

Table 2.1.1: Percentage of All Pupils, Boys and Girls achieving Level 4 or above and Level 5 in the National Curriculum Key Stage 2 Tests and Teacher Assessments in 2003

		Level 4 or above			Level 5		
		National Results (%)	Your School's Results (%)	Difference in Percentage Points	National Results (%)	Your School's Results (%)	Difference in Percentage Points
ENGLISH Test	All Pupils	75			27		
	Boys	70			21		
	Girls	80			33		
Reading Test	All Pupils	81			42		
	Boys	78			38		
	Girls	84			47		
Writing Test	All Pupils	60			15		
	Boys	52			11		
	Girls	69			20		
MATHEMATICS Test	All Pupils	73			29		
	Boys	73			32		
	Girls	72			26		
SCIENCE Test	All Pupils	87			41		
	Boys	86			40		
	Girls	87			41		
ENGLISH Teacher Assessment	All Pupils	72			24		
	Boys	67			19		
	Girls	78			29		
MATHEMATICS Teacher Assessment	All Pupils	74			28		
	Boys	74			29		
	Girls	75			26		
SCIENCE Teacher Assessment	All Pupils	82			31		
	Boys	81			31		
	Girls	83			31		

Table 2.1.2: Recent trends in the percentage of All Pupils achieving Level 4 or above and Level 5 or above¹ in the National Curriculum Key Stage 2 Tests and Teacher Assessments over the last five years

	Test					Teacher Assessment				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
	Level 4 or above									
ENGLISH	71	75	75	75	75	68	70	72	73	72
MATHEMATICS	69	72	71	73	73	69	72	74	74	74
SCIENCE	78	85	87	86	87	75	79	82	82	82
	Level 5 or above¹									
ENGLISH	22	29	29	29	27	20	22	23	24	24
MATHEMATICS	24	25	25	28	29	22	24	26	27	28
SCIENCE	27	34	34	38	41	23	27	29	31	31

¹ There is no Level 6 in the 2003 tests.

Table 2.1.3: Percentage of All Pupils, Boys and Girls achieving each Level in the National Curriculum Key Stage 2 Tests and Teacher Assessments in English, Mathematics and Science in 2003

	All Pupils													Boys													Girls												
ENGLISH	A	D	B	N	W	1	2	3	4	5	6	4+	A	D	B	N	W	1	2	3	4	5	6	4+	A	D	B	N	W	1	2	3	4	5	6	4+			
Test	1	1	3	2	-	-	1	17	48	27	-	75	1	1	4	3	-	-	1	19	49	21	-	70	1	0	2	2	-	-	1	13	48	33	-	80			
Reading	1	1	3	4	-	-	-	10	39	42	-	81	1	1	4	4	-	-	-	12	40	38	-	78	1	0	2	3	-	-	-	9	38	47	-	84			
Writing	1	1	3	5	-	-	-	30	45	15	-	60	1	1	4	7	-	-	-	35	42	11	-	52	1	0	2	3	-	-	-	25	49	20	-	69			
Teacher Assessment	0	0	-	-	1	1	5	21	49	24	0	72	0	0	-	-	1	1	7	24	48	19	0	67	0	0	-	-	0	1	4	17	49	29	0	78			
MATHEMATICS	A	D	B	N	W	1	2	3	4	5	6	4+	A	D	B	N	W	1	2	3	4	5	6	4+	A	D	B	N	W	1	2	3	4	5	6	4+			
Test	1	0	3	2	-	-	1	20	44	29	-	73	1	1	3	2	-	-	1	18	41	32	-	73	1	0	2	3	-	-	1	21	46	26	-	72			
Teacher Assessment	0	0	-	-	1	1	4	20	46	28	0	74	0	0	-	-	1	1	5	20	44	29	0	74	0	0	-	-	0	1	4	20	48	26	0	75			
SCIENCE	A	D	B	N	W	1	2	3	4	5	6	4+	A	D	B	N	W	1	2	3	4	5	6	4+	A	D	B	N	W	1	2	3	4	5	6	4+			
Test	1	0	2	0	-	-	0	10	46	41	-	87	1	1	2	0	-	-	0	9	46	40	-	86	1	0	1	0	-	-	0	10	46	41	-	87			
Teacher Assessment	0	0	-	-	0	1	2	15	51	31	0	82	0	0	-	-	1	1	3	15	49	31	0	81	0	0	-	-	0	0	2	14	52	31	0	83			

Notes to the table

Extension tests have ceased to be available in 2003 and therefore Level 6 will not be awarded.

Figures have been rounded and may not total 100%. Pupils were awarded a compensatory Level 2 in the statutory tests when they narrowly failed to achieve a Level 3.

