



# ***Beyond the school gates:***

An analysis of  
demography,  
deprivation and social  
context

***"To give pupils the best chances  
in life, look at inequalities  
outside the school gates"***



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Education Ltd**  
*expert independent data analysis & training*

# ***Beyond the school gates:***

An analysis of demography, deprivation and social context

*"It is not an over exaggeration to suggest that this report was the most critical tool that helped our leadership team and governors prepare for inspection"*

- *These reports are individually commissioned, researched and produced, with the aim of providing school leaders, stakeholders and external audiences with a detailed demographic and contextual profile of their school.*
- *Armed with detailed information about the specific challenges their pupils face, they can focus their resources and support as effectively as possible to improve children's life chances.*

*"I can wholeheartedly recommend commissioning Ian to produce a demography report for any school. We are about to rewrite our long-term vision and Ian's work has revealed deep insights into the range of social contexts, living conditions, deprivation factors, academic qualifications, health and ethnicity factors influencing the lives of our children and families"*



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# ***Beyond the school gates:***

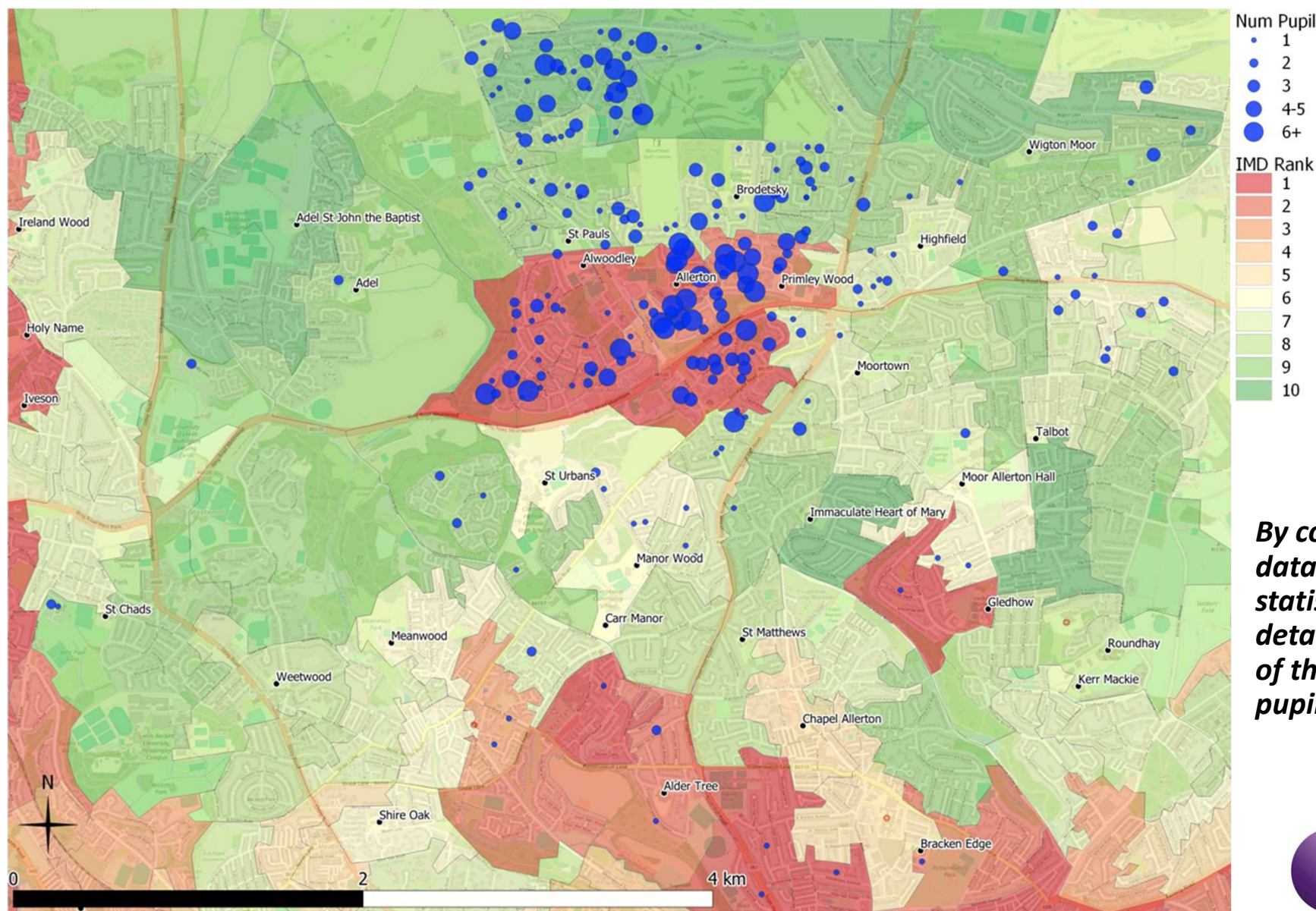
An analysis of demography, deprivation and social context

