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General enquiries about the *Autumn Package* should be addressed to the DfEE's Pupil Performance Team; please refer to *Section 6: Useful Contacts*. You can also email enquiries to: **autumn.package@dfee.gov.uk**.

INTRODUCTION

Raising educational standards is this Government's main priority. We want all children to leave school with the knowledge and skills to succeed in the world. This Government's strategy for raising standards requires all schools to have high expectations and to set high standards for all pupils, regardless of their background.

The Autumn Term is an important time for headteachers to lead a review of their school's performance. The *Autumn Package of Pupil Performance Information* will support headteachers with that review and provide information to teachers and governors for use with the process of target-setting and school improvement. It encourages schools to use pupil level data to understand differences in performance. Good schools will use this information to influence classroom practices and school strategies for raising pupil performance.

The Autumn Package This Year

The evaluation of the 1999 Package has provided some useful suggestions for improvement for this year. The size of the Package has been reduced and the Interactive Version piloted last year has been further developed. In particular, the value added in the Interactive Version now uses disaggregated outcomes in the tiered maths and science KS3 tests. We would welcome your feedback on the 2000 package, please visit our website at the address below to complete our online form.

The information in the Package will be further supplemented by your school's Performance and Assessment (PANDA) Report when it is produced at the end of October 2000 by OFSTED.

Accompanying this year's Package is a CD-ROM containing the Interactive Autumn Package. We hope teachers will find this a valuable tool for producing their own individual analyses as well as reducing the burden on their time. To use the interactive version, please follow the instructions with the CD-ROM disc.

The CD-ROM also contains an electronic copy of KS1, KS2 and KS3 Autumn Packages. These copies are stored as PDF files and can be used to print extra copies, you will need Adobe Acrobat Reader to access these files: to download a free copy, please visit our website at the above address for further information.

The wallchart '*Recognising Progress - Getting the Most from Your Data*' produced by DfEE and the Association of Assessment Inspectors and Advisers (AAIA) is available free from the DfEE Publication Centre (quoting ref: DfEE 0254/2000). It shows how you can use the *Autumn Package*, to evaluate school performance and links the Five Stage School Improvement Cycle with the Performance Management Cycle.

Further Information

The *Autumn Package* is available as a read only document on the Internet at www.standards.dfee.gov.uk/performance. The site also has the Interactive Version for schools to download if required.

The DfEE's "*From Targets to Action*" contains advice on target-setting, and Circular Number 11/98 "*Target Setting in Schools*" provides guidance on the statutory regulations. These are both available free from the DfEE Publication Office. OFSTED's "*School Evaluation Matters*" booklet contains advice on the broader process of school self-evaluation and QCA's "*A Guide to Using National Curriculum Assessment Data in Secondary Schools*" includes advice on the detailed interpretation of school statistics about pupil performance.

SECTION 1

NATIONAL SUMMARY RESULTS

The Purpose Of This Section

This section enables you to compare the performance of your school with national averages and trends. The national results provide a measure against which you can gauge how successfully your school is performing.

QCA's *2000 Key Stage 3 Assessment and Reporting Arrangements* booklet recommended that schools should regard Levels 5 and 6 as the expected level of attainment for most pupils at the end of Key Stage 3.

The national summary information includes the results of all maintained schools (including special schools) in England, and includes those independent schools that took part in the 2000 end of Key Stage 3 National Curriculum assessments. Further information about the national summary results is given in the Technical Annex (page 24).

How To Use The Information

You can use this section to develop a general impression of your school's performance relative to the results of schools nationally. By comparing your own school's results with the National Results you can examine in which areas your own results differ most markedly from the national picture, and this will help you to identify relative strengths and weaknesses in your school.

Using **Table 1.1** (page 3) you can examine your results alongside national results for 14 year olds who achieved Level 5 or above in each of the English, Mathematics and Science National Curriculum Tests. **Table 1.2** (page 4) allows examination of your results for the non-core subjects. The '*Your School's Results*' column in the table is provided for you to enter the relevant data for your school. In the '*Difference*' column, show the variance between your school's results and the national results as '+' and '-' percentage points (e.g. +2 %).

Circulars 7/98 and 7/99, and QCA's *Assessment and Reporting Arrangements* booklet explain the requirement for head teachers and governors to report to parents the national percentages of pupils at each level of attainment on the National Curriculum scale. This information should be shown alongside the school's own results in reports to parents, the school prospectus and the governors' annual report. Table 1.4 (page 6) shows the national information you will need.

Table 1.1: Percentage of All Pupils attaining Level 5 and above in the 2000 Key Stage 3 English, Mathematics and Science Statutory Tests and Teacher Assessments

		National Results (%)	Your School's Results ¹ (%)	Difference in Percentage Points (+ or -)
ENGLISH	All Pupils	63		
	Boys	55		
	Girls	72		
MATHEMATICS	All Pupils	65		
	Boys	64		
	Girls	65		
SCIENCE	All Pupils	59		
	Boys	61		
	Girls	58		
ENGLISH Teacher Assessment	All Pupils	64		
	Boys	56		
	Girls	73		
MATHEMATICS Teacher Assessment	All Pupils	66		
	Boys	65		
	Girls	68		
SCIENCE Teacher Assessment	All Pupils	62		
	Boys	60		
	Girls	63		

The completed table can be helpful as a focus for discussions.

Using Table 1.2, a similar analysis of your results for 14 year olds in the non-core subjects can be done.

¹ To calculate the percentage of pupils at a particular level, please see Example 1 on page 24.

Table 1.2: Percentage of All Pupils attaining Level 5 and above (Level 4 and above in modern foreign languages) and the expected level (B+) in non-core subjects

		National Results (%)	Your School's Results (%)	Difference in Percentage Points (+ or -)
HISTORY	All Pupils	63		
	Boys	57		
	Girls	69		
GEOGRAPHY	All Pupils	63		
	Boys	58		
	Girls	68		
DESIGN AND TECHNOLOGY	All Pupils	65		
	Boys	58		
	Girls	73		
INFORMATION TECHNOLOGY	All Pupils	62		
	Boys	59		
	Girls	66		
MODERN FOREIGN LANGUAGES (4+)	All Pupils	67		
	Boys	59		
	Girls	74		
ART (B+)	All Pupils	77		
	Boys	70		
	Girls	84		
MUSIC (B+)	All Pupils	69		
	Boys	62		
	Girls	77		
PHYSICAL EDUCATION (B+)	All Pupils	76		
	Boys	77		
	Girls	76		

It is important to probe for reasons that may lie behind the figures. Answering the questions listed overleaf will help you to identify areas for improvement.

Some Questions To Consider Include:

- Are results in any of the subjects better or worse than the national average, both overall and in terms of the performances of boys and girls?
- Are the performances of boys and girls consistent across the different subjects?
- Are the results of the better performing subjects consistent with your school's previous years results?
- Have any subject results shown marked improvement over last year?
- For each of the subjects with better than average results, can the teachers identify any features of subject organisation or teaching practices that they feel particularly contribute to their successful results?
- Are any of those features common across the different successful subjects?
- Are any of the features particularly worthy of use across the school as a whole, and particularly in other subjects in the school where teachers consider pupils' achievements are below par?
- From the comparisons and discussions, what appear to be the emerging priorities for the school as a whole?

You should bear these questions in mind when you are examining the remaining tables in this section.

The remaining tables (pages 5 to 11) in this section provide further breakdown of the 2000 end of Key Stage 3 National Curriculum Tests, Teacher Assessments and the trend in the results over the last five years.

