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General enquiries about the *Autumn Package* should be addressed to the DfES Public Enquiry Unit. You can also e-mail enquiries to: [autumn.package@dfes.gsi.gov.uk](mailto:autumn.package@dfes.gsi.gov.uk)

Enquiries about PANDAs should be addressed to OFSTED. Please refer to *Section 6: Useful Contacts*.

## INTRODUCTION

Raising educational standards continues to be a main priority for this Government. We want all children to leave school with the knowledge and skills to succeed in the world. This Government's strategy for raising standards makes it important for all schools to build on existing good practice by having high expectations and setting high standards for all pupils, regardless of their circumstances.

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 for teachers and governors to use in the process of target setting and school improvement. It encourages schools to use pupil level data to understand differences in performance. All schools should use this information to influence classroom practices and school strategies for raising pupil performance.

### Changes for this year's *Autumn Package*

In response to feedback on the 2000 package, and on the Interactive CD-ROM Version which was sent to schools for the first time last year, some changes have been made to the layout and text of this year's package. Additional analyses are also being made available either in the paper version or on the Standards website. The changes include:

- short, worked examples in each Section
- last year's technical annex text and examples incorporated into the relevant sections. The Points Scores Equivalencies tables and Average Points Scores Calculation sheet remain in the section now entitled "Ready Reckoners"
- Value Added Line Graphs and Progress Charts disaggregated by gender and prior attainment benchmarks available on the Standards website ([www.standards.dfes.gov.uk/performance](http://www.standards.dfes.gov.uk/performance))
- the PANDA report combined with the Pre-Inspection Context and School Indicators (PICSI) report. The PANDA now includes an extra page of attainment statistics, as previously appeared in the PICSI

### Using the *Autumn Package*

The *Autumn Package* includes the national data you will need to examine aspects of your school's performance in comparison with either all schools or a group of schools similar to yours. The data is presented in four sections: three contained in this document and the fourth – your school's PANDA – to follow in mid November. The PANDA provides you with the appropriate benchmark tables (i.e. for all schools nationally and similar schools as defined in this document) from Section 3 pre-populated with your own school's data, together with other contextual data not used for benchmarking purposes.

The *Autumn Package* should help you answer the questions 'how well are we doing?' and 'what more should we aim to achieve?' If you are new to the *Package* you may find it useful to read the introduction to each of the sections first. This will give you an overview of the types of analysis you will be able to carry out without involving you in the detail of the data.

Each section sets out the steps you should follow to carry out the performance comparison it describes, and makes suggestions about the school data sets you might wish to use. However, your choice of data sets will depend upon the particular aspect of your school's performance that you wish to explore, and the outcome of a comparison may point to areas for further investigation for which additional data sets might be needed. This year we have included short, worked examples in each section.

Having identified differences in performance, it is important to look for the reasons why. There may well be differences from school to school and between groups of pupils within a school. Although the *Package* may not immediately provide you with the answers, each section includes a list of questions that you may find helpful as a starting point for further investigations.

An important outcome from the examination of performance should be strategies for school improvement that, in turn, should lead to increased pupil achievement. The setting of realistic but challenging targets is an integral part of this process. Using the *Package* to evaluate past performance will provide you with some of the information you will need to support the target setting process in your school.

## **Section Overview**

### Section 1 – 2001 National Summary Results

This section enables schools to compare their own performance with recent national results. School PANDAs also contain graphs showing trends in a school's results against national results for previous years.

### Section 2 – National Value Added Information

This section provides a means of searching for in depth answers to the question 'how well are we doing?' at the level of individual pupils rather than the whole school. It also helps answer the question 'what more should we aim to achieve?' by supporting the process of target setting. It includes two tools: Value Added Line Graphs and Progress Charts. Value Added Line Graphs are powerful tools for evaluating pupils' progress between key stages. They will enable you to compare the progress of your pupils with progress achieved nationally taking into account prior performance. The Progress Charts provide information to support schools in setting realistic but challenging targets. They make use of the same matched pupil data as the Value Added line Graphs but present it in a different way.

### Section 3 – National Benchmark Information

This section enables you to make more detailed comparisons of your school's performance against national performance results and with other schools grouped according to one measure of pupil disadvantage – free school meals. Your PANDA includes information about the performance of your school in relation to other schools that have similar proportions of pupils with free school meals.

### Section 4 – Performance and Assessment Report (PANDA)

The OFSTED PANDA report provides you with the appropriate school benchmark tables from Section 3 pre-populated with your own school's data. It also provides a broader overview of the school's context, including information that is not used for benchmarking purposes (such as the proportions of pupils with special educational needs), but which may influence pupil performance.

The PANDA also shows performance trends over time, and comparisons of the performance of boys and girls separately, all against national indicators.

Standards of pupil performance will depend on a variety of factors including the quality of teaching within the school. Inspection examines these factors and, for those schools inspected in the 2000/01 academic year, a summary of the most recent findings is shown, including a comparison with other schools nationally.

Please note that the data shown in the PANDA does not reflect the outcomes of any re-markings or reviews. DfES review and validate the performance data, and once the revised data are provided to OFSTED, PANDAs will be made available to all schools where the new data significantly changes the interpretations shown.

PANDA reports will be available via the ePANDA website at [www.ofstedpandas.gide.net](http://www.ofstedpandas.gide.net) before printed copies are delivered to schools. As soon as PANDAs are available from the website, you will receive a letter with a unique password and some brief instructions to allow you to access your school's PANDA. Should the printed copy of your PANDA report not reach you within two weeks of receipt of that letter, a number will be provided for telephone queries relating to delivery.

The National Summary Data Report (NSDR) is an integral part of the PANDA, and will be made available to schools via the OFSTED website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)) during the autumn term. The extensive range of national information in the NSDR enables comparisons with other schools in terms of critical management statistics such as the pupil:teacher ratio and unit costs. The NSDR also gives information on the patterns of strengths and weaknesses nationally, as revealed by inspection evidence. The PANDA highlights where reference to the NSDR is particularly useful.

### Section 5 – Ready Reckoners

This section shows you how to allocate point scores to Key Stage performance levels and how to calculate average point scores for your pupils and for your school.

### Section 6 – Useful Contacts

Useful contact names and addresses are listed here.

## **Other Autumn Package Resources**

### Data and Tools for Further Analysis

- Value Added Line Graphs and Progress Charts disaggregated by gender can be found on the DfES Standards site ([www.standards.dfes.gov.uk/performance](http://www.standards.dfes.gov.uk/performance))
- KS3 prior achievement benchmarks, secondary modern school benchmarks and Value Added Line Graphs for each tier of maths and science are all available on the Standards site
- a CD Interactive Version of the *Autumn Package* to be distributed to schools and available on the Standards site for schools to download

### Guidance Materials

- a new website which will provide guidance with examples on the use of the *Autumn Package* at [www.updata.org.uk](http://www.updata.org.uk) (available by the end of October 2001)
- the *Autumn Package* as a read-only document, copies of circulars and other documents on target setting, and links to other websites on the Standards site
- the wall chart '*Recognising Progress - Getting the Most from Your Data*' produced by DfES and the Association of Assessment Inspectors and Advisers (AAIA) is available free from the DfES Publication Office (ref: 0253/2000). 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.
- the DfES's '*From Targets to Action*' contains advice on target-setting, and Circular 11/98 '*Target Setting in Schools*' provides guidance on the statutory requirements for target setting. DfES 0065/2001 *Supporting the Target Setting Process (revised March 2001)* gives guidance on target setting for pupils with special educational needs. These are all available free from the DfES Publication Centre.
- OFSTED's '*School Evaluation Matters*' booklet contains advice on the broader process of school self-evaluation.

## 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 summary information includes the results of all maintained schools (including special schools) in England, and those independent schools that took part in the 2001 KS3 National Curriculum assessments.