- *Each report is individually researched, compiled and written 'by hand'. No auto-generated statements or AI!*
- *All analyses are accompanied by a commentary, highlight key points of interest, issues that might have a specific impact on the school, and key questions arising from the data.*
- *Primary reports run to about 65-70 pages. Secondary reports are even longer!*
- *All reports have an Executive Summary which bring together all of the key points within the report.*
- *More than 120 schools across the country have now benefitted from one of these reports.*



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***By combining your pupil data with local area statistics, we produce detailed mapping & analysis of the distribution of your pupil population.***



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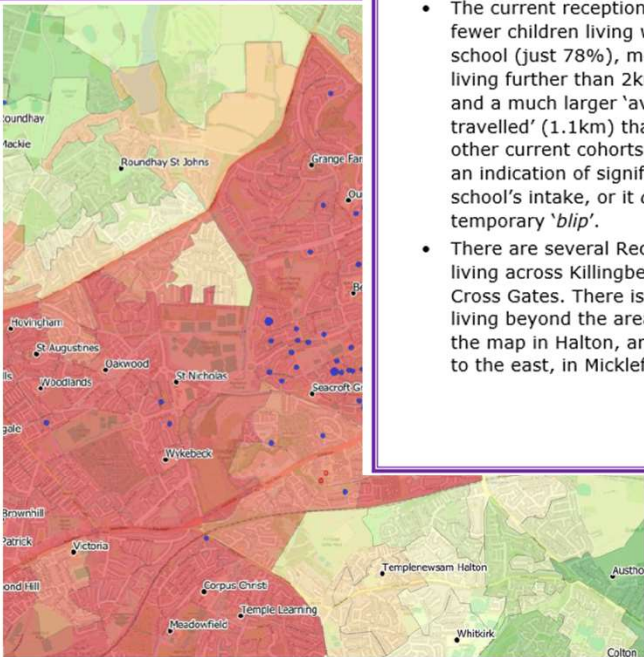


Cohort analyses identify changes in your 'intake' over time and highlights differences between year groups.

### Cohort of 2017 (Year 6, 2023-24)

Distance Band	Year 6			Total	
	No. Pupils	% Pupils	Avg. Dist (m)	No. Pupils	% Pupils
<250m	4	8%	94	23	23%
250-500m	13	27%	335	25	25%
500-750m	8	16%	647	11%	
750m-1km	7	14%	888	13%	
1-1.5km	7	14%	1,152	12%	
1.5-2km	3	6%	1,831	6%	
2-3km	2	4%	2,454	4%	
>3km	5	10%	8,177	5%	
Total	49		1,540		

- Only 65% of the children in the oldest of the current cohorts live within 1km of school, which is a smaller proportion than in any of the other cohorts. Moreover, this cohort has the largest proportion of pupils living more than 2km away (14%) and the largest 'average distance travelled' (1.5km).
- The map shows that although most of the children in this cohort do live close to the school, there are a relatively large number who live in the north of Seacroft, as well as several who live to the west in Oakwood and Gipton. There are also 4 Y6 pupils who live more than 5km away, well beyond the area displayed on the map.