– 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 took the statutory tests but failed to register a Level

W represents pupils who are working towards Level 1

Table 2.1.4: Recent trends in the percentage of **All Pupils, Boys and Girls** achieving each Level in the National Curriculum Key Stage 2 English, Mathematics and Science Tests over the last five years

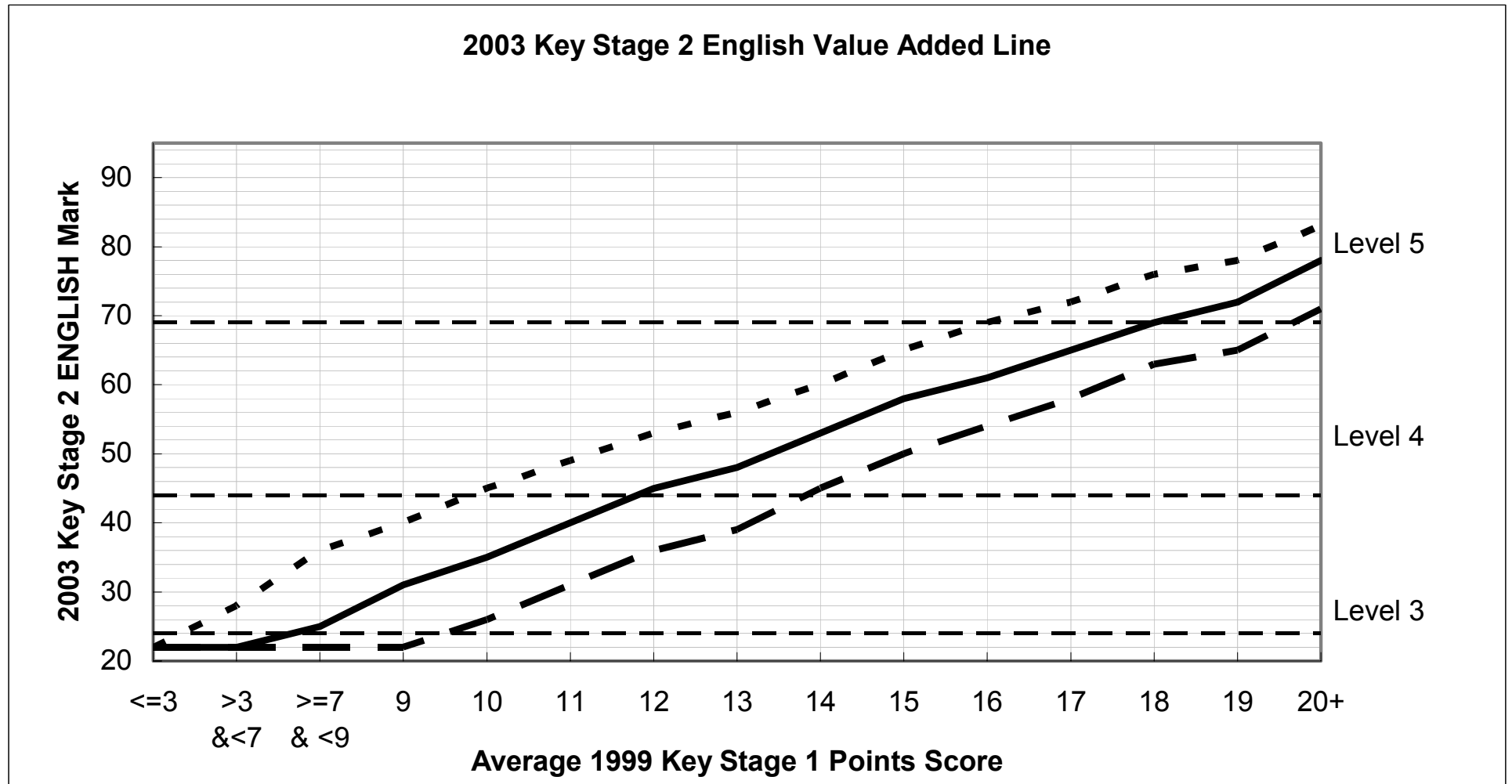
		All Pupils							Boys							Girls						
		A	B3	3	4	5	6	4+	A	B3	3	4	5	6	4+	A	B3	3	4	5	6	4+
ENGLISH	2003	1	7	17	48	27	-	75	1	9	19	49	21	-	70	1	5	13	48	33	-	80
	2002	1	6	17	46	29	0	75	1	8	20	46	24	0	70	1	4	15	45	34	0	79
	2001	1	6	17	46	29	0	75	2	7	20	47	22	0	70	1	4	14	45	35	0	80
	2000	2	6	17	46	29	0	75	2	8	20	47	23	0	70	2	4	14	45	34	0	79
	1999	2	7	20	48	22	0	71	2	9	23	48	17	0	65	2	5	17	49	27	0	76
		A	B3	3	4	5	6	4+	A	B3	3	4	5	6	4+	A	B3	3	4	5	6	4+
MATHEMATICS	2003	1	6	20	44	29	-	73	1	6	18	41	32	-	73	1	6	21	46	26	-	72
	2002	1	5	20	46	27	0	73	1	6	19	43	29	1	73	1	5	20	48	25	0	73
	2001	1	5	22	45	25	0	71	2	6	21	44	26	0	71	1	5	23	47	23	0	70
	2000	2	5	21	47	24	0	72	2	6	20	45	26	0	72	1	5	22	48	23	0	71
	1999	2	6	23	45	24	0	69	2	6	22	44	25	0	69	2	6	24	47	22	0	69
		A	B3	3	4	5	6	4+	A	B3	3	4	5	6	4+	A	B3	3	4	5	6	4+
SCIENCE	2003	1	2	10	46	41	-	87	1	3	9	46	40	-	86	1	2	10	46	41	-	87
	2002	1	2	9	49	38	0	86	2	2	9	48	38	0	86	1	2	10	49	37	0	87
	2001	2	2	9	53	34	0	87	2	2	8	52	34	0	87	2	2	9	54	33	0	88
	2000	2	3	11	50	34	0	85	2	3	11	51	33	0	84	2	2	10	50	35	0	85
	1999	2	3	16	51	27	0	78	2	3	16	50	28	0	79	2	3	17	52	26	0	78