The Government has set challenging national targets for pupils' attainment at key stage 3. The targets are:

- By 2004, 75% of 14 year olds will achieve Level 5 in English, maths and ICT, and 70% in science; and
- By 2007, 85% will achieve Level 5 in English, maths and ICT, and 80% in science.

QCA's *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.

DfES circulars 7/98 and 7/99, and QCA's *Assessment and Reporting Arrangements* booklet explain the requirement for headteachers and governors to report to parents the national percentages of pupils at each level of attainment on the National Curriculum scale, in the school prospectus and in the governors' annual report. The national percentages that you will need are included in table 1.4 (page 9).

#### How To Use the Information

You can use this section to develop a general impression of your school's performance relative to the performance of schools nationally. By comparing your own school's results with the national results, both this year and over time, you can identify those areas where your own results differ most markedly from the national picture.

#### To Calculate Your School's Figures

When comparing your school's results to the national results you should include all pupils eligible for KS3 assessment in 2001. These include all pupils who were absent or who were disapplied from the tests. Most, but not all, of pupils eligible for the 2001 tests, will have been aged 14 at the end of the 2000/2001 school year.

The proportion of pupils achieving performance of a particular level is defined as the number reaching that level divided by the number of pupils 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 and above (5+) is  $(32/40) \times 100 = 80\%$

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

The percentage achieving at level 5 is  $(20/40) \times 100 = 50\%$

Using **Table 1.1** (page 6), you can compare your results with the national results for all 14 year olds who achieved Level 5 or above in each of the English, mathematics and science National Curriculum tests and teacher assessments. Comparisons can be made for boys and for girls separately. **Table 1.2** (page 7), shows the 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. The '**Difference**' column will show the difference between your school's results and the national results expressed in percentage points (e.g. +2).

The completed tables will be helpful as a focus for discussions on future school improvement strategies.

**Table 1.1: Percentage of All Pupils achieving Level 5 and above in the 2001 Key Stage 3 English, Mathematics and Science National Curriculum Tests and Teacher Assessments**

		<b>National Results (%)</b>	<b>Your School's Results<sup>1</sup> (%)</b>	<b>Difference in Percentage Points (+ or -)</b>
<b>ENGLISH</b>	<b>All Pupils</b>	<b>64</b>		
	<b>Boys</b>	<b>56</b>		
	<b>Girls</b>	<b>73</b>		
<b>MATHEMATICS</b>	<b>All Pupils</b>	<b>66</b>		
	<b>Boys</b>	<b>65</b>		
	<b>Girls</b>	<b>67</b>		
<b>SCIENCE</b>	<b>All Pupils</b>	<b>66</b>		
	<b>Boys</b>	<b>66</b>		
	<b>Girls</b>	<b>66</b>		
<b>ENGLISH</b> Teacher Assessment	<b>All Pupils</b>	<b>65</b>		
	<b>Boys</b>	<b>57</b>		
	<b>Girls</b>	<b>74</b>		
<b>MATHEMATICS</b> Teacher Assessment	<b>All Pupils</b>	<b>68</b>		
	<b>Boys</b>	<b>67</b>		
	<b>Girls</b>	<b>70</b>		
<b>SCIENCE</b> Teacher Assessment	<b>All Pupils</b>	<b>64</b>		
	<b>Boys</b>	<b>63</b>		
	<b>Girls</b>	<b>66</b>		

<sup>1</sup> To calculate the percentage of pupils at a particular level, please see Example 1 on page 24.  
[www.standards.dfes.gov.uk/performance](http://www.standards.dfes.gov.uk/performance)

**Table 1.2: Percentage of All Pupils achieving Level 5 and above in non-core subjects**

		<b>National Results (%)</b>	<b>Your School's Results (%)</b>	<b>Difference in Percentage Points (+ or -)</b>
<b>HISTORY</b>	<b>All Pupils</b>	<b>64</b>		
	<b>Boys</b>	<b>59</b>		
	<b>Girls</b>	<b>70</b>		
<b>GEOGRAPHY</b>	<b>All Pupils</b>	<b>64</b>		
	<b>Boys</b>	<b>59</b>		
	<b>Girls</b>	<b>70</b>		
<b>DESIGN AND TECHNOLOGY</b>	<b>All Pupils</b>	<b>67</b>		
	<b>Boys</b>	<b>59</b>		
	<b>Girls</b>	<b>75</b>		
<b>INFORMATION COMMUNICATIONS TECHNOLOGY</b>	<b>All Pupils</b>	<b>65</b>		
	<b>Boys</b>	<b>61</b>		
	<b>Girls</b>	<b>69</b>		
<b>PHYSICAL EDUCATION</b>	<b>All Pupils</b>	<b>69</b>		
	<b>Boys</b>	<b>70</b>		
	<b>Girls</b>	<b>68</b>		
<b>ART</b>	<b>All Pupils</b>	<b>73</b>		
	<b>Boys</b>	<b>66</b>		
	<b>Girls</b>	<b>81</b>		
<b>MUSIC</b>	<b>All Pupils</b>	<b>63</b>		
	<b>Boys</b>	<b>56</b>		
	<b>Girls</b>	<b>71</b>		
<b>MODERN FOREIGN LANGUAGES</b>	<b>All Pupils</b>	<b>45</b>		
	<b>Boys</b>	<b>37</b>		
	<b>Girls</b>	<b>53</b>		

### Some Questions For You To Consider

It is important to probe for reasons that may lie behind the numbers. Answering the questions below will help you to identify areas for improvement:

- Is the performance in English, mathematics and science better or worse than the national average, and in terms of the performances of boys and girls?
- Are the performances of boys and girls consistent across English, mathematics and science?
- Are the results consistent with previous years?
- Have some results shown marked change this year?
- Where results are better than average, can teachers identify features of pupil mix, subject organisation or teaching practices that have particularly contributed to these performances?
- Are any of these features common across subjects?
- Can any of these features be applied elsewhere in the school, especially where performances are below the national average?
- From the comparisons and discussions, what appear to be the emerging priorities for raising pupil performance for the school?

The remaining tables (pages 8 to 13) in this section provide further breakdown of the 2001 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 National Curriculum Tests and Teacher Assessments**

	Test					Teacher Assessment				
	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
<b>ENGLISH</b>	57	65	64	64	<b>64</b>	61	62	64	64	<b>65</b>
<b>MATHEMATICS</b>	60	59	62	65	<b>66</b>	63	63	64	66	<b>68</b>
<b>SCIENCE</b>	60	56	55	59	<b>66</b>	62	62	60	62	<b>64</b>

**Table 1.4: Percentage of All Pupils, Boys and Girls achieving each Level in the 2001 Key Stage 3 National Curriculum Tests and Teacher Assessments in English, Mathematics and Science<sup>1</sup>**

	All Pupils															Boys															Girls														
<b>ENGLISH</b>	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	4	-	-	-	4	20	33	22	8	1	0	64	1	4	5	6	-	-	-	5	23	31	18	6	1	0	56	0	4	2	2	-	-	-	2	16	34	27	11	2	0	73
Teacher Assessment	0	1	-	-	0	0	2	8	23	35	22	8	1	0	65	0	1	-	-	0	1	3	11	27	33	18	5	1	0	57	0	1	-	-	0	0	1	5	19	36	26	10	1	0	74
<b>MATHEMATICS</b>	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	18	24	23	17	3	0	66	0	4	1	1	-	-	1	9	19	23	22	16	3	0	65	0	4	1	1	-	-	1	8	18	24	24	17	3	0	67
Teacher Assessment	0	1	-	-	0	0	1	9	20	27	24	15	3	0	68	0	1	-	-	0	0	2	9	21	26	23	14	3	0	67	0	1	-	-	0	0	1	8	20	28	25	15	3	0	70
<b>SCIENCE</b>	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	5	1	1	-	-	1	7	20	32	26	7	1	0	66	0	5	1	1	-	-	1	7	19	32	26	7	1	0	66	0	5	0	1	-	-	1	7	20	32	26	7	1	0	66
Teacher Assessment	0	1	-	-	0	0	2	9	24	32	24	8	1	0	64	0	1	-	-	0	0	2	10	24	31	23	8	1	0	63	0	1	-	-	0	0	1	9	23	33	24	8	1	0	66

