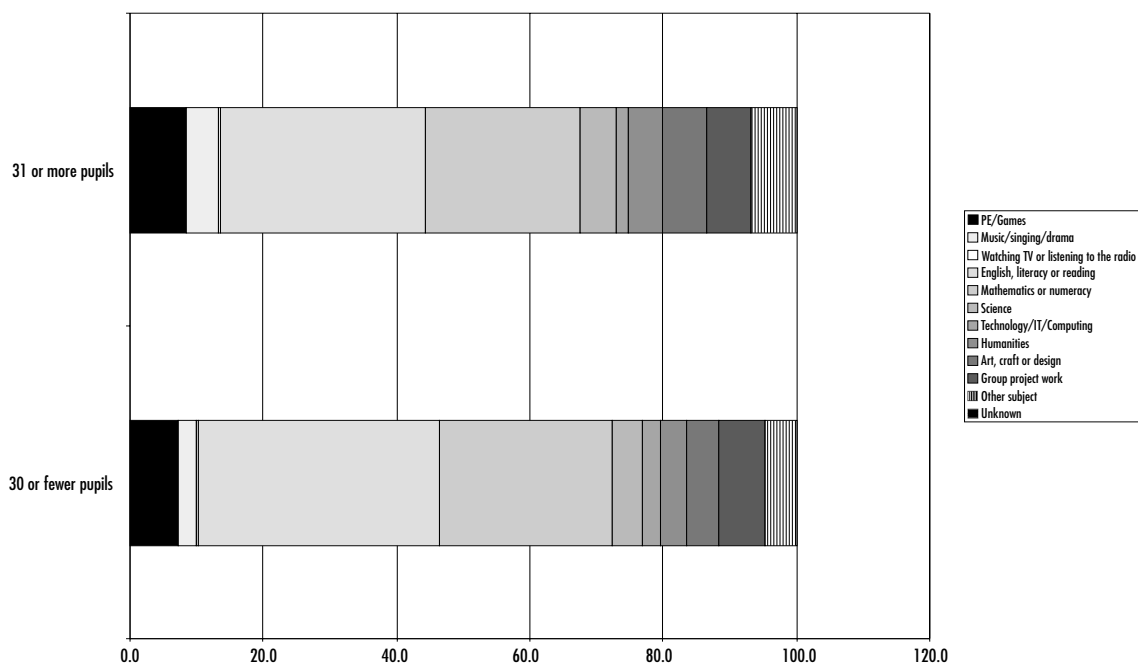
(3) Expressed as a percentage of all pupils in all classes.

TABLE 17:
Number (1) and percentage of pupils by infant class and activity
England
September 2002

	Number (1) of pupils in one teacher classes			Percentage of pupils in one teacher classes		
	30 or fewer pupils	31 or more pupils	all classes	30 or fewer pupils	31 or more pupils	all classes
Other Teaching Sessions:						
PE/Games	114,855	936	115,791	7.5	12.3	7.5
Music, singing or drama	46,864	290	47,154	3.0	3.8	3.0
Watching TV or listening to the radio	3,854	0	3,854	0.3	0.0	0.2
Ordinary Teaching Sessions:						
English, literacy or reading	523,367	2,396	525,763	34.0	31.6	34.0
Mathematics or numeracy	382,188	1,809	383,997	24.8	23.8	24.8
Science	79,467	376	79,843	5.2	5.0	5.2
Technology/IT/Computing	39,633	155	39,788	2.6	2.0	2.6
Humanities	69,530	311	69,841	4.5	4.1	4.5
Art, craft or design	89,727	323	90,050	5.8	4.3	5.8
Group project work	118,151	539	118,690	7.7	7.1	7.7
Other subject	70,813	455	71,268	4.6	6.0	4.6
Unknown	0	0	0	0.0	0.0	0.0
Total	1,538,449	7,590	1,546,039	100.0	100.0	100.0

(1) These figures exclude estimates of the number of pupils entering later in the Autumn term under staggered entry arrangements from schools which did not make a return.