Figures will not total 100% because disapplied pupils are not shown. B3 includes the percentage of pupils in B, N and Level 2. Extension tests have ceased to be available in 2003 and therefore Level 6 will not be awarded.

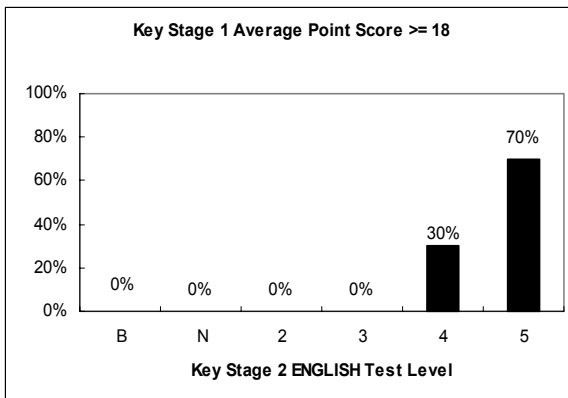
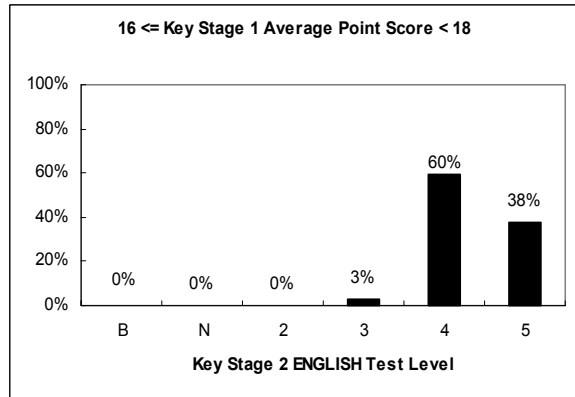
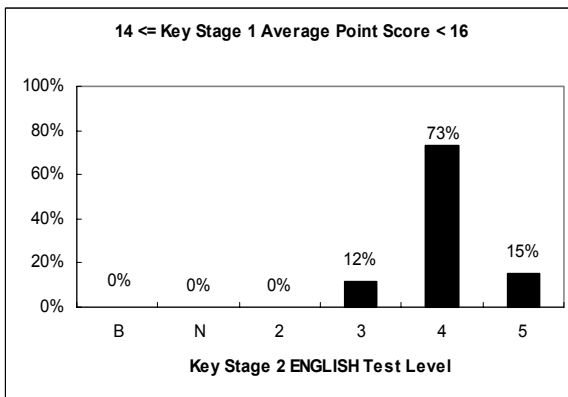
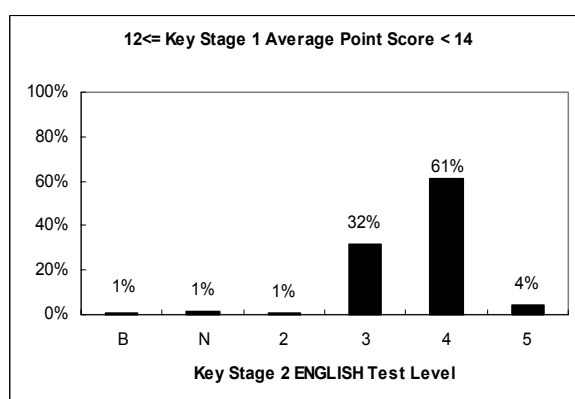
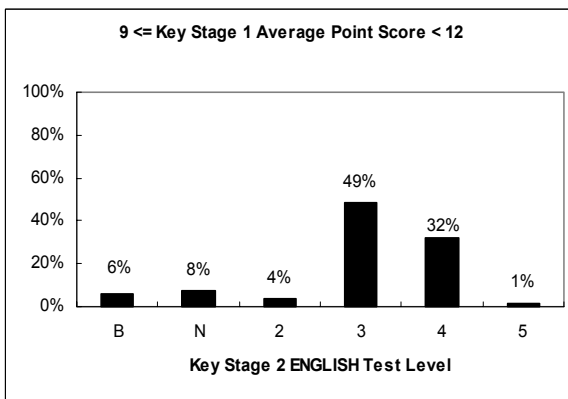
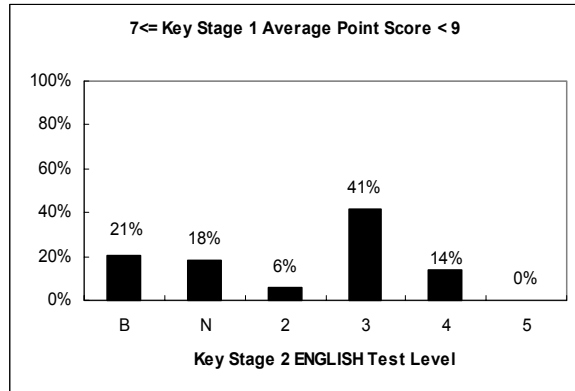
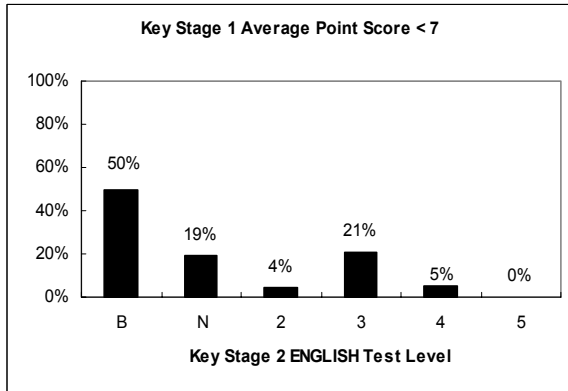
Table 2.1.5: Recent trends in the percentage of All Pupils, Boys and Girls achieving each Level in the National Curriculum Key Stage 2 English, Mathematics and Science Teacher Assessments over the last five years