**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

<sup>1</sup> Figures have been rounded and may not total 100%.  
[www.standards.dfes.gov.uk/performance](http://www.standards.dfes.gov.uk/performance)

**Table 1.5: Recent trends in the percentage of All Pupils, Boys and Girls achieving each Level in Key Stage 3 English, Mathematics and Science National Curriculum Tests over the last five years<sup>1</sup>**

		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
<b>ENGLISH</b>	<b>2001</b>	4	-	11	-	20	33	22	8	1	0	4	-	16	-	23	31	18	6	1	0	4	-	7	-	16	34	27	11	2	0
	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
		<b>A</b>	<b>B3</b>	<b>B4</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>EP</b>	<b>A</b>	<b>B3</b>	<b>B4</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>EP</b>	<b>A</b>	<b>B3</b>	<b>B4</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>EP</b>
<b>MATHEMATICS</b>	<b>2001</b>	4	2	-	9	18	24	23	17	3	0	4	2	-	9	19	23	22	16	3	0	4	2	-	8	18	24	24	17	3	0
	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
		<b>A</b>	<b>B3</b>	<b>B4</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>EP</b>	<b>A</b>	<b>B3</b>	<b>B4</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>EP</b>	<b>A</b>	<b>B3</b>	<b>B4</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>EP</b>
<b>SCIENCE</b>	<b>2001</b>	5	2	-	7	20	32	26	7	1	0	5	2	-	7	19	32	26	7	1	0	5	2	-	7	20	32	26	7	1	0
	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
		<b>A</b>	<b>B3</b>	<b>B4</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>EP</b>	<b>A</b>	<b>B3</b>	<b>B4</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>EP</b>	<b>A</b>	<b>B3</b>	<b>B4</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>EP</b>

**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

<sup>1</sup> Figures will not total 100% because disapplied pupils are not shown

**Table 1.6: Percentage of All Pupils, Boys and Girls each Level in Key Stage 3 English, Mathematics and Science Teacher Assessments over the last five years<sup>1</sup>**

		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
<b>ENGLISH</b>	<b>2001</b>	1	0	0	2	8	23	35	22	8	1	0	1	0	1	3	11	27	33	18	5	1	0	1	0	0	1	5	19	36	26	10	1	0
	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
		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
<b>MATHEMATICS</b>	<b>2001</b>	1	0	0	1	9	20	27	24	15	3	0	1	0	0	2	9	21	26	23	14	3	0	1	0	0	1	8	20	28	25	15	3	0
	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
		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
<b>SCIENCE</b>	<b>2001</b>	1	0	0	2	9	24	32	24	8	1	0	1	0	0	2	10	24	31	23	8	1	0	1	0	0	1	9	23	33	24	8	1	0
	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

**Notes to the table**

0% represents some pupils but less than 0.5%

EP represents pupils with exceptional performance

<sup>1</sup> Figures will not total 100% because disapplied pupils are not shown.

**Table 1.7: Percentage of All Pupils achieving Level 5 and above in History, Geography, Design and Technology, Information Communications Technology, and Modern Foreign Languages, Teacher Assessments in 2001**

	<b>Percentage achieving Level 5 and above</b>
<b>HISTORY</b>	<b>64</b>
<b>GEOGRAPHY</b>	<b>64</b>
<b>DESIGN &amp; TECHNOLOGY</b>	<b>67</b>
<b>INFORMATION COMMUNICATIONS TECHNOLOGY</b>	<b>65</b>
<b>ART</b>	<b>73</b>
<b>MUSIC</b>	<b>63</b>
<b>PHYSICAL EDUCATION</b>	<b>69</b>
<b>MODERN FOREIGN LANGUAGES</b>	<b>45</b>

**Table 1.8: Percentage of All Pupils, Boys and Girls achieving each Level in History, Geography, Design and Technology, Information Communications Technology, and Modern Foreign Languages Teacher Assessments in 2001**

	All Pupils														Boys														Girls													
	D	A	W	1	2	3	4	5	6	7	8	EP	5+	D	A	W	1	2	3	4	5	6	7	8	EP	5+	D	A	W	1	2	3	4	5	6	7	8	EP	5+			
<b>HISTORY</b>	0	1	0	0	2	9	24	33	22	9	1	0	64	0	1	0	0	2	11	27	32	19	7	1	0	59	0	1	0	0	1	6	21	33	25	11	1	0	70			
<b>GEOGRAPHY</b>	0	1	0	0	2	9	24	32	22	9	1	0	64	0	1	0	0	2	11	26	32	19	7	1	0	59	0	1	0	0	1	7	21	33	24	11	1	0	70			
<b>DESIGN &amp; TECHNOLOGY</b>	0	1	0	0	1	7	24	38	23	6	0	0	67	0	1	0	0	2	9	28	38	18	3	0	0	59	0	1	0	0	1	4	19	38	28	8	1	0	75			
<b>INFORMATION COMMUNICATIONS TECHNOLOGY</b>	0	1	0	0	2	8	24	37	21	5	0	0	65	0	1	0	0	2	9	26	36	20	5	1	0	61	0	1	0	0	1	6	22	39	23	6	0	0	69			
<b>ART</b>	0	1	0	0	1	5	19	36	26	9	2	0	73	0	1	0	0	2	7	23	37	21	6	1	0	66	0	1	0	0	1	3	14	34	31	13	3	0	81			
<b>MUSIC</b>	0	1	0	1	2	8	24	38	18	5	1	0	63	0	1	0	1	2	11	29	37	14	4	1	0	56	0	1	0	0	1	6	20	40	23	7	1	0	71			
<b>PHYSICAL EDUCATION</b>	0	1	0	0	1	6	22	40	22	6	1	0	69	0	1	0	0	1	6	21	39	23	6	1	0	70	0	1	0	0	1	6	23	42	21	5	1	0	68			
<b>MODERN FOREIGN LANGUAGES</b>	1	1	0	2	7	18	27	28	14	3	0	0	45	1	1	0	2	9	21	28	25	10	2	0	0	37	0	1	0	1	5	14	26	32	17	3	0	0	53			

**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

## SECTION 2

### NATIONAL VALUE ADDED INFORMATION

#### *Using Pupil Level Results*

##### **The Purpose Of This Section**

The value added information in this section is retrospective as it shows the progress made between KS2 and KS3, by pupils who completed KS3 in 2001. It can be used in two different ways:

- The Value Added Line Graphs can be used retrospectively, to compare the relative progress made by pupils in your school with the progress made by pupils nationally between KS2 and KS3. By using the Value Added Line Graphs at the top of the following pages you should be able to identify areas for further investigation.
- The Progress Charts can be used predictively, to assist in setting realistic but challenging targets for individual pupils, groups or classes and the whole school. The five Progress Charts at the bottom of the pages will support you in this.

The Standards website includes the following additional analyses: Value Added Line Graphs and Progress Charts disaggregated by gender, and disaggregated value added lines for each tier of mathematics and science which allow pupils to be plotted using their test marks on the tiered papers.

##### **Using Value Added Line Graphs to Evaluate Past Performance**

###### **What the Line Graphs Show**

**In Graphs 2.1- 2.3** (pages 18 to 20), the upper sections show the Value Added Line Graph relating pupils' average 1998 KS2 test points score to their 2001 KS3 test results in English, mathematics and science. The solid line on each graph (the median) shows the KS3 result achieved by a pupil at the middle of the distribution for any given KS2 average points score (i.e. half the pupils with a particular KS2 average points score achieved a KS3 result above the line and half achieved a result below it).

The two dotted lines provide similar information but divide the distribution at different points. The upper line (upper quartile) shows the KS3 result achieved by pupils three quarters of the way up the distribution, and the lower line (lower quartile) shows the result achieved by pupils a quarter of the way up it. Half of all pupils fall on or between the upper and lower quartile lines.