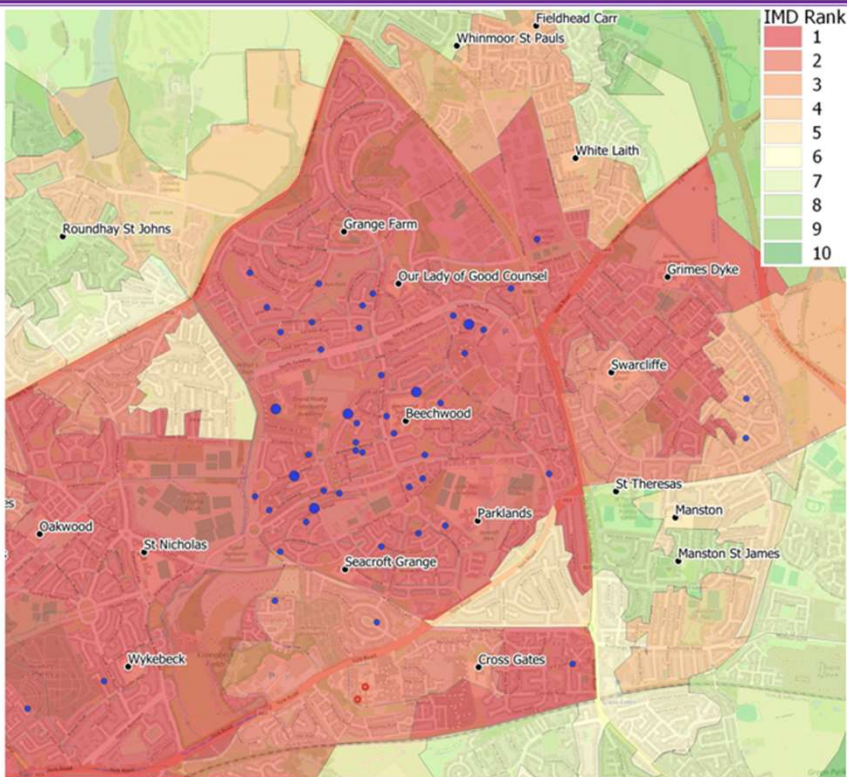


Data sources: School MIS, June 2024. IMD deciles: Ministries of Housing, Communities & Local Government. LSOA boundaries: ONS, contains public sector information licensed under the Open Government Licence v3.0 Background map images © OpenStreetMap contributors.

### Cohort of 2023 (Reception, 2023-24)

Distance Band	Reception			Total	
	No. Pupils	% Pupils	Avg. Dist (m)	No. Pupils	% Pupils
<250m	11	18%	184	13%	
250-500m	7	12%	392	21%	
500-750m	22	37%	629	36%	
750m-1km	7	12%	880	15%	
1-1.5km	4	7%	1,154	6%	
1.5-2km	3	5%	1,857	4%	
2-3km	3	5%	2,505	2%	
>3km	3	5%	7,013	2%	
Total	60		1,059		

- The current reception cohort has fewer children living within 1km of school (just 78%), more children living further than 2km away (10%), and a much larger 'average distance travelled' (1.1km) than any of the other current cohorts. This *could* be an indication of significant shift in the school's intake, or it *could* just be a temporary 'blip'.
- There are several Reception pupils living across Killingbeck, Wykebeck & Cross Gates. There is also a pupil living beyond the area displayed on the map in Halton, and another 10km to the east, in Micklefield.



Data sources: School MIS, May 2024. IMD deciles: Ministries of Housing, Communities & Local Government. LSOA boundaries: ONS, contains public sector information licensed under the Open Government Licence v3.0 Background map images © OpenStreetMap contributors.



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## Deprivation (IDACI)

Decile	Description	No. Pupils	% Pupils	% Leeds
1	10% Most Deprived	230	28%	20%
2	10% - 20%	167	21%	10%
3	20% - 30%	356	44%	9%
4	30% - 40%	2	0%	7%
5	40% - 50%	23	3%	7%
6	50% - 60%	6	1%	7%
7	60% - 70%	14	2%	8%
8	70% - 80%	6	1%	10%
9	80% - 90%	3	0%	11%
10	10% Least Deprived	2	0%	10%