		All Pupils								Boys								Girls							
		W	1	2	3	4	5	6	4+	W	1	2	3	4	5	6	4+	W	1	2	3	4	5	6	4+
ENGLISH	2003	1	1	5	21	49	24	0	72	1	1	7	24	48	19	0	67	0	1	4	17	49	29	0	78
	2002	1	1	5	21	49	24	0	73	1	1	6	24	48	19	0	67	0	1	3	17	49	29	0	78
	2001	0	1	5	21	49	23	0	72	1	1	6	25	49	18	0	67	0	1	3	18	49	28	0	78
	2000	1	1	5	23	49	22	0	70	1	1	7	26	48	17	0	65	0	1	4	19	49	26	0	76
	1999	0	1	6	25	48	19	0	68	1	1	8	28	47	15	0	62	0	1	4	21	50	24	0	74
		W	1	2	3	4	5	6	4+	W	1	2	3	4	5	6	4+	W	1	2	3	4	5	6	4+
MATHEMATICS	2003	1	1	4	20	46	28	0	74	1	1	5	20	44	29	0	74	0	1	4	20	48	26	0	75
	2002	0	1	4	20	47	26	1	74	1	1	5	20	46	28	1	74	0	1	4	20	50	25	0	75
	2001	0	1	4	21	48	25	1	74	0	1	5	21	46	26	1	73	0	1	4	21	50	24	0	74
	2000	0	1	5	22	48	23	0	72	1	1	5	22	47	24	1	71	0	1	4	22	50	23	0	73
	1999	0	1	5	24	48	22	0	69	0	1	5	24	46	22	0	69	0	1	4	24	49	21	0	70
		W	1	2	3	4	5	6	4+	W	1	2	3	4	5	6	4+	W	1	2	3	4	5	6	4+
SCIENCE	2003	0	1	2	15	51	31	0	82	1	1	3	15	49	31	0	81	0	0	2	14	52	31	0	83
	2002	0	0	2	14	52	31	0	82	1	1	3	14	51	31	0	82	0	0	2	14	53	30	0	83
	2001	0	0	2	15	53	29	0	82	0	1	3	15	52	29	0	81	0	0	2	14	54	29	0	83
	2000	0	1	3	17	52	27	0	79	0	1	3	17	51	27	0	78	0	0	2	16	53	27	0	80
	1999	0	1	3	20	53	23	0	75	0	1	4	20	51	24	0	75	0	0	3	20	54	22	0	76
		W	1	2	3	4	5	6	4+	W	1	2	3	4	5	6	4+	W	1	2	3	4	5	6	4+