###### **Pupil Level Data You Will Need**

To use the Value Added Line Graphs for pupils who completed KS3 in 2001 you will need to have information about each pupil's 1998 KS2 test results as well as their current attainment at KS3.

Each pupil should have 1998 KS2 test results available for English, mathematics and science. For each of these, Table 5.1 on page 30, 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.

For the KS3 English Value Added Line Graph, the 2001 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.

For the Mathematics and Science KS3 Value Added Line Graphs, the 2001 KS3 attainment is the test *level* in the relevant subject, converted into a points score using Table 5.2 page 30. 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 and the disaggregated Value Added Line Graphs on the website allow 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.

On the graphs the average KS2 points score is plotted from the horizontal axis. The KS3 mark/points score is plotted from the vertical axis. 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.

**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  $(15+15)/2 = 30/2 = 15$

The accompanying CD-ROM contains the Interactive Version, which will plot your pupils for you.

### Interpreting Your Results

Having plotted your results, you can identify those pupils who have made relatively good progress (e.g. those who appear at or above the upper quartile line), and others who have made relatively poor progress (e.g. those who appear below the lower quartile line). By comparing your pupils' results in this way, you can get an indication of how well your school is performing in KS3 once KS2 attainment has been taken into account.

To gain a more comprehensive picture of the school's overall performance, you could consider the performance of different groups of pupils within the cohort. For example, the progress of boys compared to girls, and the relative performances of pupils by their minority ethnic group with and without English as Additional Language (EAL) against progress made by the national sample, and then consider the impact this has on the school's overall performance. The better understanding you have of your school's performance, and the variations within it, the more information you will have to help you with the setting of challenging yet realistic targets.

### Some Questions For You to Consider:

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.

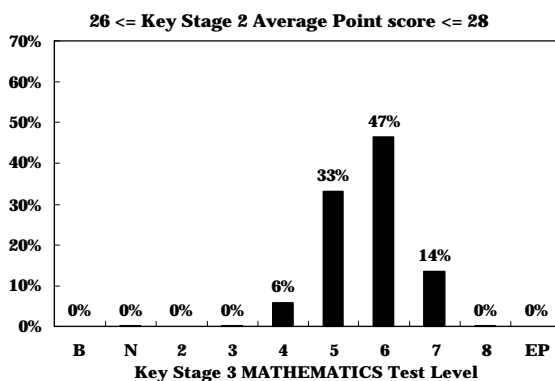
- Are there noticeable differences in the progress made by boys and girls or between other groups, such as those from different ethnic groups? Is this related to pupils in any particular range of performance or to any particular class or set?
- Which pupils have made significantly better or worse progress than others? Can the

reasons for this be identified?

- 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?
- Is the progress made in different subjects comparable? If not, are there any reasons why this might be?
- Are your current teaching practices (taking account of the Schemes of Work in the various subjects and the Frameworks for Teaching English and Mathematics) appropriate to all pupils? Have the prior attainments and potential of pupils played a sufficient part in developing the teaching strategies?
- 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?
- How does the progress shown by pupils (and groups of pupils) relate to their prior performances? What does this tell you about the success of your existing strategies and your priorities for development?
- How far are the strengths and weaknesses identified specific to the particular year group or are they the same for other year groups or the school as a whole? How will you find out so that strengths can be built upon and weaknesses can be addressed?

### Using Progress Charts for Target Setting

Below each of the graphs are five Progress Charts. They show, for pupils with similar attainments in the 1998 KS2 statutory tests, the distribution of their attainment in the 2001 KS3 statutory tests. All such charts that relate pupils' performance at one point in time with their performance at a later stage will show a range of outcomes. To select the appropriate chart for a pupil, use that pupil's average point score.



This Progress Chart shows that for pupils who had a similar KS2 points score, 33% achieved Level 5 at KS3, 47% achieved Level 6 and 14% achieved Level 7.

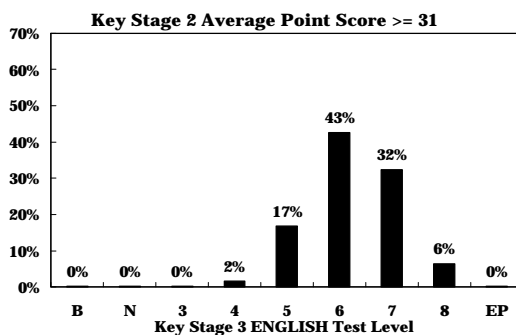
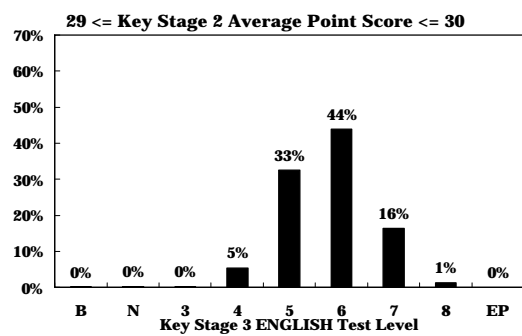
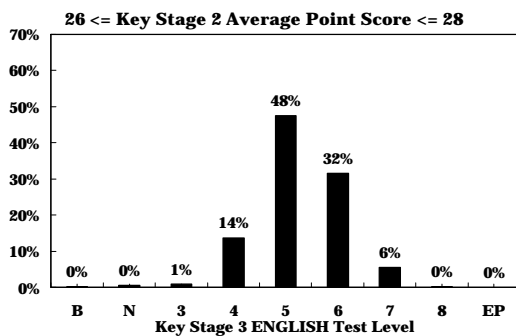
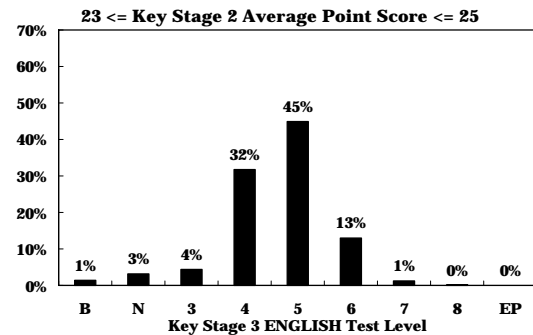
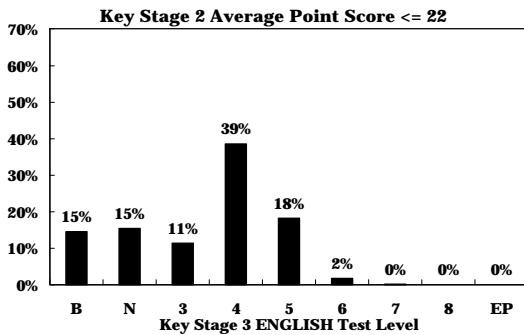
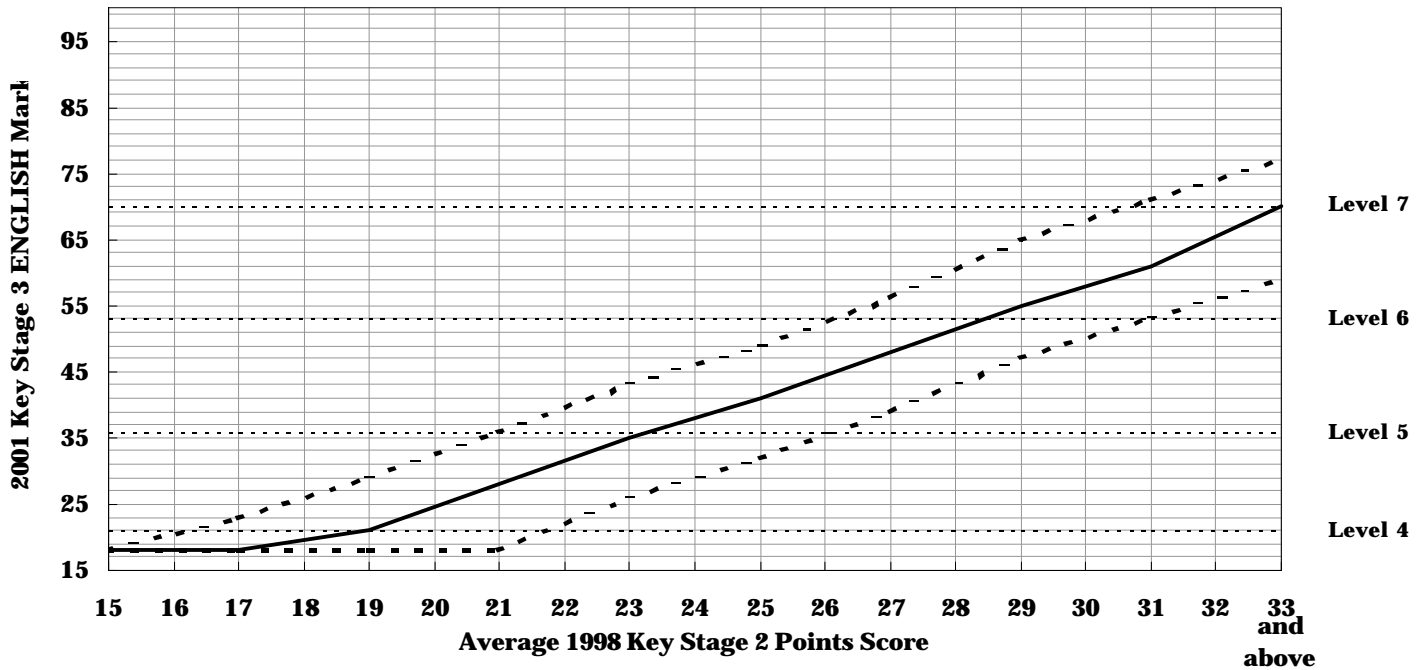
Knowing a pupil's KS2 average points score, you can use the information in the Progress Charts and your own wider knowledge of that pupil to establish high expectations and to set realistic but challenging targets. In doing so you will need to take account of the fact that the charts are retrospective - they represent the relationships between assessments that have already taken place. At a national level these relationships will necessarily change as standards rise, and in individual schools the change may be greater as a result of particular school improvement strategies. All of these changes must be borne in mind when using the charts to set challenging targets for the future.