Table 1.3: Recent trends in Key Stage 3 National Summary Results over the last five years for All Pupils attaining Level 5 and above in English, Mathematics and Science statutory Tests and Teacher Assessments

	Test					Teacher Assessment				
	1996	1997	1998	1999	2000	1996	1997	1998	1999	2000
ENGLISH	57	57	65	64	63	61	61	62	64	64
MATHEMATICS	57	60	59	62	65	62	63	63	64	66
SCIENCE	57	60	56	55	59	60	62	62	60	62

Table 1.4: Percentage of All Pupils, Boys and Girls in England attaining each Level in the 2000 Key Stage 3 statutory Tests and Teacher Assessments in English, Mathematics and Science¹

	All Pupils															Boys															Girls														
ENGLISH	D	A	B	N	W	1	2	3	4	5	6	7	8	EP	5+	D	A	B	N	W	1	2	3	4	5	6	7	8	EP	5+	D	A	B	N	W	1	2	3	4	5	6	7	8	EP	5+
Test	1	4	4	3	-	-	-	4	21	35	21	6	1	0	63	1	4	6	5	-	-	-	5	25	34	17	4	0	0	55	0	4	3	2	-	-	-	2	17	37	26	8	1	0	72
Teacher Assessment	0	1	-	-	0	0	2	8	24	34	22	8	1	0	64	0	1	-	-	0	1	3	11	28	33	17	5	1	0	56	0	1	-	-	0	0	1	5	19	35	26	10	1	0	73
MATHEMATICS	D	A	B	N	W	1	2	3	4	5	6	7	8	EP	5+	D	A	B	N	W	1	2	3	4	5	6	7	8	EP	5+	D	A	B	N	W	1	2	3	4	5	6	7	8	EP	5+
Test	0	4	1	1	-	-	1	9	20	24	23	16	3	0	65	0	4	1	1	-	-	1	9	20	23	23	16	3	0	64	0	4	1	1	-	-	0	8	20	25	23	15	2	0	65
Teacher Assessment	0	1	-	-	0	0	1	9	22	27	24	13	2	0	66	0	1	-	-	0	0	2	10	22	26	23	13	3	0	65	0	1	-	-	0	0	1	9	21	28	24	14	2	0	68
SCIENCE	D	A	B	N	W	1	2	3	4	5	6	7	8	EP	5+	D	A	B	N	W	1	2	3	4	5	6	7	8	EP	5+	D	A	B	N	W	1	2	3	4	5	6	7	8	EP	5+
Test	0	4	1	1	-	-	1	10	23	30	23	6	1	0	59	0	4	1	1	-	-	1	10	22	30	24	6	1	0	61	0	4	1	1	-	-	1	11	24	30	22	6	1	0	58
Teacher Assessment	0	1	-	-	0	0	2	10	25	31	22	7	0	0	62	0	1	-	-	0	0	2	11	25	31	22	7	1	0	60	0	1	-	-	0	0	1	9	25	32	23	8	0	0	63

Notes to the table

- represents no pupils
- 0% represents some pupils but less than 0.5%
- D represents pupils who have been disapplied under sections 364 / 365 of the Education Act 1996
- A represents pupils who failed to register a level due to absence
- B represents pupils who were assessed by teacher assessment only
- N represents pupils who are below compensatory Level 3 threshold for English, and below the lowest compensatory level available on each tier for maths and science
- W represents pupils who are working towards Level 1, but have not yet achieved the standards needed for Level 1.
- EP represents pupils with exceptional performance

¹ Figures have been rounded and may not total 100%.

Table 1.5: Recent trends in the percentage of All Pupils, Boys and Girls in England attaining each Level in Key Stage 3 English, Mathematics and Science statutory Tests over the last five years¹

		All Pupils										Boys										Girls									
		A	B3	B4	3	4	5	6	7	8	EP	A	B3	B4	3	4	5	6	7	8	EP	A	B3	B4	3	4	5	6	7	8	EP
ENGLISH	2000	4	-	11	-	21	35	21	6	1	0	4	-	15	-	25	34	17	4	0	0	4	-	7	-	17	37	26	8	1	0
	1999	4	-	12	-	20	36	21	6	1	0	4	-	17	-	24	34	17	4	0	0	4	-	7	-	16	37	26	8	1	0
	1998	4	-	12	-	19	30	25	9	1	0	4	-	17	-	23	29	21	6	1	0	4	-	7	-	15	31	30	11	1	0
	1997	5	-	12	-	27	34	17	5	1	0	5	-	16	-	32	31	12	3	0	0	5	-	7	-	22	36	21	8	1	0
	1996	5	-	15	-	23	31	18	7	1	0	5	-	20	-	27	29	14	5	0	0	5	-	10	-	20	33	22	10	1	0
		A	B3	B4	3	4	5	6	7	8	EP	A	B3	B4	3	4	5	6	7	8	EP	A	B3	B4	3	4	5	6	7	8	EP
MATHEMATICS	2000	4	2	-	9	20	24	23	16	3	0	4	2	-	9	20	23	23	16	3	0	4	2	-	8	20	25	23	15	2	0
	1999	5	3	-	9	21	24	24	12	2	0	5	3	-	9	21	24	23	13	2	0	5	3	-	9	21	25	24	12	1	0
	1998	5	2	-	11	22	24	23	11	2	0	6	2	-	11	22	23	23	12	2	0	5	2	-	11	22	25	23	11	1	0
	1997	5	2	-	10	22	23	25	11	1	0	5	2	-	10	22	23	24	11	2	0	5	2	-	10	22	24	25	10	1	0
	1996	5	3	-	11	23	23	22	10	1	0	5	3	-	12	23	23	22	10	2	0	5	3	-	11	23	24	23	10	1	0
		A	B3	B4	3	4	5	6	7	8	EP	A	B3	B4	3	4	5	6	7	8	EP	A	B3	B4	3	4	5	6	7	8	EP
SCIENCE	2000	4	3	-	10	23	30	23	6	1	0	4	3	-	10	22	30	24	6	1	0	4	3	-	11	24	30	22	6	1	0
	1999	5	3	-	9	28	31	18	5	0	0	5	3	-	10	28	31	18	5	1	0	5	2	-	9	29	31	19	5	0	0
	1998	5	4	-	10	25	29	20	7	0	0	5	4	-	10	24	29	20	8	0	0	5	4	-	10	26	29	19	6	0	0
	1997	6	2	-	8	24	31	22	7	0	0	6	2	-	8	23	31	22	7	1	0	6	2	-	7	26	32	21	6	0	0
	1996	5	2	-	9	26	35	17	4	0	0	6	3	-	10	25	34	18	5	0	0	6	3	-	9	27	36	17	4	0	0

Notes to the table

- 0%** represents some pupils but less than 0.5%
- B3** represents pupils below Level 3 and includes the percentage of pupils in B, N and Level 2
- B4** represents pupils below Level 4 and includes the percentage of pupils in B, N and Level 3

¹ Figures will not total 100% because disapplied pupils are not shown
www.standards.dfes.gov.uk/performance

Table 1.6: Percentage of All Pupils, Boys and Girls attaining Level 5 and above in English, Mathematics and Science Teacher Assessments over the last five years¹

		All Pupils											Boys											Girls										
		A	W	1	2	3	4	5	6	7	8	EP	A	W	1	2	3	4	5	6	7	8	EP	A	W	1	2	3	4	5	6	7	8	EP
ENGLISH	2000	1	0	0	2	8	24	34	22	8	1	0	1	0	1	3	11	28	33	17	5	1	0	1	0	0	1	5	19	35	26	10	1	0
	1999	1	0	1	3	9	23	33	22	8	1	0	1	0	1	4	12	27	32	17	6	1	0	1	0	0	1	6	19	34	26	11	1	0
	1998	1	0	1	3	10	24	31	21	8	1	0	1	0	1	4	13	28	30	17	6	1	0	1	0	0	2	6	20	32	26	11	1	0
	1997	1	0	1	3	10	24	31	21	8	1	0	1	0	1	4	14	28	29	16	5	1	0	1	0	0	2	7	20	32	26	11	1	0
	1996	0	0	1	3	11	24	30	21	9	1	0	0	0	1	5	15	27	29	16	6	1	0	0	0	0	2	7	20	32	25	11	1	0
		A	W	1	2	3	4	5	6	7	8	EP	A	W	1	2	3	4	5	6	7	8	EP	A	W	1	2	3	4	5	6	7	8	EP
MATHEMATICS	2000	1	0	0	1	9	22	27	24	13	2	0	1	0	0	2	10	22	26	23	13	3	0	1	0	0	1	9	21	28	24	14	2	0
	1999	1	0	0	2	10	23	27	23	12	2	0	1	0	0	2	11	23	26	22	12	2	0	1	0	0	1	10	22	28	24	12	2	0
	1998	1	0	0	2	11	23	27	23	12	2	0	1	0	0	2	12	23	26	22	11	2	0	1	0	0	1	10	23	27	24	12	2	0
	1997	1	0	0	2	11	23	26	24	11	2	0	1	0	0	2	12	23	26	22	12	2	0	1	0	0	1	10	23	27	25	12	2	0
	1996	0	0	0	2	12	24	27	23	11	2	0	0	0	0	2	13	24	26	21	10	2	0	0	0	0	2	10	23	27	24	11	2	0
		A	W	1	2	3	4	5	6	7	8	EP	A	W	1	2	3	4	5	6	7	8	EP	A	W	1	2	3	4	5	6	7	8	EP
SCIENCE	2000	1	0	0	2	10	25	31	22	7	0	0	1	0	0	2	11	25	31	22	7	1	0	1	0	0	1	9	25	32	23	8	0	0
	1999	1	0	0	2	11	26	31	21	7	0	0	1	0	0	2	11	26	30	21	7	0	0	1	0	0	1	10	26	32	22	8	0	0
	1998	1	0	0	2	10	25	31	22	8	0	0	1	0	0	2	11	25	30	22	8	0	0	1	0	0	1	10	25	32	23	8	0	0
	1997	1	0	0	2	10	26	32	22	7	0	0	1	0	0	2	12	26	31	22	7	0	0	1	0	0	1	9	25	32	23	8	0	0
	1996	0	0	0	2	11	26	32	21	7	0	0	0	0	0	2	12	26	31	20	7	0	0	0	0	0	2	10	26	33	22	7	0	0

Notes to the table

0% represents some pupils but less than 0.5%
EP represents pupils with exceptional performance

¹ Figures will not total 100% because disapplied pupils are not shown.