## Deprivation (IMD)

Decile	Description	No. Pupils	% Pupils	% Leeds
1	10% Most Deprived	712	88%	24%
2	10% - 20%	40	5%	10%
3	20% - 30%	23	3%	9%
4	30% - 40%	0	0%	4%
5	40% - 50%	20	2%	10%
6	50% - 60%	2	0%	9%
7	60% - 70%	6	1%	11%
8	70% - 80%	4	0%	8%
9	80% - 90%	0	0%	8%
10	10% Least Deprived	2	0%	6%

*The report looks at a wide range of different indicators in order to get a comprehensive picture of context & deprivation  
For example: IDACI & IMD Data*



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**We investigate the different types ('domains') of deprivation which are most likely to be having an impact on your pupils – and ask key questions which may help to inform your response to these issues.**

### Deprivation (IMD Domains)

Decile	IDACI		IMD		Income		Education		Employment		Crime		Health		Barriers		Environment	
	No. Pupils	% Pupils	No. Pupils	% Pupils	No. Pupils	% Pupils	No. Pupils	% Pupils	No. Pupils	% Pupils	No. Pupils	% Pupils	No. Pupils	% Pupils	No. Pupils	% Pupils	No. Pupils	% Pupils
1	77	16%	144	30%	91	19%	39	8%	129	27%	151	31%	16	3%	0	0%	181	37%
2	56	12%	28	6%	67	14%	54	11%	28	6%	103	21%	99	20%	0	0%	148	30%
3	27	6%	3	1%	17	3%	63	13%	18	4%	133	27%	61	13%	9	2%	15	3%
4	16	3%	1	0%	73	15%	19	4%	73	15%	5	1%	48	10%	35	7%	94	19%
5	3	1%	123	25%	56	12%	2	0%	1	0%	18	4%	120	25%	9	2%	30	6%
6	166	34%	4	1%	54	11%	1	0%	27	6%	60	12%	67	14%	26	5%	6	1%
7	15	3%	62	13%	16	3%	4	1%	99	20%	14	3%	12	2%	72	15%	4	1%
8	17	3%	53	11%	45	9%	7	1%	87	18%	0	0%	63	13%	29	6%	8	2%
9	93	19%	55	11%	65	13%	141	29%	22	5%	2	0%	0	0%	183	38%	0	0%
10	16	3%	13	3%	2	0%	156	32%	2	0%	0	0%	0	0%	123	25%	0	0%
Avg. Rank Percentile	47		42		42		63		43		22		40		77		18	

Pupil Data Source: School SIMS system, April 2023. LSOA Data source: Ministry of Housing, Communities & Local Government, September 2019. <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>

Poor Living Environments are likely to be an issue for some families of pupils at this school. This could be due to the quality of the housing itself, and/or due to air pollution etc. How does school ensure pupils have regular access to healthy outdoor experiences? Does it signpost to housing advisory services?

Some pupils will be witnesses to crime, victims of crime, or involved in crime. Are diversionary strategies and victim support in place? Does the school have links with the local police?

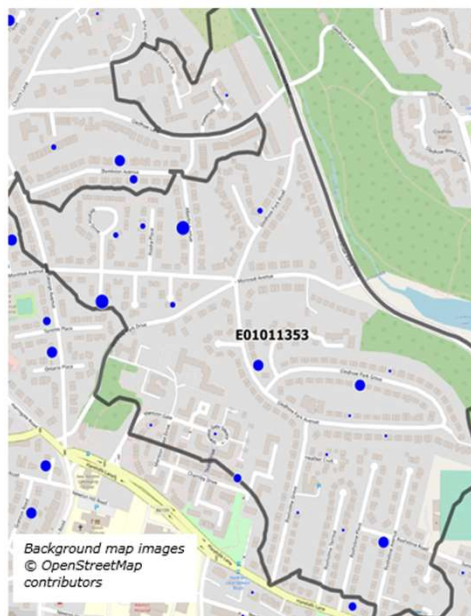
Some pupils will have parents who struggle to support their children's learning due to their own limited educational experience or limited English skills.

Low incomes and 'generational worklessness' are likely to be an issue for some families. What can school do to support families living in poverty?

What support is available for parents and pupils who are struggling with poor health (including mental health)? Are there any pupils who are 'young carers'?