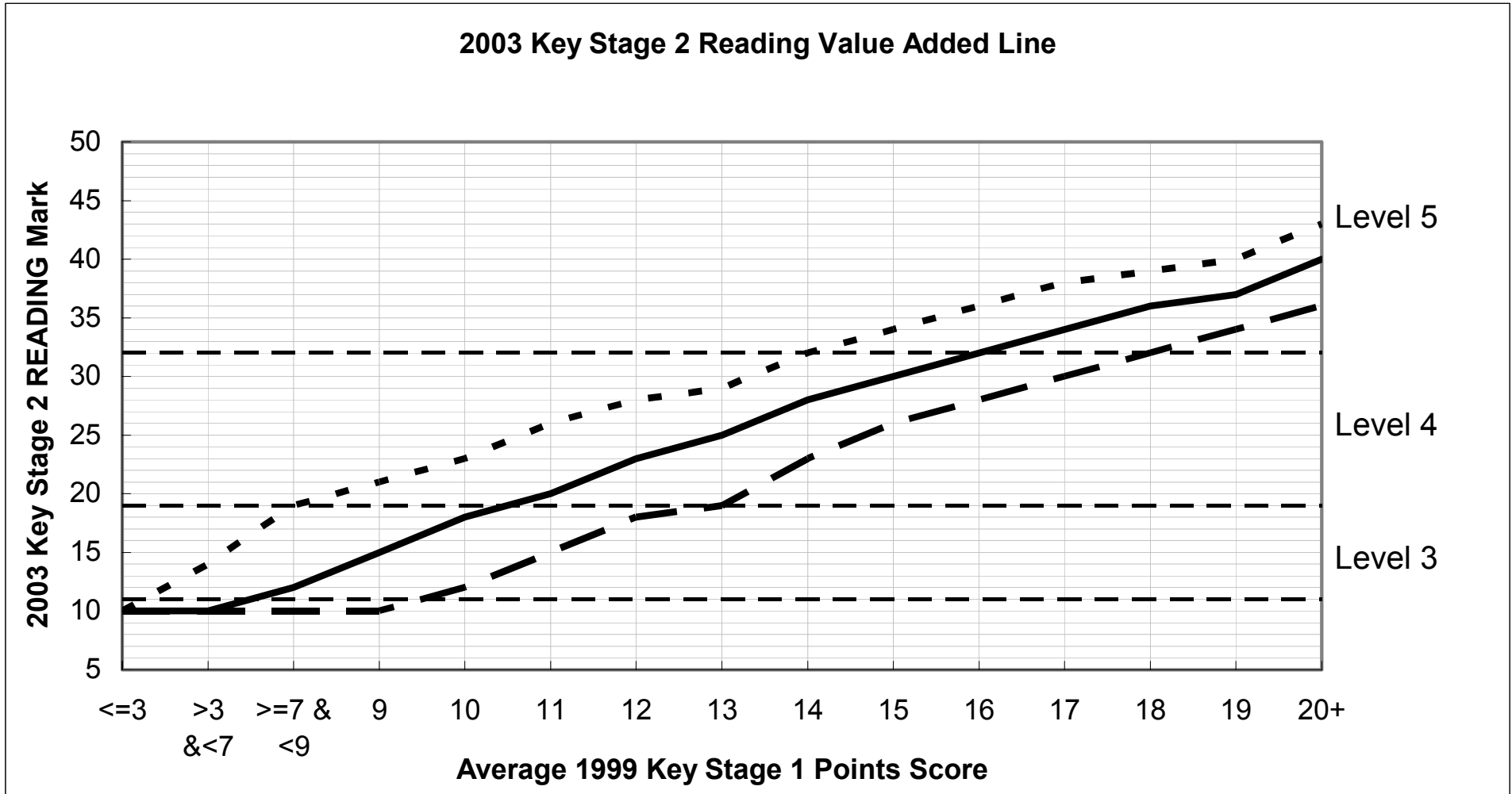
Graph 2.2.1: 2003 Key Stage 2 English Value Added Line and Charts