Table 1.7: Percentage of All Pupils attaining Level 5 and above in History, Geography, Design and Technology, and Information Technology, and Level 4 and above in Modern Foreign Languages, Teacher Assessments in 2000

	Percentage achieving Level 5 and above
HISTORY	63
GEOGRAPHY	63
DESIGN & TECHNOLOGY	65
INFORMATION TECHNOLOGY	62

	Percentage achieving Level 4 and above
MODERN FOREIGN LANGUAGES	67

Table 1.8: Percentage of All Pupils, Boys and Girls attaining each Level in History, Geography, Design and Technology, Information Technology, and Modern Foreign Languages Teacher Assessments in 2000

	All Pupils														Boys														Girls													
	D	A	W	1	2	3	4	5	6	7	8	EP	4+	5+	D	A	W	1	2	3	4	5	6	7	8	EP	4+	5+	D	A	W	1	2	3	4	5	6	7	8	EP	4+	5+
HISTORY	0	1	0	0	2	10	24	32	21	9	1	0	-	63	0	1	0	1	3	12	27	31	18	7	1	0	-	57	0	1	0	0	1	7	21	32	24	11	1	0	-	69
GEOGRAPHY	0	1	0	0	2	10	24	32	21	9	1	0	-	63	0	1	0	0	2	12	26	31	19	7	1	0	-	58	0	1	0	0	1	8	21	32	24	11	1	0	-	68
DESIGN & TECHNOLOGY	0	1	0	0	2	8	24	37	22	6	0	0	-	65	0	1	0	1	2	10	29	37	17	3	0	0	-	58	0	1	0	0	1	5	20	37	27	8	1	0	-	73
INFORMATION TECHNOLOGY	0	1	0	0	2	9	25	36	21	5	0	0	-	62	0	1	0	1	2	10	26	35	19	5	0	0	-	59	0	1	0	0	1	8	24	37	23	5	0	0	-	66
MODERN FOREIGN LANGUAGES	0	1	0	2	9	21	31	26	9	1	0	0	67	-	1	1	1	3	11	24	30	21	7	1	0	0	59	-	0	1	0	1	6	17	31	30	12	1	0	0	74	-

Notes to the table

- 0%** represents some pupils but less than 0.5%
- represents expected level not applicable
- D** represents pupils who have been disapplied under sections 364 / 365 of the Education Act 1996
- A** represents pupils who failed to register a level due to absence
- W** represents pupils who are working towards Level 1, but have not yet achieved the standards needed for Level 1.
- EP** represents pupils with exceptional performance

Table 1.9: Percentage of All Pupils attaining the expected Level in Art, Music and Physical Education Teacher Assessments in 2000

	Teacher Assessment Percentage Achieving B or Above
ART	77
MUSIC	69
PHYSICAL EDUCATION	76

Table 1.10: Percentage of All Pupils, Boys and Girls in England attaining each Level in Art, Music and Physical Education Teacher Assessments in 2000

	Disapplied	Absent	A	B	C	D	%B+
Percentage of All Pupils at each level							
ART	0	1	22	52	21	4	77
MUSIC	0	1	30	52	15	3	69
PHYSICAL EDUCATION	0	1	23	62	15	-	76

	Disapplied	Absent	A	B	C	D	%B+
Percentage of Boys at each level							
ART	0	1	29	52	15	3	70
MUSIC	0	1	37	49	11	2	62
PHYSICAL EDUCATION	0	1	22	61	16	-	77

	Disapplied	Absent	A	B	C	D	%B+
Percentage of Girls at each level							
ART	0	1	15	51	27	6	84
MUSIC	0	1	22	55	19	4	77
PHYSICAL EDUCATION	0	1	23	63	13	-	76

Notes to the tables

- A** represents pupils who are working towards the expectation for the end of Key Stage 3
B represents pupils who are achieving the expectation for the end of Key Stage 3
C represents pupils who are working beyond the expectation for Key Stage 3
D represents pupils who are demonstrating exceptional performance
%B+ is the percentage of pupils meeting or above the expectation for the end of Key Stage 3

SECTION 2

NATIONAL VALUE ADDED INFORMATION

Using Pupil Level Results

The Purpose Of This Section

This section enables you to compare the relative progress made by individual pupils in your school with the progress made by pupils nationally between Key Stage 2 (KS2) and Key Stage 3 (KS3). Many studies have confirmed that prior attainment is by far the best predictor of a pupil's ultimate performance. By comparing your pupils' results in this way, you can get an indication of how well your school is performing in KS3 once KS3 attainment has been taken into account.

How To Use The Value Added Lines And The Progress Charts

In Graphs 2.1- 2.3 (pages 14 to 16) the upper sections show the national progress line relating pupils' average 1997 KS2 test points score to their 2000 KS3 test results in English, Mathematics and Science. In an improvement to last year, the outcome for KS3 English is shown in marks allowing greater disaggregation. The five Progress Charts in the lower section show, for each subject, the national distributions of the KS3 levels achieved across the range of KS2 average points scores. To use the graphs, plot each pupil's 1997 KS2 average points score against their attainment in the 2000 KS3 tests using the guidance on page 24 of the Technical Annex. The solid line on each graph shows the median pupils' KS3 attainment nationally for any KS2 average points score. The dotted lines either side show the KS3 attainment for pupils at the upper and lower quartiles. The accompanying CD-ROM contains the Interactive Version, which will plot your pupils for you: it also uses KS3 mathematics and science marks in tiered papers to disaggregate the outcomes in the value added line.

Having plotted your results, you can identify pupils who have made relatively good progress (i.e. those who appear at or above the upper quartile line), and others who have made relatively poor progress (i.e. those who appear below the lower quartile line).

To gain a full picture of the school's overall performance, it is useful to consider the performance of different groups of pupils within a year, as well as the performance of the complete year cohort. For example, you could consider the attainment of boys, ethnic minorities and English as Additional Language (EAL) pupils against progress made nationally, and the impact this has on the school's overall performance. By looking at the performance of different groups of pupils in this way, you can get a more complete picture of the school's overall performance, and this will help you with the setting of challenging yet realistic targets.

When analysing your school's performance, it is helpful to probe for reasons why pupils have made better or worse progress than expected. The questions listed below are useful for identifying priorities and strategies for school improvement.

Some Questions For You to Consider Include:

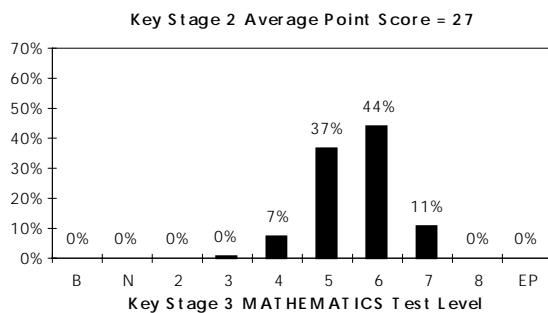
- How does the progress made by pupils in different groups, sets or classes compare? Are there any noticeable differences in the progress made by boys, girls and ethnic minorities in each class?
- Have any pupils made unexpectedly good progress, or significantly less progress than expected? Are there any marked differences and if so can the teacher or the

pupils, think of any reasons?

- In classes or groups where the majority of pupils make better than average progress, can teachers identify any teaching practices that they think contribute to their success? From the comparisons and discussions, what are the emerging priorities for the school?
- How have teachers set their expectations of pupils at the beginning of Years 7, 8 and 9? Do pupils with high or low prior attainment generally make the progress expected of them?