For an individual pupil you will also need to take account of any other information available to you. This might include evidence of the pupil's particular strengths and weaknesses. Information from the charts can also be used in discussions with pupils' parents, as a focus for agreeing stretching expectations for their child and to help parents identify how best they can support their child at home. Beyond the setting of targets, teachers will want to use the information to plan appropriate work for their pupils.

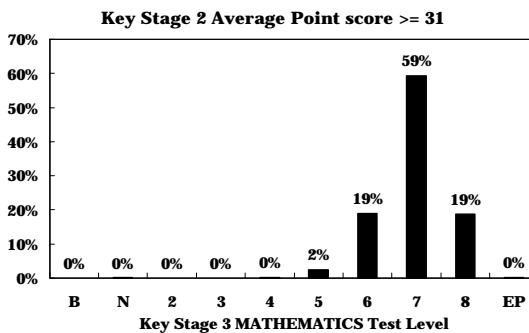
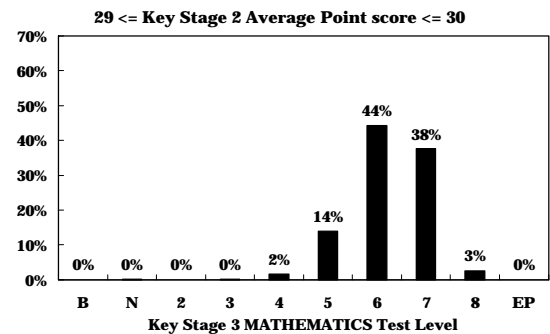
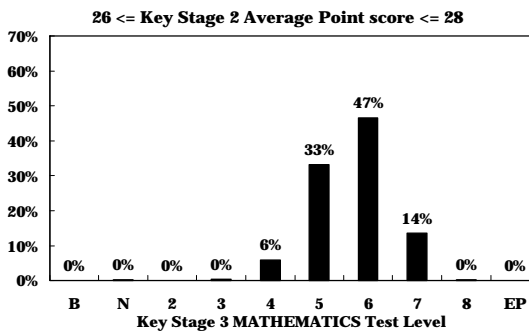
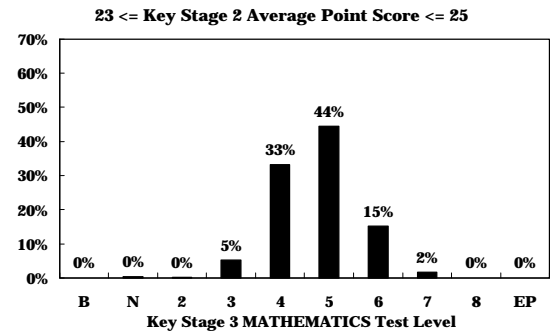
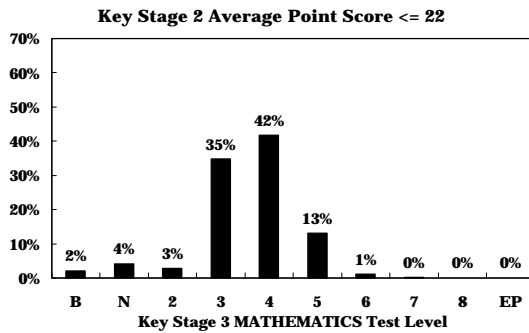
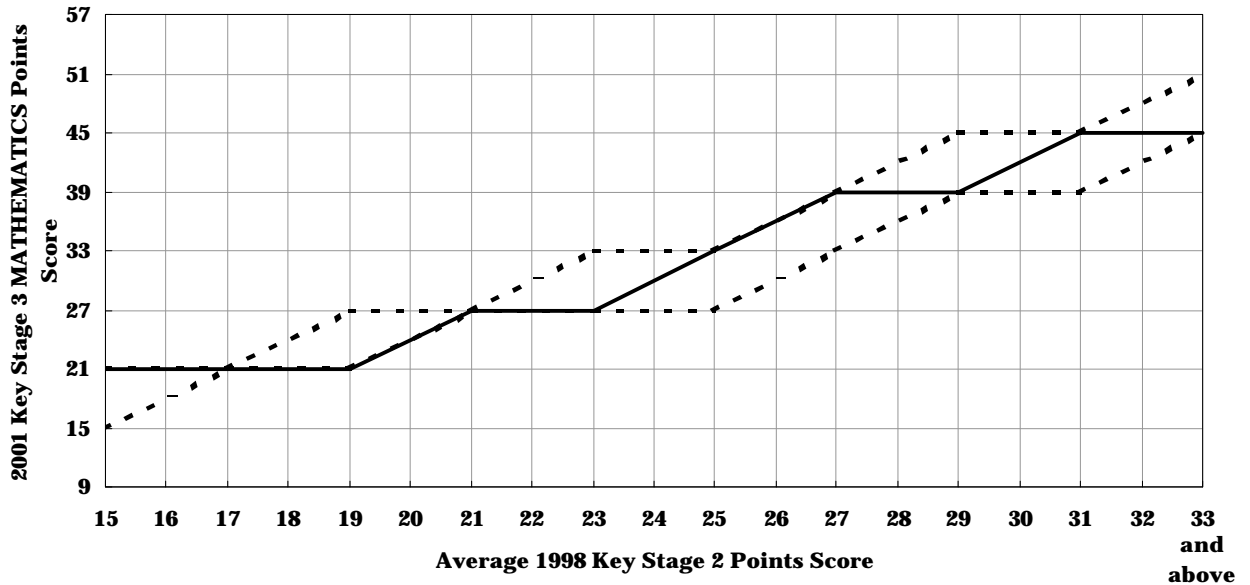
**Some Further Questions For You to Consider Include:**

- 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 pupils 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?