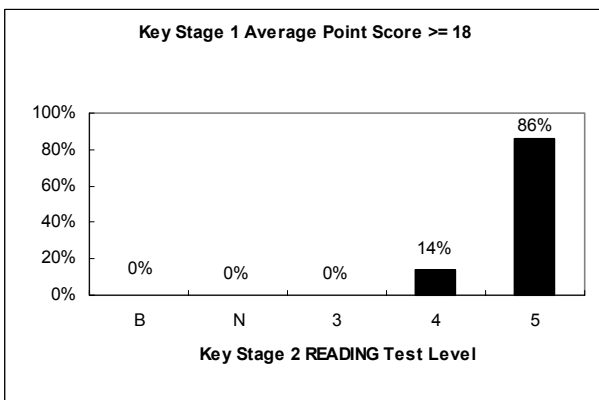
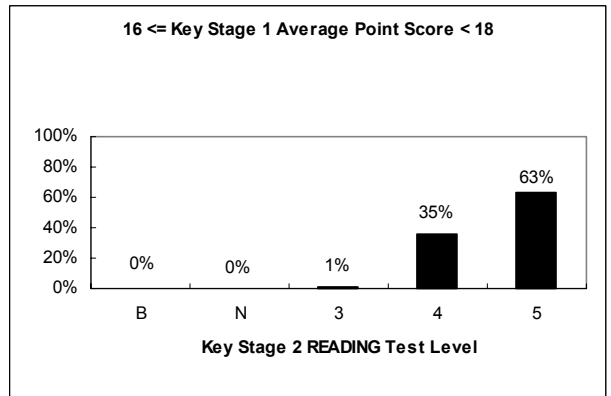
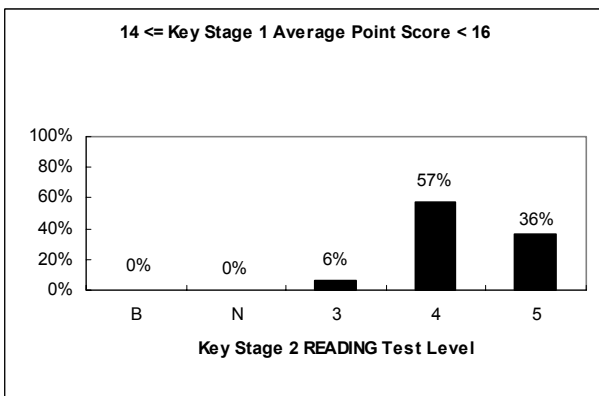
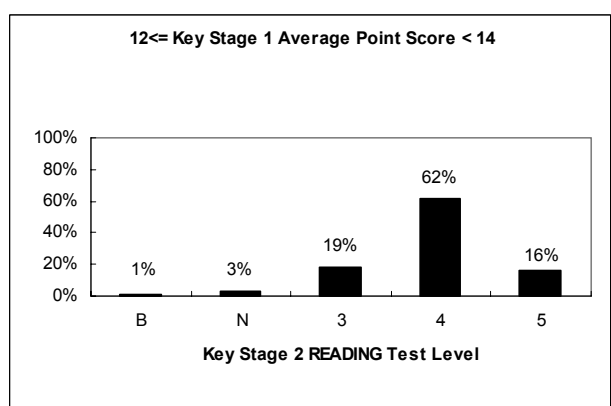
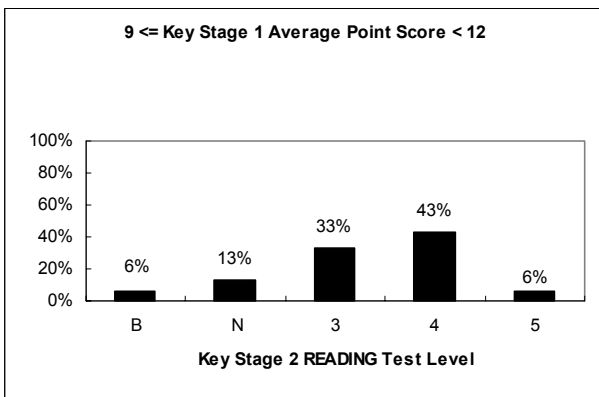
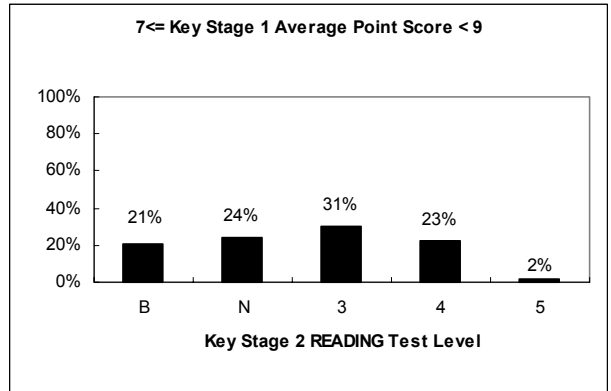
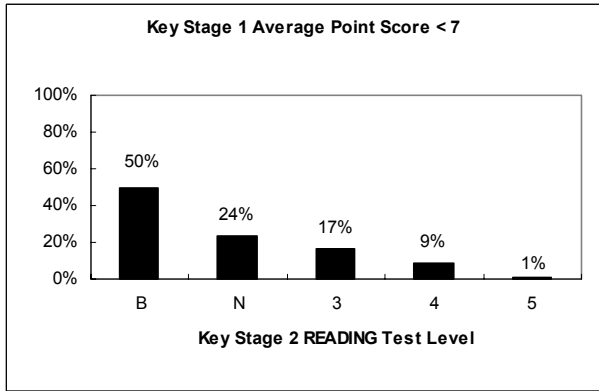
Graph 2.2.1: 2003 Key Stage 2 English Value Added Progress Charts (continued)