This value added information is retrospective, revealing how much progress pupils have made in the past but it can also be used as a guideline for predicting how individuals or groups of pupils might perform in the future, helping with the setting of targets. However, school improvements you have made could lead to higher levels of attainment. Therefore, your targets for individuals or groups of pupils should include a degree of challenge. The Progress Charts are useful for this purpose.

Each set of Progress Charts shows, for pupils with similar attainments in the 1997 KS2 statutory tests/tasks, the distribution of their attainment in the 2000 KS3 statutory tests. The KS2 average is used to select the appropriate chart. For example, if the pupil's average KS2 points score level is 27 the following chart is appropriate when looking at their KS3 Mathematics level.



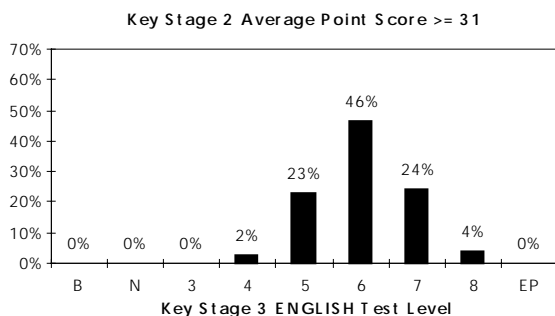
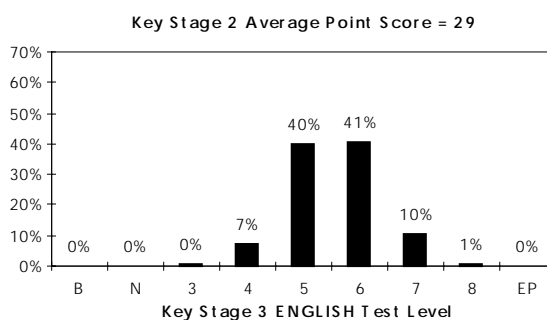
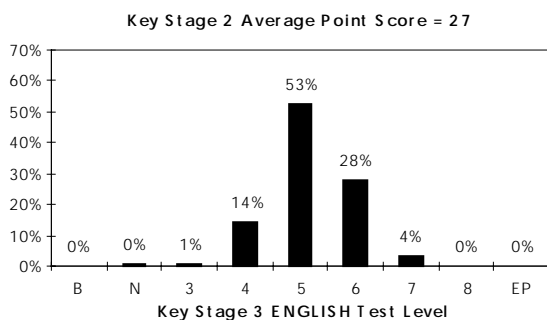
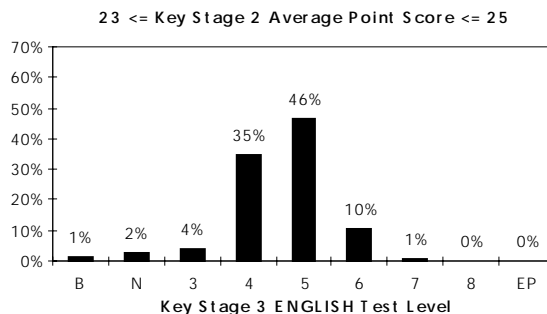
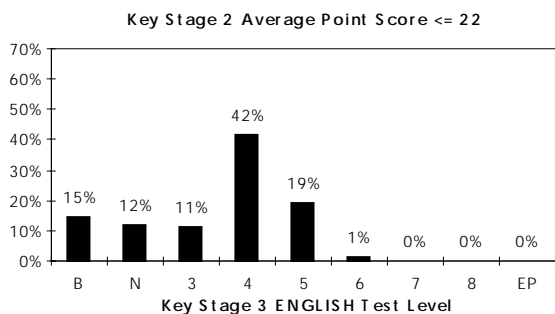
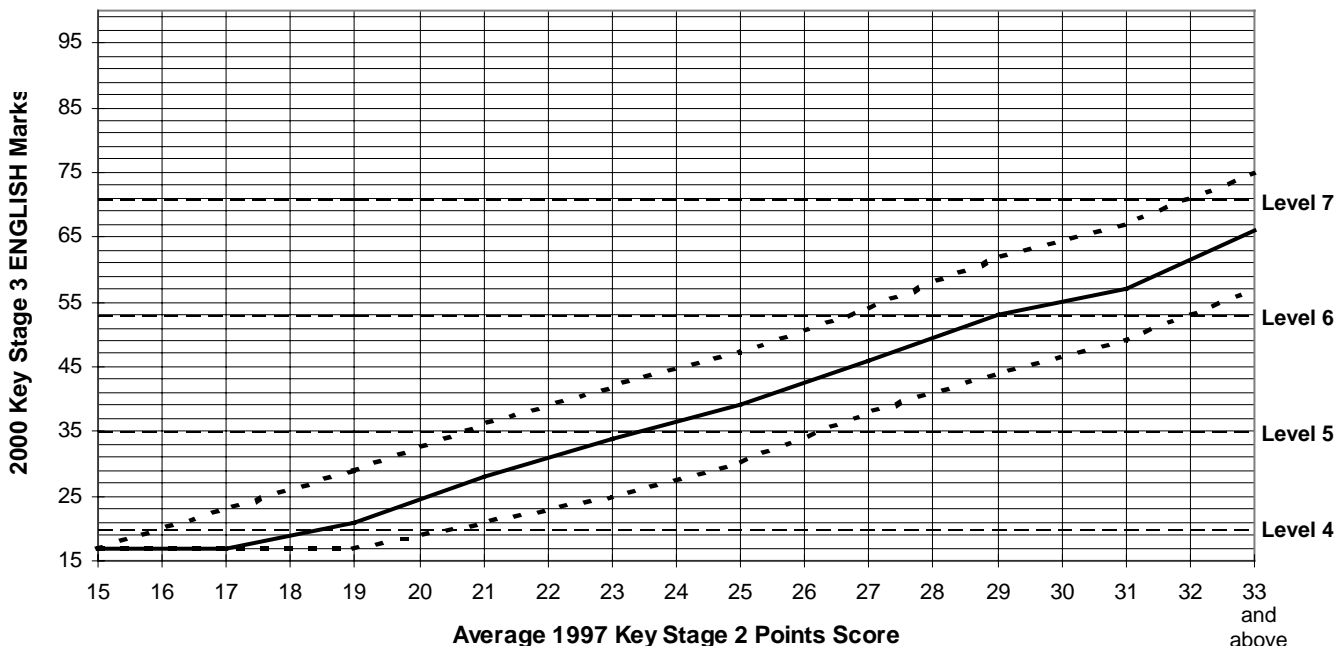
This Progress Chart shows that for the pupils who had a similar KS2 points score, 37% achieved Level 5 at KS3 and 44% achieved Level 6.

Knowing their pupils' KS2 average points score, teachers can use the information in the Progress Charts and the National Value Added Lines to establish their expectations about what their pupils should go on to achieve. This information can also be used in discussions with pupils' parents, as a focus for agreeing stretching expectations for their child and also helping to involve them in the setting of challenging targets. Sharing such information can be helpful for parents to enable them to know how they can support their children at home, and can be used by teachers when planning work for the child.

Some Further Questions For You to Consider Include:

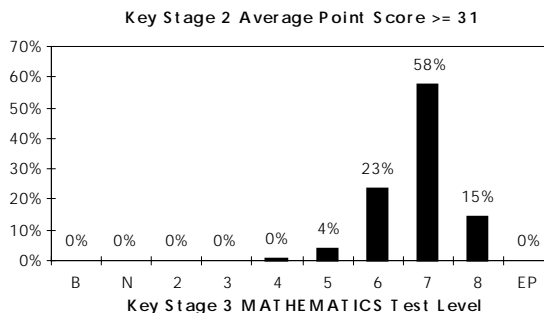
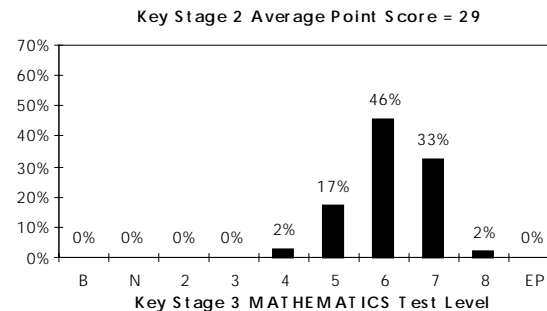
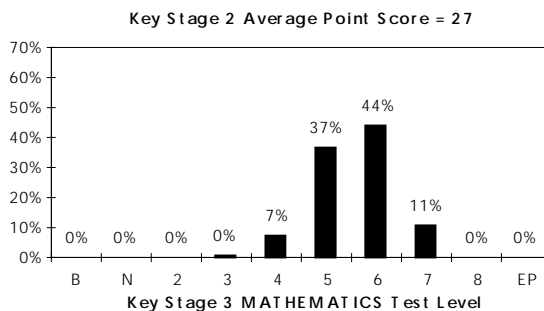
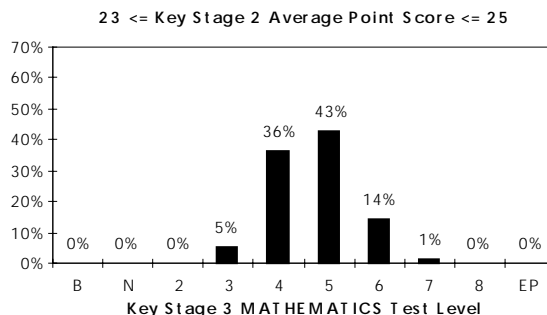
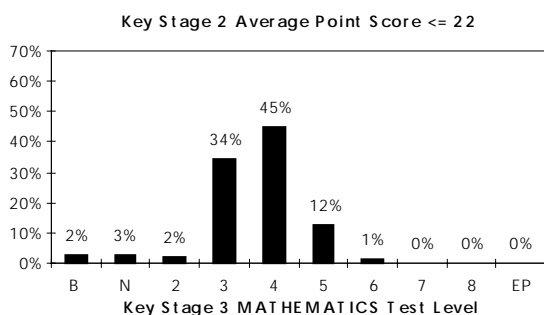
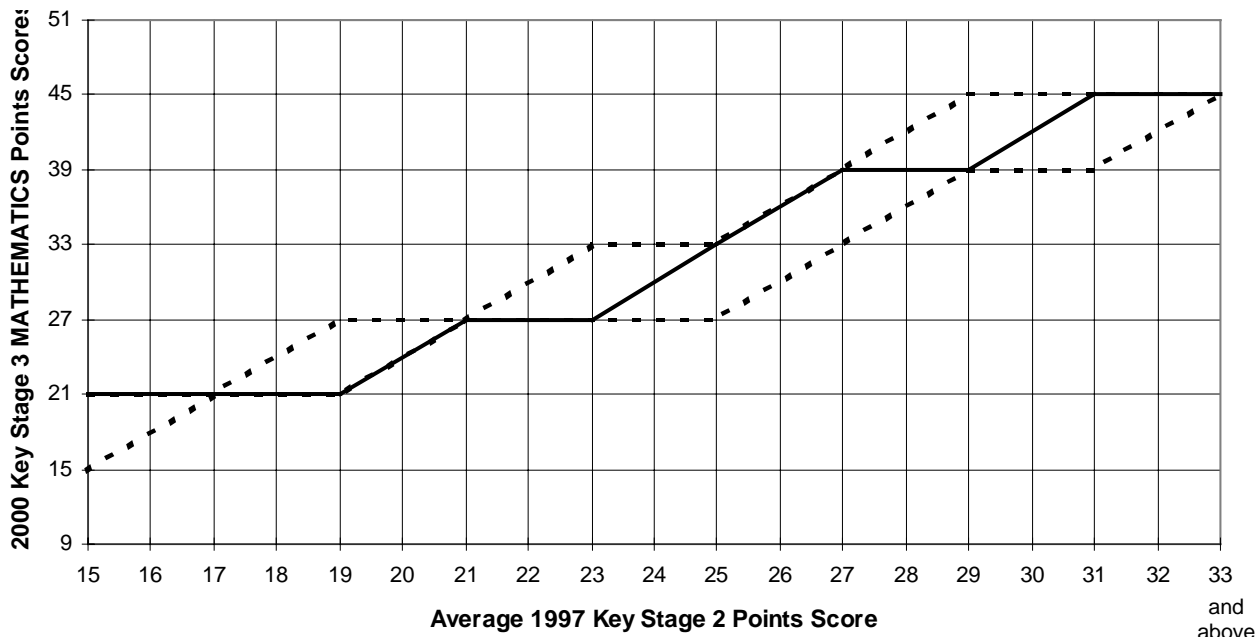
- How do parents' and pupils' expectations of future performance compare with the information shown in the Progress Charts?
- If parents' and pupils' own expectations are low, can they identify any particular aspects of work they find difficult and where they would benefit from extra help?
- How do teachers' forecasts and expectations for their pupils compare to what the Progress Charts suggest they could achieve?
- What are the reasons behind any low teacher expectations - what needs to be done, in the classroom or in other ways, to counter low expectations?

Graph 2.1: 2000 Key Stage 3 English Value Added Line & Progress Charts



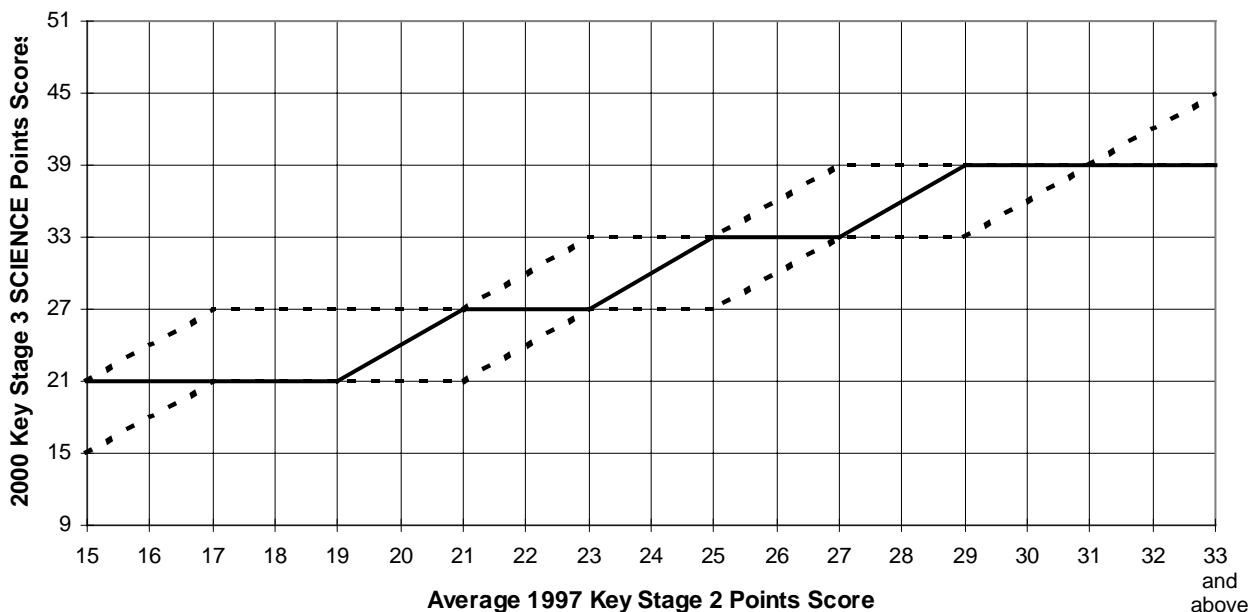
Please see pages 24 and 25 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

Graph 2.2: 2000 Key Stage 3 Mathematics Test Level Value Added Line and Progress Charts

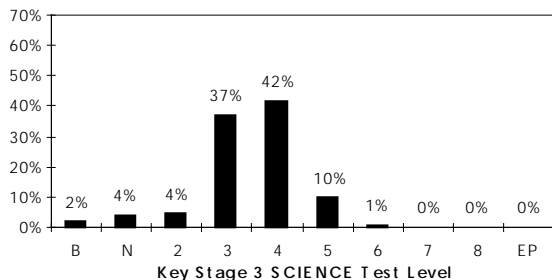


Please see pages 24 and 25 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

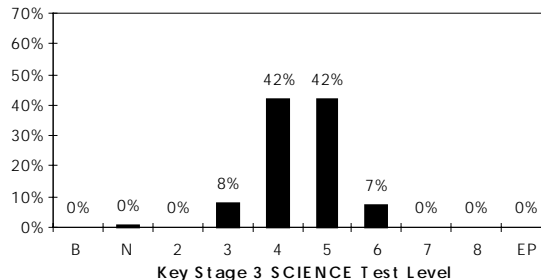
Graph 2.3: 2000 Key Stage 3 Science Test Level Value Added Line and Progress Charts