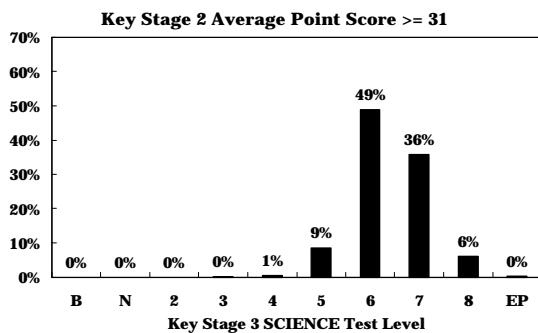
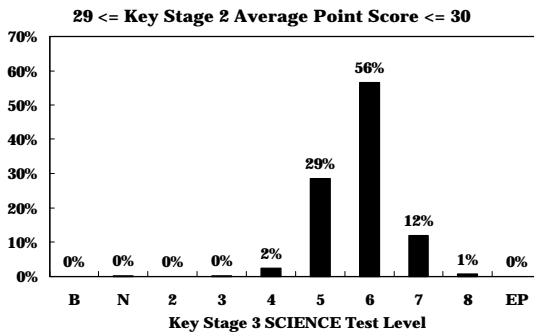
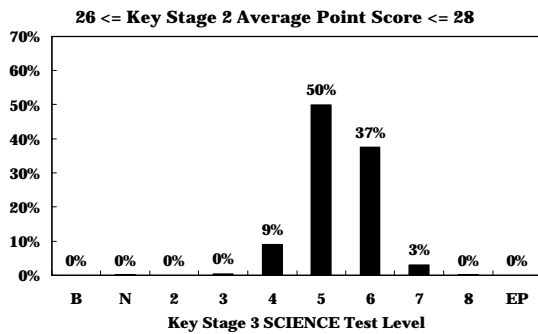
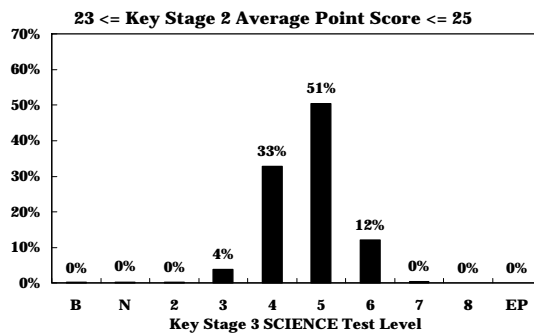
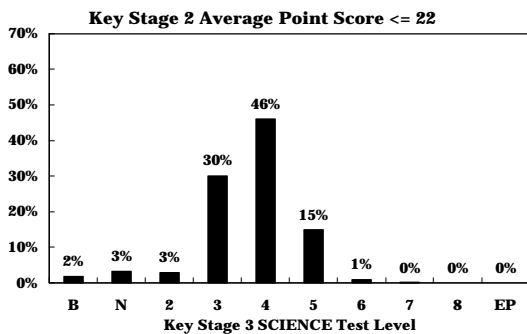
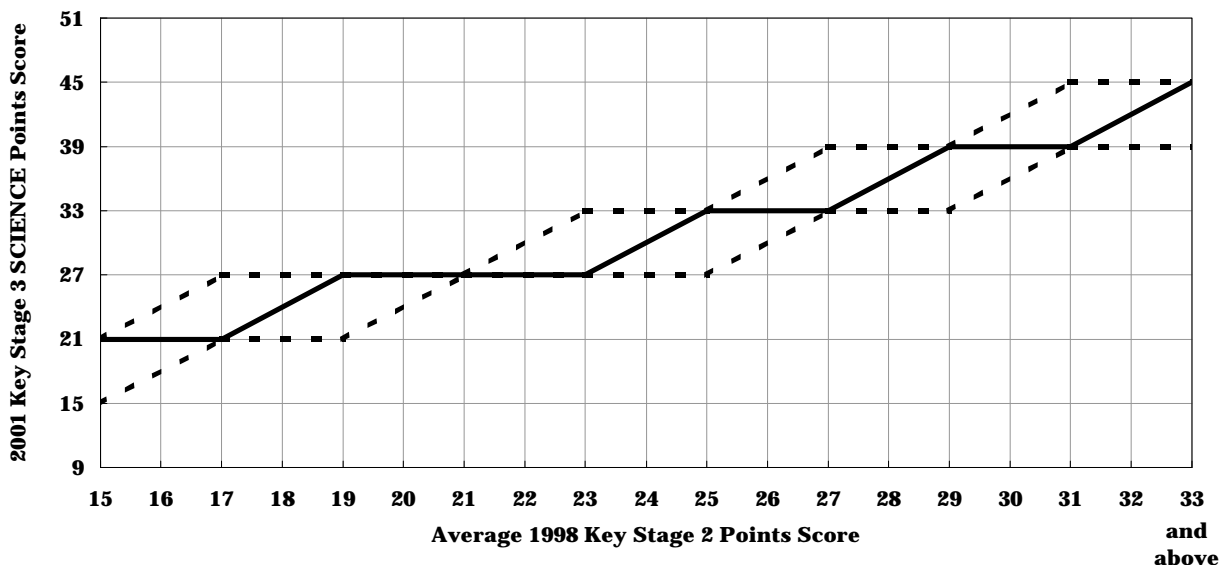
**Graph 2.1: 2001 Key Stage 3 English Value Added Line & Progress Charts**



**Graph 2.2: 2001 Key Stage 3 Mathematics Test Level Value Added Line and Progress Charts**



**Graph 2.3: 2001 Key Stage 3 Science Test Level 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 2001 KS3 results with the ranges of performance of schools nationally, and with particular groups of schools. The benchmark tables cover maintained schools in England, excluding special schools and pupil referral units (PRUs).

The tables show the distribution of performance of schools grouped by one measure of pupil disadvantage: the proportion of pupils known to be eligible for free school meals (FSM) and post-16 pupils have been excluded from the calculation of the FSM proportion. These pupils are known to be much less likely to be reported as being in receipt of a free meal and their absence from the calculation improves secondary school comparisons.

#### **How To Use The Information**

The following tables present the performances of schools at key points in the national distributions. 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 levels of performance and half lower). The upper quartile (UQ) shows the results of a school that is three quarters of the way up the national distribution and the lower quartile (LQ) shows performance bettered by three quarters of all schools. Half of all schools fall on or between the upper and lower quartiles. The tables show what your school is achieving in different subjects relative to other schools, and will give an indication of relative strengths and weaknesses. No two schools have the same characteristics: you should consider other information – especially value added information from Section 2 – to help interpret your position in the tables.

#### **Pupil and School Data You Will Need**

To use the national benchmark tables you will need to calculate the percentage of pupils at level 5 (or 6) and your school's average points score for each of KS3 English, Mathematics and Science.

The percentage of pupils at level 5 (or 6) and above is defined as the number of pupils reaching level 5 (or 6) and above, divided by the number of pupils eligible for assessment. This is the same definition as used in the national results section (see Example 1, page 4).

Your school's average points score for a KS3 subject is calculated by allocating the points score to the KS3 level achieved by each pupil in that subject (as shown in Table 5.2 on page 30), and then taking the average of those points scores. Pupils who were absent or disapplied are excluded from your pupils' average points score calculation. You can use the ready reckoner on page 31 for this calculation.

**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 6 or better. The percentages gaining Level 5 (Level 6) and above are 80% and 30% respectively.

The school average points score for Mathematics is

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

## National Benchmarks

**Table 3.1** (page 23) shows the distributions of performance for schools nationally enabling you to benchmark your school against national results. The blank columns in the table allow you to insert your school's results so that you can position your performance against distribution.

## Free School Meals (FSM) Benchmarks

**Tables 3.2 - 3.9**, (pages 25 to 28) show performance distributions for schools, grouped by proportion of pupils known to be eligible for free school meals. The flow chart in **Figure 1** (page 24) will help you identify which table(s) to use to assess your performance. You should choose the table(s) that most closely reflects the characteristics of your school. Blank columns have been provided for you to insert your results.