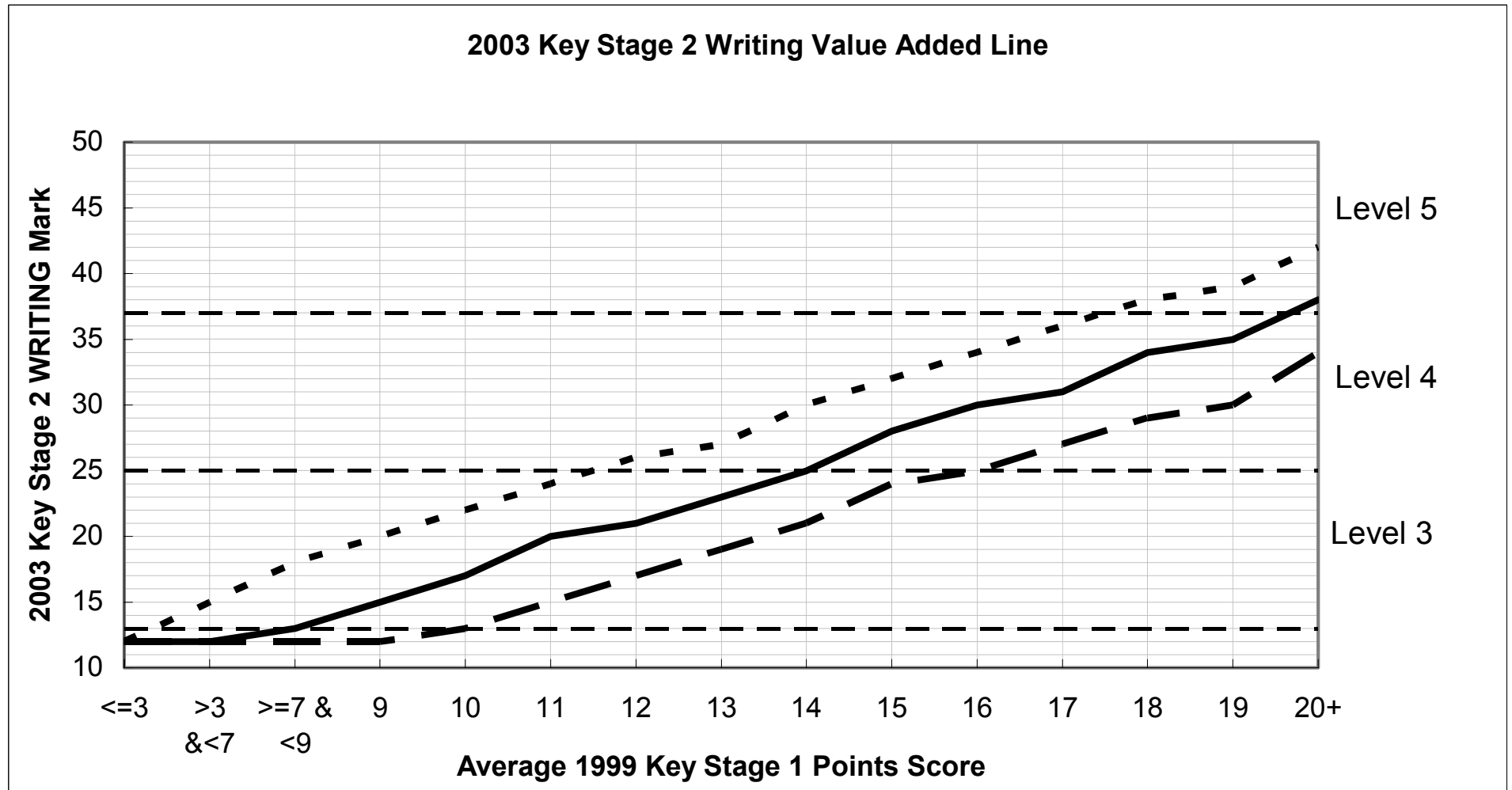
Graph 2.2.2: 2003 Key Stage 2 Reading Value Added Line and Charts