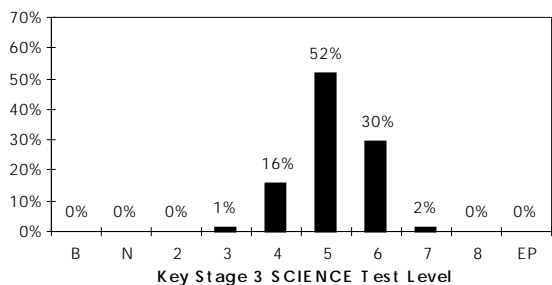
Key Stage 2 Average Point Score <= 22



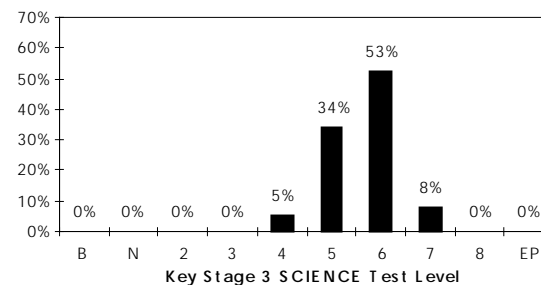
23 <= Key Stage 2 Average Point Score <= 25



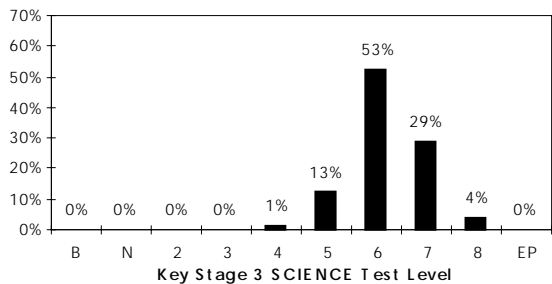
Key Stage 2 Average Point Score = 27



Key Stage 2 Average Point Score = 29



Key Stage 2 Average Point Score >= 31



Please see pages 24 and 25 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

SECTION 3

NATIONAL BENCHMARK INFORMATION *Using School Level Results*

The Purpose Of This Section

This section enables you to compare your school's 2000 Key Stage 3 (KS3) test results with the performances achieved by other similar schools.

The benchmark information in this section represents the range of performance of similar schools, grouped together on the basis of one measure of pupil disadvantage. The proportion of pupils "known to be eligible for free school meals (FSM)" within a school is used as the measure of pupil disadvantage.

The Technical Annex (page 26) provides further information about definitions used to create the benchmark tables.

How To Use The Information

The following tables present the performances of schools at key points in the national distribution: for example, the '*median*' shows the results achieved by a school at the middle of the distribution (i.e. half of the schools achieved higher than this and half lower). The '*UQ*' (Upper Quartile) shows the results of a school which is three quarters the way up the national distribution. As no two schools are identical, schools should consider other contextual information to explain their position in the benchmark tables.

National Benchmarks

Table 3.1 (page 18) shows the distributions of performance for schools nationally enabling you to benchmark your school against national results. A 'ready reckoner' is provided on page 27, to show how to calculate your schools' average KS3 points score. The blank columns in the table allow you to insert your school's results so that you can position your performance in that distribution.

Free School Meals (FSM) Benchmarks

Tables 3.2 - 3.9, (pages 20 to 23) show performance distributions for groups of similar schools, categorised by intensity of FSM. You should choose the table(s) which most closely reflects the characteristics of your school. The flow charts in **Figure 1** (page 19) will help you identify which table(s) for you to use to assess your performance. Again blank columns have been provided for you to insert your school's results. The definition on page 26 shows how to calculate your school's FSM proportion. If your school straddles two benchmark groups, you may wish to look at your school's performances in the context of them both.

When analysing your school's performance using benchmark information, you need to probe for reasons that may lie behind the numbers. The questions below will help you to do this and identify priorities and strategies for school improvement.

Some Questions To Consider May Include:

- How does the school's performance in English, mathematics and science relate to the range of performance shown by other similar schools - particularly to performances at the upper quartile and 95th percentile?
- Where the position has improved over last year, what changes in teaching practice do teachers feel have helped?
- If there are significant differences between the performances of the three subjects, can teachers identify any features of organisation or teaching that contribute to success?
- Are any of the features particularly worthy of use across the school as a whole and, particularly, in the less successful subjects?
- Through locally formed associations of schools, or with the help of the LEA, can the school identify better performing schools in the group and ask "how do they do that"?
- In practice, how can networking with better performing schools best be built into the school's development plan?
- From the comparisons and discussions, what are the emerging priorities for each of the core subjects? Are any of these priorities worth adopting as a whole school issue?

Table 3.1: All maintained, mainstream schools in England, with Key Stage 3 pupils
Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	97	76	70	64	59	50	29
Mathematics	97	77	71	66	61	52	34
Science	96	73	65	60	55	45	25

Percentage of pupils achieving Level 6 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	70	37	28	24	20	14	4
Mathematics	90	52	43	38	33	26	12
Science	76	38	30	26	21	15	5

Average KS3 points score achieved¹

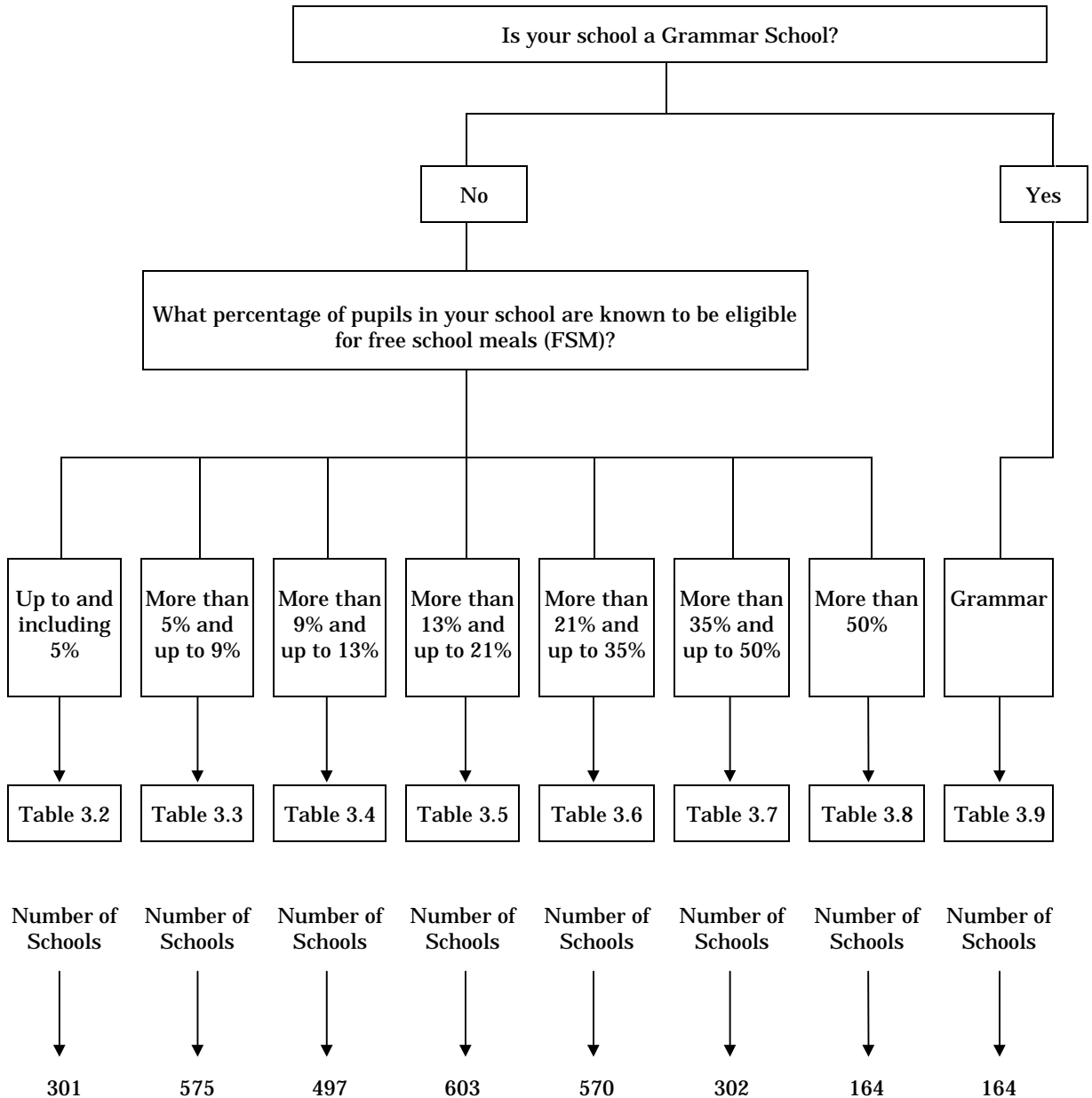
	95%	UQ	60%	Median	40%	LQ	5%
English	38.5	34.2	33.0	32.3	31.5	30.3	27.4
Mathematics	42.4	36.1	34.8	33.9	33.1	31.6	28.7
Science	39.1	34.1	32.9	32.1	31.4	30.0	27.3

¹ Use 'Ready Reckoner' provided on page 27, to calculate your school's average KS3 point score.