**'Key LSOA' Profiles  
build a detailed  
picture of the  
different areas in  
which your pupils  
live**

**E01011353: Gledhow Park**



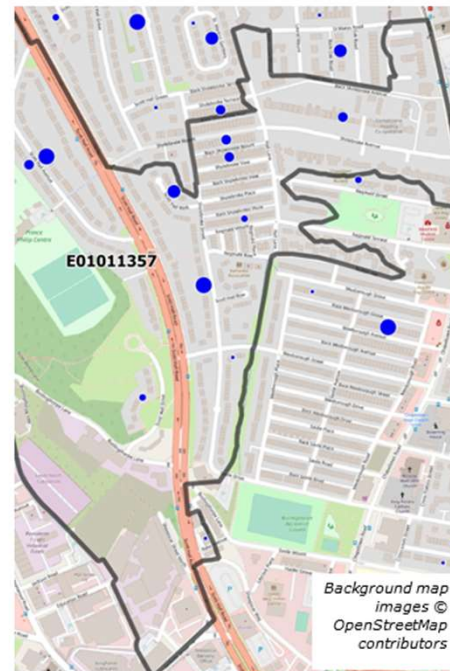
- This LSOA covers an area to the east of the school, between Harrogate Rd and the woods of Gledhow Valley. **48 (10%)** the school's pupils live here (up from 9% in Nov '20).
- This suburban area consists mainly of family homes built in the mid-20<sup>th</sup> century on land that was formerly occupied by the Ministry of Pensions Hospital and Gledhow Park. There is also a more recent development of houses and apartments on Mansion Gate.
- This LSOA is characterised by **much lower overall levels of deprivation** (9<sup>th</sup> decile on **IDACI** and **IMD** measures). **Education** deprivation (10<sup>th</sup> decile) and the only domain measure average ranking is '**Living Environment**' (4<sup>th</sup> decile).

[Alberta](#)



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**E01011357: Around Sholebrook St and Scott Hall Rd**



- This is the most southerly of the school's 'key' LSOAs. **35 (7%)** of the school's pupils live here (down from 8% in Nov '20), mostly around Sholebrook St. There are two distinct types of housing in this area: back-to-back Victorian terraces, and post-war terraced social housing.
- This is the school's **most-deprived 'key' LSOA**. It is in the **1<sup>st</sup> (most-deprived) decile** on both the **IDACI** and **IMD** measures. The **IMD** measure puts it in the most-deprived 4% of LSOAs in England. It is also in the 1<sup>st</sup> decile for **Income, Employment, Crime and the Living Environment** deprivation.

Back-to-backs on  
[Sholebrook View](#). ©  
Google Maps 2023

Post-war terraced social  
housing on [Scott Hall Rd](#)  
and [Sholebrook St](#). ©  
Google Maps 2023



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## ▲ National Census 2021

Population Change

Age

Ethnicity

Duration of residence in the country

Main language & English proficiency

Health

Economic Activity

Socioeconomic classification

Adult Qualifications

Structure of households

Types of Housing

Home ownership

Housing Quality (Central heating)

Overcrowding

Dimensions of Deprivation

Benefits Claimants

### Adult Qualifications

- 23% of the adults across these LSOAs had no formal qualifications, which is higher than the national figure of 18%. Again, E01011735 (where the largest number of the school's pupils live) has the 'worst' figure on this measure, while the figure for E01011734 is much lower.
- At the other end of the educational spectrum, the overall proportion of university graduates (Level 4) was considerably lower than national (25% compared to 34%). The largest proportion of graduates was, unsurprisingly, in E01011734 (35%).
- It is interesting to note that the 'national' percentage of graduates has grown considerably (from 27% in 2011) and the percentage with no qualifications has shrunk (from 23% in 2011). This is probably a reflection of the fact that a lot of older people with no qualifications have died since 2011, while a lot of better-educated young people have reached adulthood. It is important to note, however, that these LSOAs have a larger than average proportion of adults with no qualifications despite having a smaller than average proportion of elderly residents.

Some parents could struggle to support their children's learning due to their limited educational experience or due to limited English language skills. What resources are available for parents who are struggling to support their children's learning?