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 2001 Annual Schools 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).

## Some Questions To Consider:

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.

- How does the school's performance in English, mathematics and science relate to the range of performance shown by other similar schools?
- Where performances have improved over last year, what changes in teaching practice do teachers feel have contributed?
- If there are significant differences between the performances of pupils in the three subjects, can teachers identify any features of organisation or teaching that contribute to success?
- Are any of the features contributing to success transferable across the school as a whole and, particularly, in the less successful subjects?
- With the help of the LEA, can any better performing schools in the same or adjacent FSM group be identified?

- In practice, how can networking with better performing schools best be built into the school's development plan?
- How does the information about pupil progress from Section 2 fit with the school's performance relative to other schools with similar levels of pupils with FSM?
- Does the comparison of current relative school performance indicate that you have been stretching enough in your expectations of pupils?
- 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, with Key Stage 3 pupils**

**Percentage of pupils achieving Level 5 and above**

	95%	UQ	60%	Median	40%	LQ	5%
English	97	78	70	65	60	51	31
Mathematics	97	78	72	68	63	55	36
Science	97	79	72	68	63	53	33

**Percentage of pupils achieving Level 6 and above**

	95%	UQ	60%	Median	40%	LQ	5%
English	78	42	33	28	23	17	6
Mathematics	92	53	45	41	36	28	15
Science	82	44	35	31	26	19	8

**Average KS3 points score achieved<sup>1</sup>**

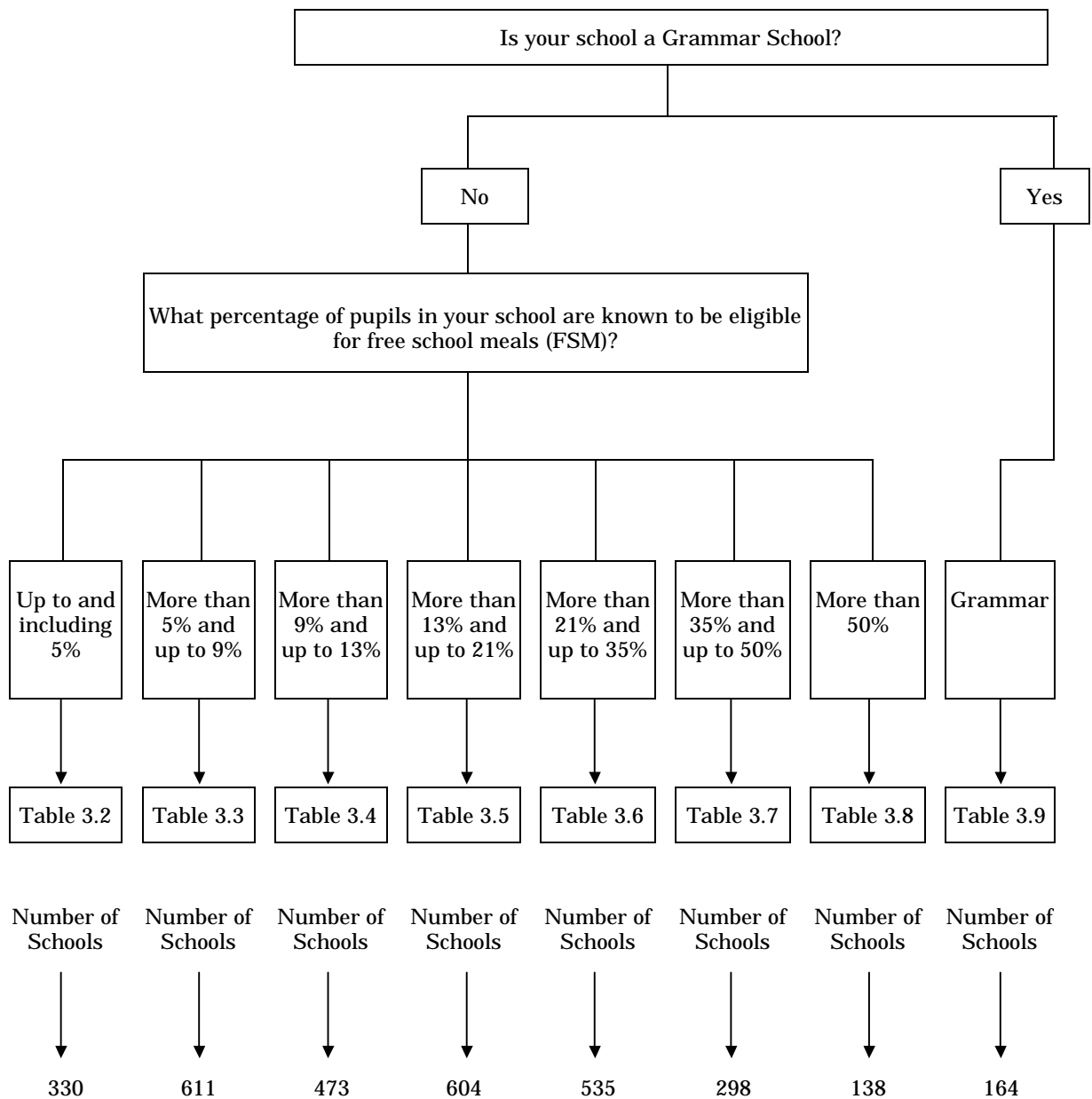
	95%	UQ	60%	Median	40%	LQ	5%
English	39.7	34.9	33.5	32.7	31.9	30.6	27.7
Mathematics	42.9	36.4	35.0	34.2	33.3	31.7	28.6
Science	39.9	35.0	33.8	33.0	32.2	30.9	27.7

<sup>1</sup> Use 'Ready Reckoner' provided on page 31, to calculate your school's average KS3 point score.  
[www.standards.dfes.gov.uk/performance](http://www.standards.dfes.gov.uk/performance)

### 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 = 3,153

**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	94	88	84	81	79	75	63
Mathematics	93	87	84	83	82	79	72
Science	94	88	86	84	83	80	72

**Percentage of pupils achieving Level 6 and above**

	95%	UQ	60%	Median	40%	LQ	5%
English	74	56	49	45	41	35	22
Mathematics	76	66	62	60	57	54	43
Science	72	58	53	50	48	44	32

**Average KS3 points score achieved<sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
English	38.9	36.7	35.9	35.3	34.9	34.0	32.1
Mathematics	40.4	38.6	38.1	37.6	37.3	36.6	34.6
Science	38.7	36.9	36.4	36.0	35.7	35.0	33.4

**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	90	81	77	74	71	65	50
Mathematics	87	81	78	76	74	71	61
Science	88	83	80	78	76	72	61

**Percentage of pupils achieving Level 6 and above**

	95%	UQ	60%	Median	40%	LQ	5%
English	61	46	40	36	33	27	15
Mathematics	67	57	54	51	48	44	33
Science	59	49	45	42	39	34	22

**Average KS3 points score achieved<sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
English	37.5	35.5	34.6	34.1	33.5	32.6	30.4
Mathematics	38.6	37.1	36.5	36.0	35.5	34.8	32.8
Science	37.1	35.8	35.1	34.8	34.4	33.6	31.9

<sup>1</sup> Use 'Ready Reckoner' provided on page 31, 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***

	<b>95%</b>	<b>UQ</b>	<b>60%</b>	<b>Median</b>	<b>40%</b>	<b>LQ</b>	<b>5%</b>
English	87	77	71	68	65	59	46
Mathematics	83	76	72	71	69	66	57
Science	83	76	74	71	69	65	55

***Percentage of pupils achieving Level 6 and above***

	<b>95%</b>	<b>UQ</b>	<b>60%</b>	<b>Median</b>	<b>40%</b>	<b>LQ</b>	<b>5%</b>
English	57	41	33	29	27	22	12
Mathematics	60	50	46	44	41	38	28
Science	51	41	37	34	32	28	17