CHART 11:
Percentage of pupils in infant classes by size of class and activity, September 2002



Potential exceptions

72 In September 2001 it became a legal requirement for LEAs and schools to limit the size of infant classes to 30 or fewer. However, The Education (Infant Class sizes) Regulations 1998 allow the limit of 30 to be exceeded in limited circumstances. This allows certain types of children to be treated as “excepted pupils” for the purposes of ascertaining whether or not the class size limit has been exceeded. Excepted pupils are children who:

- a Cannot gain a place at any other suitable school within a reasonable distance of their home because they move into the area outside of the normal admission round;
- b Are initially refused admission but who are subsequently offered a place outside a normal admission round on the direction of an admission appeal panel; or because the person making the original decision recognises that an error has been made in implementing the school’s admissions arrangements;
- c Have statements of special educational need which specify that they should be educated at the school concerned, and who are admitted outside a normal admission round;
- d Children who are registered pupils at special schools, or who have special educational needs and are normally educated in a special unit attached to a mainstream school receive part of their education in a mainstream or non-special school.

73 Pupils in categories (a) to (c) are excepted pupils for the rest of the school year in which they are admitted. Children in the category (d) are treated as excepted pupils only when they are in an infant class at the

mainstream school or outside the special unit. The infant class size limit applies to ordinary teaching sessions conducted by a single qualified teacher (Section 1 (2) of the School Standards and Framework Act 1998). An ordinary teaching session does not include a school activity, such as games, music or drama, usually conducted with large groups of pupils.

74 Table 18 shows that in September 2002 there were some 300 classes overall that were recorded as having 31 or more pupils being taught by one teacher. The total number of classes with 31 or more pupils taught by one teacher recording excepted pupils, was only 244. There were also 22 of the above 300 classes that were reported as being engaged in non-ordinary teaching sessions as described in paragraph 73. Thus there were only 34 classes out of 62,193 classes nationally that did not comply with the class size regulations.

TABLE 18:
Infant classes taught by one teacher in maintained primary schools by size of class and type of exception
England
September 2002

Number classes with:	
30 or fewer pupils	61,893
31 or more pupils	
with pupils admitted outside normal admission round	81
with pupils admitted after admission appeal	58
with pupils admitted because of a statement of SEN	35
with pupils from a special unit temporarily present	25
type of exception not known (1)	45
without excepted pupils: ordinary teaching sessions	34
without excepted pupils: other teaching sessions	22

(1) Investigation ongoing – some of these may in fact be invalid exceptions.

RESEARCH EVIDENCE

75 Summarised here are the key findings from two recent research projects assessing the educational effects of difficulties in pupil:teacher ratios and class sizes.

Pupil Adult Ratio Differences and Educational Progress Over Reception and Key Stage 1

76 The Institute of Education, University of London were commissioned by the DfES to carry out a research project entitled, “Pupil Adult Ratio Differences and Educational Progress Over Reception and Key Stage 1”. This study looked at the educational effects of pupil adult ratio and class size differences at Reception and Key Stage 1 (KS1). The research gathered information on the numbers and types of Teaching Assistants (TAs) and other adults working in classrooms, and examined the effects on children’s educational progress and the impact on classroom processes. The full research report which was published 3 May 2002 can be found on the DfES website, www.dfes.gov.uk/research by searching for report number 335.

Key Findings

77 The statistical analysis of the data indicated that there is a significant effect of class size differences on children’s educational progress in Reception for both literacy and maths. However, there was no clear statistical evidence of an effect of class size upon progress in literacy or maths at Year 1 or Year 2. There was no statistical evidence that the number of TAs or other adults in addition to teachers in the classroom have an influence on children’s educational progress.

78 The case studies showed the importance of the reliability and consistency of classroom support. There were problems when support was not planned for and was fragmented. The importance of training was also clear, to ensure it is clearly linked to teachers’ aims and lesson plans. Perhaps most importantly, it was found that the use and effectiveness of adult help in classes varied between classes, and that this is probably the main reason why the quantitative analyses did not show clear evidence of the benefits of classroom support on children’s educational progress. The results show that TAs are inevitably involved in direct face-to-face interactions with pupils and there is a need to articulate what kinds of pedagogy – in particular regarding direct teaching interactions – are relevant, and to use this to inform training. Results show that as class sizes increase there is less time for teaching overall and, in particular, for hearing children read individually. The presence of extra staff and adults does not have a consistent or clear effect on teaching and curriculum time and no effect on the time a teacher has to hear children read individually.