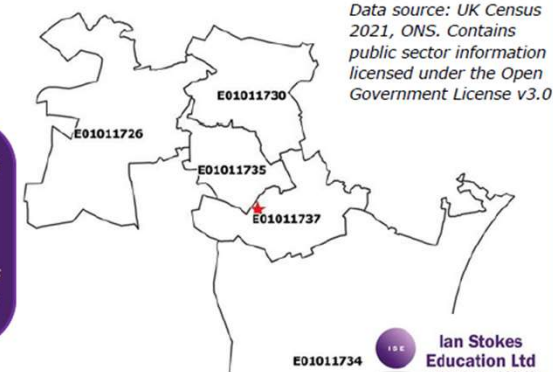
Low qualifications are closely linked to poverty. [k]  
Graduate qualifications are closely linked to higher earnings [c]: these figures provide evidence of low levels of affluence in most of these LSOAs, as well as high levels of deprivation.

LSOA	None	Level 1	Level 2	Apprentice	Level 3	Level 4	Other
E01011737	26.4%	12.7%	12.7%	7.3%	16.4%	22.1%	2.4%
E01011735	27.1%	13.6%	15.2%	7.5%	12.5%	20.4%	3.8%
E01011730	22.0%	14.0%	16.8%	6.1%	18.3%	20.3%	2.4%
E01011734	14.5%	9.4%	13.0%	6.4%	19.5%	35.1%	2.2%
E01011726	28.4%	12.2%	14.8%	5.5%	16.0%	20.8%	2.3%
C'ment Total	22.3%	11.9%	14.3%	6.6%	16.9%	25.4%	2.6%

Leeds	18.2%	9.1%	12.0%	5.2%	18.3%	34.7%	2.4%
E&W	18.2%	9.6%	13.4%	5.3%	16.9%	33.8%	2.8%

	Index						
E01011737	145	131	95	137	97	65	87
E01011735	149	142	113	141	74	60	139
E01011730	121	146	126	115	108	60	88
E01011734	80	97	97	120	115	104	80
E01011726	156	127	111	102	94	62	84
C'ment Total	123	124	107	123	100	75	94

Leeds	100	95	90	98	108	103	88
E&W	100	100	100	100	100	100	100



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We present a comprehensive suite of contemporary data extracted from the 2021 National Census and our commentary highlights key issues arising from each data set



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## Mobility: children joining the school

	Academic Year of Entry (Reception onwards)									
Year Group	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Total	From Std. Adm. Point	%
Reception	1	8	8	8	14		80 (+5)	85	80	94.1%
Year 1	1	8	8	15	64 (+16)	17		97	64	66.0%
Year 2	1	8	14	3	63 (+11)	16	12	102	63	61.8%
Year 3	1	14	10	40 (+10)	18	19	22	109	40	36.7%
Year 4	1	14	64 (+1)	12	18	13	10	118	64	54.2%
Year 5	1	52 (+5)	4	5	8	11	10	95	52	54.7%
Year 6	62 (+2)	9	2	14	12	18	15	134	62	46.3%
Total	64	66	71	81	130	157	171	740	425	57.4%

Pupil Data Source: School MIS, February 2024.

- This table shows, for each of the current cohorts, when children were admitted to school. It illustrates the *inward* mobility to each year group. The blue shaded cells highlight the numbers of children who entered the cohort in nursery or Reception and the figures in brackets represent children entering reception after the normal admissions 'window' had closed.
- The overall percentage of children currently on roll who were admitted in Reception (57%) is much lower than the most recently available national figure of 80%. This indicates that **inward mobility is much higher than 'average'**.
- The proportions of children who have been admitted after Reception *generally* get larger in the older year groups, but Year 3 stands out as having the largest proportion of inwardly mobile children. Only just over a third of the current pupils in this cohort were admitted at the start of reception.
- On average, each cohort gains at least 12 new pupils each year, and an average of 14 new children have joined each of Years 1-6 already in the current academic year (with 22 new children in Year 3).
- 185 (59%) of the 315 'inwardly mobile' children currently on roll are of Gypsy / Roma heritage.