Key Stage 3 National Benchmarks Based On Free School Meals (FSM)

Table 3.1 shows national benchmarks for all maintained, mainstream schools. The tables that follow group schools according to the proportions of pupils of **compulsory school age** who are “known to be eligible for free school meals”.

Figure 1: Key Stage 3 National Benchmark Tables



Total number of schools = 3,176

Table 3.2: Non-selective schools with pupils known to be eligible for FSM of:***up to and including 5%******Percentage of pupils achieving Level 5 and above***

	95%	UQ	60%	Median	40%	LQ	5%
English	95	87	84	81	77	73	61
Mathematics	92	87	84	82	80	78	72
Science	90	84	81	79	78	75	66

Percentage of pupils achieving Level 6 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	66	50	44	41	38	31	18
Mathematics	77	66	62	59	57	53	43
Science	64	53	49	47	44	40	27

Average KS3 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	38.2	36.1	35.4	35.0	34.5	33.6	31.5
Mathematics	40.5	38.6	37.8	37.4	37.1	36.5	34.4
Science	37.6	36.2	35.6	35.3	35.0	34.4	32.6

Table 3.3: Non-selective schools with pupils known to be eligible for FSM of:***more than 5% and up to 9%******Percentage of pupils achieving Level 5 and above***

	95%	UQ	60%	Median	40%	LQ	5%
English	88	81	76	74	72	67	55
Mathematics	86	81	78	76	74	71	63
Science	84	78	74	72	70	66	56

Percentage of pupils achieving Level 6 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	54	41	36	33	30	25	14
Mathematics	65	56	53	50	48	44	33
Science	54	44	40	37	35	30	19

Average KS3 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	36.4	34.9	34.2	33.8	33.3	32.6	30.8
Mathematics	38.5	37.0	36.3	35.9	35.6	35.0	33.0
Science	36.4	34.9	34.3	34.0	33.6	32.9	31.2

¹ Use 'Ready Reckoner' provided on page 27, to calculate your school's average KS3 point score.

Table 3.4: Non-selective schools with pupils known to be eligible for FSM of:***more than 9% and up to 13%******Percentage of pupils achieving Level 5 and above***

	95%	UQ	60%	Median	40%	LQ	5%
English	84	75	71	68	66	60	47
Mathematics	81	75	72	70	68	64	54
Science	78	71	67	65	63	59	48

Percentage of pupils achieving Level 6 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	48	36	31	28	25	21	11
Mathematics	57	50	45	43	40	37	26
Science	46	36	32	30	28	24	15

Average KS3 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	35.8	34.0	33.3	32.8	32.4	31.6	29.9
Mathematics	37.2	35.8	35.1	34.7	34.3	33.6	31.9
Science	34.9	33.8	33.2	32.9	32.5	31.9	30.5

Table 3.5: Non-selective schools with pupils known to be eligible for FSM of:***more than 13% and up to 21%******Percentage of pupils achieving Level 5 and above***

	95%	UQ	60%	Median	40%	LQ	5%
English	82	70	64	60	57	52	37
Mathematics	77	69	64	63	60	57	46
Science	72	63	59	56	54	49	38

Percentage of pupils achieving Level 6 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	45	29	24	21	18	15	6
Mathematics	52	41	37	35	32	28	19
Science	39	29	25	23	20	16	8

Average KS3 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	35.2	33.0	32.2	31.7	31.3	30.4	28.6
Mathematics	36.3	34.5	33.7	33.4	33.0	32.3	30.5
Science	34.1	32.5	32.0	31.6	31.2	30.5	29.1

¹ Use 'Ready Reckoner' provided on page 27, to calculate your school's average KS3 point score.

Table 3.6: Non-selective schools with pupils known to be eligible for FSM of:

more than 21% and up to 35%

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	77	60	56	52	49	42	26
Mathematics	70	59	55	53	50	46	35
Science	64	53	48	46	43	39	26

Percentage of pupils achieving Level 6 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	37	23	19	16	14	10	3
Mathematics	43	32	29	26	24	20	12
Science	31	21	18	16	14	11	4

Average KS3 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	34.3	31.8	31.1	30.7	30.2	29.1	27.1
Mathematics	34.8	32.9	32.1	31.7	31.3	30.5	28.7
Science	32.7	31.2	30.6	30.2	29.8	29.2	27.6

Table 3.7: Non-selective schools with pupils known to be eligible for FSM of:

more than 35% and up to 50%

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	69	52	46	42	39	34	19
Mathematics	60	50	45	43	40	37	24
Science	51	42	37	35	32	27	17

Percentage of pupils achieving Level 6 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	29	17	13	11	9	6	1
Mathematics	33	25	21	20	17	14	7
Science	21	14	12	10	9	6	2

Average KS3 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	32.9	30.6	29.6	29.3	28.9	28.2	25.9
Mathematics	33.0	31.2	30.7	30.2	29.9	29.1	27.4
Science	31.0	29.7	29.1	28.7	28.5	27.7	25.8

¹ Use 'Ready Reckoner' provided on page 27, to calculate your school's average KS3 point score.

Table 3.8: Non-selective schools with pupils known to be eligible for FSM of:***more than 50%******Percentage of pupils achieving Level 5 and above***

	95%	UQ	60%	Median	40%	LQ	5%
English	60	45	39	35	31	25	10
Mathematics	52	43	37	34	32	27	14
Science	45	33	29	26	24	19	12

Percentage of pupils achieving Level 6 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	22	12	8	7	6	3	0
Mathematics	27	18	15	14	12	9	2
Science	16	9	8	6	5	4	0

Average KS3 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	31.6	29.4	28.8	28.3	27.9	26.8	24.0
Mathematics	31.7	30.0	29.4	28.9	28.5	27.8	25.9
Science	29.9	28.5	27.8	27.3	26.9	26.2	24.4

Table 3.9: Grammar schools***Percentage of pupils achieving Level 6 and above***

	95%	UQ	60%	Median	40%	LQ	5%
English	99	97	94	92	89	82	62
Mathematics	100	99	98	98	97	96	90
Science	99	95	93	92	90	86	72

Percentage of pupils achieving Level 7 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	78	50	42	37	31	21	10
Mathematics	97	91	86	81	77	68	51
Science	74	52	47	44	38	32	16

Average KS3 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	45.0	42.2	41.5	41.0	40.4	39.4	37.7
Mathematics	48.3	46.2	45.4	44.9	44.5	43.8	42.1
Science	44.5	42.6	41.9	41.7	41.2	40.3	38.5

¹ Use 'Ready Reckoner' provided on page 27, to calculate your school's average KS3 point score.

SECTION 5 - TECHNICAL ANNEX

How To Use The Autumn Package

Part A: Guidance to the Autumn Package Sections

Introduction

This section explains the calculations you will need to carry out on your school's data if you want to use particular sections of the Autumn Package. Where it refers to tables of points scores these are given in Part B on page 28.

i) The National Results Section

The National Results Section starts on page 2

Compare your school's % reaching Level 5+ in English, Maths and Science using Table 1.1 on page 3

You can also compare the attainment of boys and girls using the same Table.

When comparing your school's results to the national results section you should include all pupils eligible for assessment, defined as all pupils who have reached the end of Key Stage 3, including those who were absent, those who were disapplied from the test and pupils with special educational needs. This should be all pupils who are moving on to a Key Stage 4 programme of study in the next school year. Most, but not all, will have been aged 14 at the end of the school year.

The percentage of pupils at a particular level is defined as the number reaching that level, as a percentage of the number eligible for assessment.