***Average KS3 points score achieved<sup>1</sup>***

	<b>95%</b>	<b>UQ</b>	<b>60%</b>	<b>Median</b>	<b>40%</b>	<b>LQ</b>	<b>5%</b>
English	36.9	34.7	33.6	33.2	32.6	31.8	29.6
Mathematics	37.6	35.8	35.2	34.8	34.4	33.7	31.9
Science	35.9	34.6	33.9	33.6	33.2	32.6	31.0

**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***

	<b>95%</b>	<b>UQ</b>	<b>60%</b>	<b>Median</b>	<b>40%</b>	<b>LQ</b>	<b>5%</b>
English	84	70	65	61	57	51	35
Mathematics	78	70	66	63	61	57	46
Science	79	70	65	63	60	56	44

***Percentage of pupils achieving Level 6 and above***

	<b>95%</b>	<b>UQ</b>	<b>60%</b>	<b>Median</b>	<b>40%</b>	<b>LQ</b>	<b>5%</b>
English	50	33	28	24	21	16	8
Mathematics	54	43	39	36	34	29	19
Science	45	34	29	27	24	20	12

***Average KS3 points score achieved<sup>1</sup>***

	<b>95%</b>	<b>UQ</b>	<b>60%</b>	<b>Median</b>	<b>40%</b>	<b>LQ</b>	<b>5%</b>
English	35.9	33.5	32.5	32.0	31.5	30.6	28.2
Mathematics	36.4	34.6	33.8	33.4	33.0	32.1	30.2
Science	35.0	33.4	32.7	32.4	31.9	31.2	29.5

<sup>1</sup> Use 'Ready Reckoner' provided on page 31, 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	78	63	58	54	50	44	28
Mathematics	72	61	57	54	51	47	39
Science	73	61	56	53	50	45	34

**Percentage of pupils achieving Level 6 and above**

	95%	UQ	60%	Median	40%	LQ	5%
English	43	28	22	19	16	12	5
Mathematics	47	34	30	28	26	22	15
Science	38	26	21	19	17	14	8

**Average KS3 points score achieved<sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
English	34.9	32.4	31.5	31.0	30.4	29.4	27.3
Mathematics	35.2	32.9	32.2	31.8	31.4	30.6	28.9
Science	33.7	32.0	31.3	30.8	30.4	29.7	28.0

**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	68	55	49	45	41	35	21
Mathematics	63	51	47	45	43	38	31
Science	60	50	45	42	39	34	24

**Percentage of pupils achieving Level 6 and above**

	95%	UQ	60%	Median	40%	LQ	5%
English	32	21	16	14	12	8	3
Mathematics	34	27	23	21	19	17	10
Science	26	18	16	14	12	9	4

**Average KS3 points score achieved<sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
English	33.2	31.1	30.3	29.6	29.1	28.3	26.4
Mathematics	33.0	31.2	30.5	30.0	29.7	28.9	27.7
Science	31.8	30.3	29.6	29.3	28.8	27.9	26.6

<sup>1</sup> Use 'Ready Reckoner' provided on page 31, 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***

	<b>95%</b>	<b>UQ</b>	<b>60%</b>	<b>Median</b>	<b>40%</b>	<b>LQ</b>	<b>5%</b>
English	68	49	41	39	32	25	13
Mathematics	55	43	39	36	34	31	21
Science	52	40	37	34	31	26	13

***Percentage of pupils achieving Level 6 and above***

	<b>95%</b>	<b>UQ</b>	<b>60%</b>	<b>Median</b>	<b>40%</b>	<b>LQ</b>	<b>5%</b>
English	28	16	11	8	7	5	0
Mathematics	31	20	17	14	13	10	5
Science	19	13	11	9	8	6	2

***Average KS3 points score achieved<sup>1</sup>***

	<b>95%</b>	<b>UQ</b>	<b>60%</b>	<b>Median</b>	<b>40%</b>	<b>LQ</b>	<b>5%</b>
English	33.0	30.2	29.2	28.5	27.9	26.7	24.5
Mathematics	31.8	29.7	29.0	28.5	28.2	27.5	25.4
Science	30.4	28.9	28.1	27.6	27.0	26.3	24.5

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

	<b>95%</b>	<b>UQ</b>	<b>60%</b>	<b>Median</b>	<b>40%</b>	<b>LQ</b>	<b>5%</b>
English	100	97	96	94	92	86	72
Mathematics	100	99	99	98	98	96	92
Science	99	97	95	94	92	90	80

***Percentage of pupils achieving Level 7 and above***

	<b>95%</b>	<b>UQ</b>	<b>60%</b>	<b>Median</b>	<b>40%</b>	<b>LQ</b>	<b>5%</b>
English	84	64	56	46	40	32	14
Mathematics	98	92	85	82	79	73	57
Science	80	61	51	46	43	36	23

***Average KS3 points score achieved<sup>1</sup>***

	<b>95%</b>	<b>UQ</b>	<b>60%</b>	<b>Median</b>	<b>40%</b>	<b>LQ</b>	<b>5%</b>
English	45.5	43.6	42.6	42.1	41.5	40.3	38.3
Mathematics	48.3	46.6	45.5	45.1	44.8	44.3	42.6
Science	45.2	43.4	42.5	42.0	41.6	40.9	39.4

<sup>1</sup> Use 'Ready Reckoner' provided on page 31, to calculate your school's average KS3 point score.

**SECTION 4****OFSTED'S  
PERFORMANCE AND  
ASSESSMENT REPORT  
(PANDA)**

**To be distributed to schools by mid November.**

**Online PANDA reports will be available before the printed copies are delivered to schools, via the ePANDA website:**

**[www.ofstedpandas.gide.net](http://www.ofstedpandas.gide.net)**

**As soon as the online PANDAs are available, you will receive a letter with a unique password and some brief instructions about how you can access your school's PANDA.**

**Should the printed copy of your PANDA report not reach you within two weeks of receipt of that letter, a number will be provided for telephone queries relating to delivery.**

## SECTION 5

### 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.

<b>Table 5.1: KS2 1998, 1999, 2000, 2001 Points Scores</b>			
<b>Test Outcome</b>	<b>English</b>	<b>Mathematics</b>	<b>Science</b>
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

<b>Table 5.2: KS3 1999, 2000, 2001 Points Scores</b>			
<b>Test Outcome</b>	<b>English</b>	<b>Mathematics</b>	<b>Science</b>
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

## 2001 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 <sup>1</sup>	<b>X</b>	<b>X</b>										
Total points score for that level <sup>2</sup>	<b>X</b>	<b>X</b>										

=  Total number of relevant pupils<sup>3</sup>

=  Overall total points score<sup>3</sup>

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

=

=

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

<sup>2</sup> 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

<sup>3</sup> Sum the total number of relevant pupils and the overall total points score

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

## SECTION 6

### USEFUL CONTACTS

#### General Information

For general information please contact:

##### **DfES**

Public Enquiry Unit,  
PO Box 12,  
Runcorn,  
Cheshire.  
WA7 2GJ

Telephone number: 0870 000 2288  
email: [autumn.package@dfes.gov.uk](mailto:autumn.package@dfes.gov.uk)

##### **Qualifications and Curriculum Authority (QCA)**

Assessment Division,  
83 Piccadilly,  
London.  
W1J 8QA  
Telephone number: 020 7509 5555

##### **OFSTED**

Alexandra House,  
33 Kingsway,  
London.  
WC2B 6SE

Telephone number: 020 7421 6800  
email: [RAI\\_Helpdesk@ofsted.gov.uk](mailto:RAI_Helpdesk@ofsted.gov.uk)

PANDA Helpline: 020 7421 6840 or  
020 7421 6633

Electronic versions of each school's PANDA can be accessed via the Internet website address at:

[www.ofstedpandas.gide.net](http://www.ofstedpandas.gide.net)

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

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