*Inward mobility is exceptionally high. The majority of inwardly mobile children are of Gypsy / Roma heritage.*

*Moreover, this measure does not capture information about children who were inwardly mobile but who have subsequently left the school.*

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*We investigate levels of mobility within your pupil population: not just in relation to children joining the school, but also children who have left.*

## Mobility: children leaving the school

Year group at DOL	Academic Year of Leaving							Total	Avg. No. Leavers in a Year Group across successive cohorts	Avg. No. Leavers per Year for current Year Groups
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24			
0	9	15	17	10	11	22	19	103	14.0	
1		7	10	10	14	16	11	68	11.4	22.0
2			8	6	15	21	12	62	12.5	13.5
3				12	12	22	21	67	15.3	15.0
4					9	15	8	32	12.0	16.0
5						18	10	28	18.0	11.6
6							12	12		10.5

Pupil Data Source: School MIS, February 2024.

- This table shows the numbers of children who were in 'current' cohorts, but who have left the school before the end of Year 6.
- Outward mobility is even higher than inward mobility, with an average of 14-15 children leaving each cohort each year.
- A total of 372 children are recorded as having left current cohorts, representing 59% of the official YR-6 capacity. On average, these children spent 509 days on roll at the school.
- 169 (45%) of these children were also *inwardly mobile* (i.e. they joined 'late' and then left 'early'). These children only spent an average of 283 days on roll at the school.

*On average, each year group loses 14-15 children every academic year. This exceptionally high rate of outward mobility facilitates high ongoing inward mobility.*

*Many children who join the school as in-year admissions also leave after only spending a relatively short time at the school.*

*High mobility rates can create instability and 'churn' within year groups and can disrupt the learning of all children, not just those who are joining and leaving.*

*Pupil mobility is often higher in deprived, urban areas. This is due to a combination of factors including: families being re-housed, families arriving from (and departing to) other countries, and 'upwardly mobile' families moving to less-deprived areas.*