Example 1: 32 out of the 40 eligible pupils in a school attained test level 5 or better (20 reached level 5; 11 reached level 6 and 1 reached level 7) while 3 reached level 4, 2 were absent and 3 were disapplied.

The percentage achieving level 5 or above (5+) is $(32/40) \times 100 = 80\%$

The percentage achieving level 6 or above (6+) is $(12/40) \times 100 = 30\%$

The percentage achieving at level 5 is $(12/40) \times 100 = 50\%$

ii) The Value Added Section - Evaluating your 2000 Results

The Value Added Information section starts on page 12

To use the value added section for pupils who completed KS3 in 2000 you will need to have information about each pupil's 1997 KS2 test results (i.e. their "prior attainment") as well as their current attainment at KS3.

Each pupil should have 1997 KS2 test results available for English, mathematics and science. For each of these, Table 5.1 on page 28, shows a "points score" for each outcome. Take the average of these three subject points scores to get the prior attainment for the pupil.

If one or two of the KS2 results are missing, take an average of the points scores for the remaining subjects, or the score for the sole subject.

Calculating prior attainment for use in Value Added Line Graphs

Example 2: A pupil's KS2 results were level 4 in English, level 3 in maths and level 4 in science. These have points scores of 27, 21 and 27 respectively.

The pupil's prior attainment is $(27+21+27)/3 = 75/3 = 25$

Another pupil was awarded a compensatory level 2 in English at KS2, failed to achieve a level in the mathematics test (N) and was absent from the science test.

The pupil's prior attainment is $(15+15)/2 = 30/2 = 15$

Calculating current attainment in English

For the KS3 English VA line graph, the 2000 KS3 attainment is the pupil's *mark* in the relevant subject. Pupils whose test outcome was below the level 4 threshold - pupils with compensatory 3's, B or N - should be plotted at just below the level 4 threshold.

Calculating current attainment in mathematics and science

For the mathematics and science KS3 VA line graphs, the 2000 KS3 attainment is the test *level* in the relevant subject, converted into a points score using the Table 5.2 in Part B, page 28. The table shows pupils given level N in these subjects at 15 points. However, if a pupil was given N on a higher tiered paper you may want to take this into account when looking at the value added results. The Interactive Autumn Package allows you to make more detailed VA comparisons for KS3 mathematics and science results using test mark information, taking into account the different tiers of papers.

Pupils who were absent or disapplied for a particular test cannot be plotted for that test, and where possible other information should be used to monitor their progress.

iii) The Value Added Section - use for target-setting

The Progress Charts can be found in the lower sections of pages 14 to 16

For target-setting you may want to use the VA materials for pupils who have not yet taken KS3 tests. For these pupils you will need to have information about each pupil's KS2 test results (their "prior attainment") for a year from 1998 to 2000. Use the Table 5.1 on page 28 to convert these to points scores and then take the average of the three subject points scores to get the prior attainment for the pupil.

Using the Progress Charts

The Progress Charts and VA lines show what pupils in 2000 achieved at KS3 from particular prior attainments: they can be used as guidelines to predict how pupils will perform in the future. However, it is likely that future patterns of attainment will not simply repeat what has happened in the past and that school improvements you have made could lead to higher levels of attainment. Therefore, your targets (for individual pupils and at class or school level) should include a degree of challenge.

If you use the English VA line graph for years other than 2000, be particularly careful not to use the left-hand marks scale since this is specific to a particular year's tests. Instead focus on the level thresholds indicated on the right which are comparable from year to year.

The National Benchmark Section starts on page 17

iv) School Level Benchmarks

The school level benchmarks allow you to compare your school's results to the distribution of schools nationally and to the results of "similar" schools.

The performances of maintained schools in England other than maintained special schools and PRUs are covered in the benchmark tables. In calculating the proportion of pupils "known to be eligible for FSM" part-time pupils and post 16 pupils have been excluded. Since these pupils are less likely to be reported as "known to be eligible for FSM", their absence from the FSM calculation is designed to improve school comparisons.

To use the benchmark tables you will need to calculate several measures of your school's 2000 KS3 results.

Calculation of your school's current attainment for benchmarks

The percentage of pupils at level 5 (or 6) and above is defined as the number of pupils reaching level 5 (or 6) or above, divided by the number pupils eligible for assessment. This is the same definition as used in the national results section (see Example 1, page 24).

Your school's average points score for a KS3 subject is calculated by allocating the points score to each pupil's KS3 level (shown in Table 5.2 on page 28), and taking the average of the points score over all pupils other than those who were absent or disapplied. You can use the ready reckoner on page 27 for this calculation.

Calculating School Average Points Score at KS3 for use in the National Benchmarking Section

Photocopy and use Ready Reckoner on page 27 for each test

Example 3: In Mathematics, using Example 1 pupil numbers, 32 out of the 40 eligible pupils in a school attained test level 5 or better (20 reached level 5; 11 reached level 6 and 1 reached level 7) while 3 reached level 4, 1 was given a compensatory level 2, 2 were absent and 2 were disapplied.

Therefore, 32 of the 40 eligible pupils attained test level 5 or above, of whom 12 achieved Level 5 or better. The percentages gaining Level 5 (Level 6) and above are 80% and 30% respectively.

The school average points score for Mathematics is

$$[(1*45) + (11*39) + (20*33) + (3*27) + (1*15)]/36 = 1230/36 = 34.2$$

Selection of benchmark groups - free school meals benchmarks

To use the FSM benchmarks you will need to calculate the percentage of pupils known to be eligible for free school meals in your school. You gave the information for this calculation in your January 2000 Annual School Census return. You should divide the numbers of **full time** pupils 'known to be eligible for free school meals' by the total **full time** pupils on roll, less boarding pupils (if any). Part-time and post 16 pupils have been excluded from calculations to determine the percentage of pupils known to be eligible for free school meals.

Calculating the school's FSM proportion

2000 Key Stage 3 Ready Reckoner

Use this ready reckoner to determine your school's average points score for Key Stage 3 English, Mathematics and Science. Photocopy this sheet to calculate averages for each test.

Possible Outcome	A	D	N	B	2	3	4	5	6	7	8	EP
Points Score - English	Disregard	Disregard	21	21	-	21	27	33	39	45	51	57
Points Score - Mathematics and Science	Disregard	Disregard	15	15	15	21	27	33	39	45	51	57

Name of Test:

Number of pupils at each level ¹	A	D	N	B	2	3	4	5	6	7	8	EP
	X	X										

= Total number of relevant pupils³

Total points score for that level ²	A	D	N	B	2	3	4	5	6	7	8	EP
	X	X										

= Overall total points score³

$$\text{School Average}^4 = \frac{\text{Overall total points score}}{\text{Total number of relevant pupils}}$$

=

 =

¹ Record the number of pupils at each level - each pupil should not appear more than once.

² Calculate the points score total for each level by multiplying the number of pupils at each level by the points score for that level, making sure that you use the appropriate points score for the subject you are considering

³ Sum the total number of relevant pupils and the overall total points score

⁴ The school's points score average is the overall total points score divided by the total number of relevant pupils

Part B: Tables of Points Score Equivalencies

Please Note: For a full explanation of Points Scores, please consult the Technical Annex in *1999 Autumn Package of Pupil Performance Information*.
A copy of the 1999 package is also available from our website at the address at the foot of the page.

Table 5.1: KS2 1997, 1998, 1999, 2000 Points Scores			
Test Outcome	English	Mathematics	Science
A - Absent	Disregard	Disregard	Disregard
D - Disapplied	Disregard	Disregard	Disregard
B - Working below the level of the test N - Below Level 2 threshold Compensatory Level 2	15	15	15
Level 3	21	21	21
Level 4	27	27	27
Level 5	33	33	33
Level 6	39	39	39

Table 5.2: KS3 1998, 1999, 2000 Points Scores			
Test Outcome	English	Mathematics	Science
A - Absent	Disregard	Disregard	Disregard
D - Disapplied	Disregard	Disregard	Disregard
B - Working below the level of the test N - Below Level 2/3 threshold †	21	15	15
Level 2	-	15	15
Level 3	21	21	21
Level 4	27	27	27
Level 5	33	33	33
Level 6	39	39	39
Level 7	45	45	45
Level 8	51	51	51
Exceptional Performance (EP)	57	57	57

† Below compensatory Level 3 threshold for English, and below the lowest compensatory level available on each tier for mathematics and science

SECTION 6

USEFUL CONTACTS

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Further information and electronic versions of this *Package* can also be found on the Internet at the DfEE's Standards site at:

www.standards.dfee.gov.uk/performance

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