79 When considering teachers’ experiences of and views about the effectiveness of TAs, they were seen to be

making a valuable contribution in a number of ways. For example, they provide increased individual attention, increased support for children with Special Educational Needs and Emotional and Behavioural Difficulties, support for teaching literacy, they facilitate more productive group work, enabling more practical and creative activities, and they help with classroom management. There is some evidence that as the numbers of children increase so too does the teachers’ sense of stress.

The educational effects of class size differences over KS1: Summary of Results from the Class Size Study

80 In May 2002 the same researchers published a research report entitled, “The educational effects of class size differences over KS1: Summary of Results from the Class Size Study”. They were commissioned by a group of Local Education Authorities to examine the impact of class size on attainment in Reception and Key Stage 1.

81 One of the most important debates in education in recent years has been about the effects of class size differences in schools. In a number of countries there have been policies to reduce class sizes for young children. This is consistent with the view of teachers and parents that smaller classes can allow more effective teaching and learning to occur. However, there are still considerable gaps in our understanding of the effects of class size differences. Though there is evidence from the USA that children in small classes of less than 20 do better academically, there are still questions about the effects of class size outside this range and about classroom processes that might mediate and hence explain class size effects.

82 The project provides the most complete analysis to date of the educational consequences of class size differences. It had two aims:

- to establish whether class size differences affect pupils’ academic achievement
- to study connections between class size and classroom processes, which might explain any differences found. Processes studied included within class groupings, teaching, adults’ individual support for reading, pupil attentiveness, and peer relations

83 Results showed that there was a clear effect of class size difference on children’s academic attainment over the (first) reception year, both before and after adjusting for possible confounding factors. The effect appears similar to that reported by the experimental STAR project, though class sizes in the UK are larger and results are not directly comparable. The results also showed differential effects for the initial low achievers in the case of literacy, in that the lowest attainers on entry to school benefited most from small classes, particularly below 25. For mathematics the pattern is somewhat different, with all three initial attaining groups

benefiting from small classes. Results showed no discernible effect of extra non-teaching staff on children's attainments.

84 Connections between class size and classroom processes were examined and showed effects on teaching. It was found, on the basis of quantitative analyses of time allocation estimates and systematic observation, along with qualitative analyses of teachers' end-of-year accounts and case studies, that in smaller classes there was more individual teacher support for learning.

85 There were also effects on children. Results from the systematic observation study showed that children in large classes were more likely to be off-task and distracted from work. They were less likely to attend to the teacher and to be off-task in contacts with her, more likely to be actively off task with other children, and more likely to be off-task when on their own, especially in the passive form of being disengaged from allocated work.

86 There was a slight though consistent tendency for worse peer relations, in terms of aggression and rejection of peers, in the smallest classes. Intriguingly, then, there were signs that relationships between children are WORSE in small classes with fewer than 20 children. Smaller classes may be better academically but not necessarily socially.

87 There were also effects on within class learning contexts. Results showed that class size affects the size

and number of groups, which in turn affect children's educational experiences. In large classes there are more large groups and this presents teachers with more difficulties and children with less individual attention.

88 It is concluded that class size effects are not singular but multiple, and that we need multiple theoretical or conceptual frameworks to account for these effects and to judge their implications, for example, connected to within class groupings, teaching, and pupil attentiveness and social relations. Further, the different effects may have conflicting outcomes, for example, in the sense that smaller classes can lead to positive academic outcomes but problematic social effects.

89 These results raise questions about traditional ways of viewing teaching effects. Classroom processes have tended to be viewed in terms of a direct model, where teachers' actions toward pupils are seen as having effects on pupils' learning or attainments. The present study, however, supports a contextual approach, within which class size differences have effects on both teachers and pupils. Small classes will not necessarily make a bad teacher better, but small classes seem likely to make it easier for teachers to be effective. It is concluded that much will depend on how teachers adapt their teaching to different class sizes and that more could be done in teacher training and professional development to address contextual features like size of class.