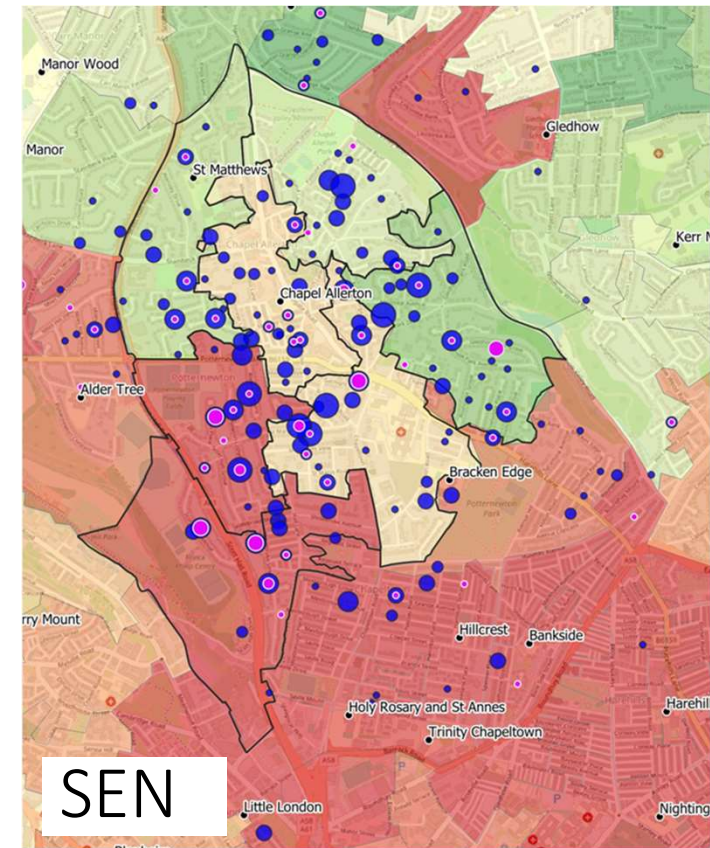
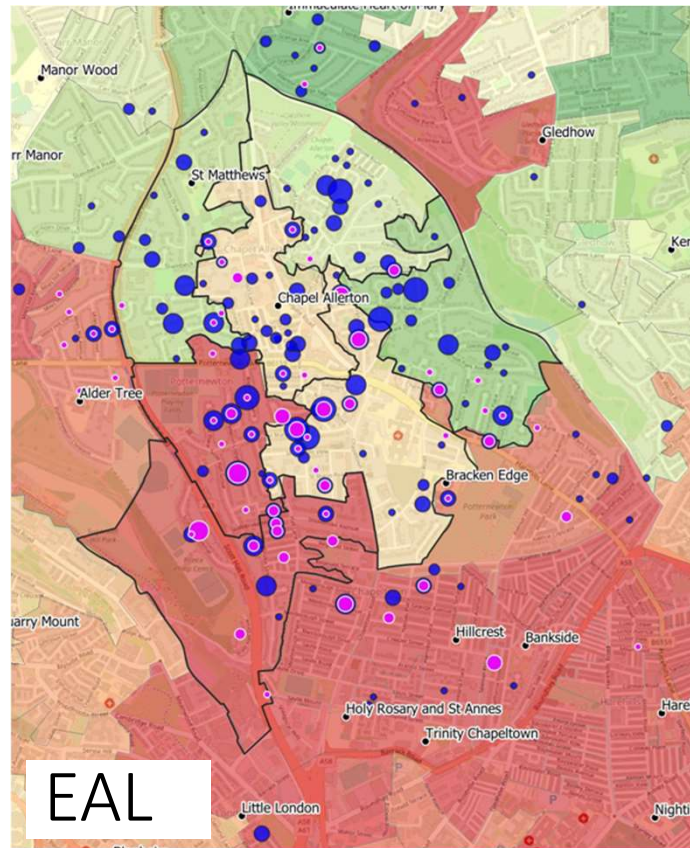
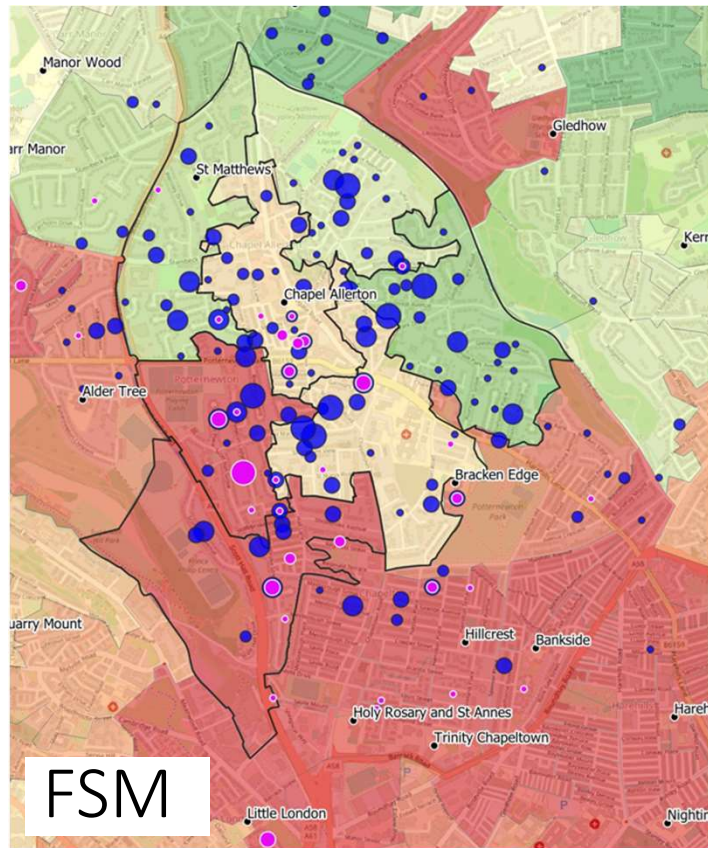
*The exceptionally high rate of mobility at this school could also be related to the large proportion of Gypsy / Roma pupils.*

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*Our analysis of the distribution of 'vulnerable' pupil groups helps you to identify specific areas which might be 'hotspots' for large numbers of these children.*



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- ***Data Processing Agreements cover all GDPR regulations***
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