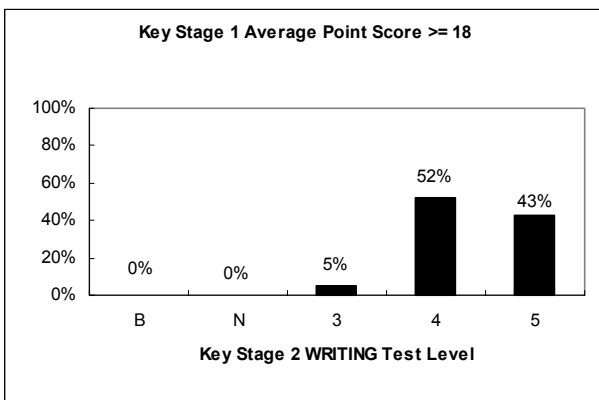
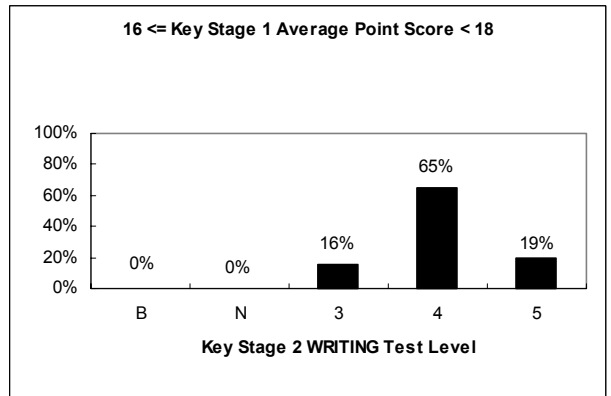
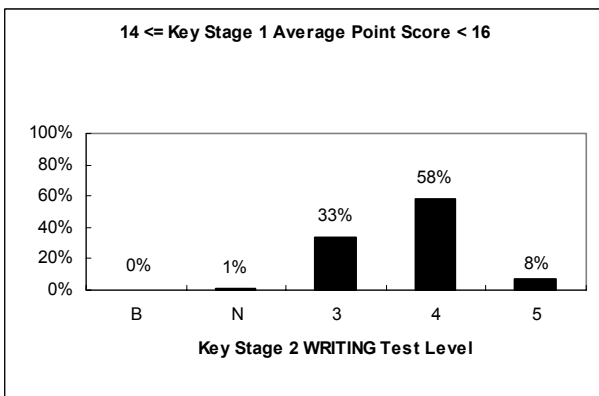
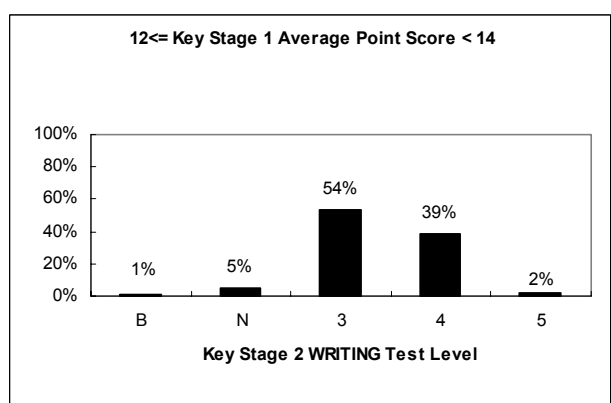
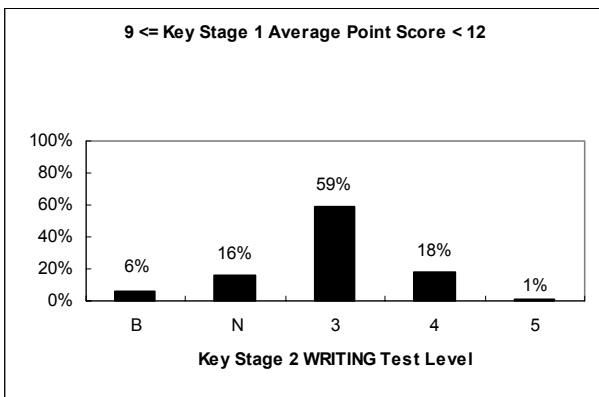
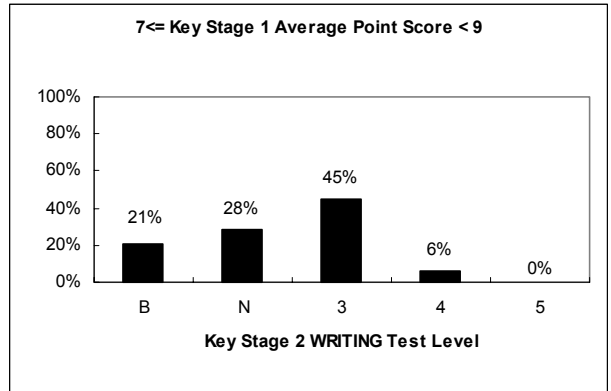
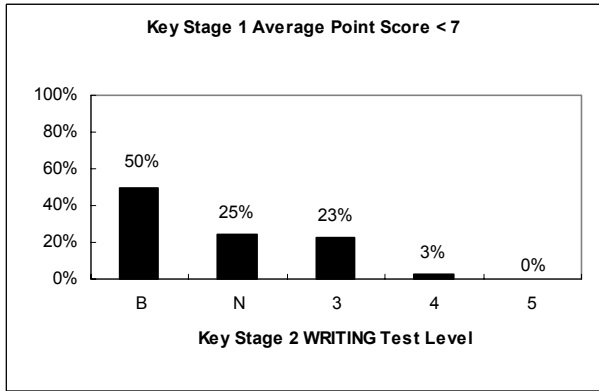
Graph 2.2.2: 2003 Key Stage 2 Reading Value Added Progress Charts (continued)



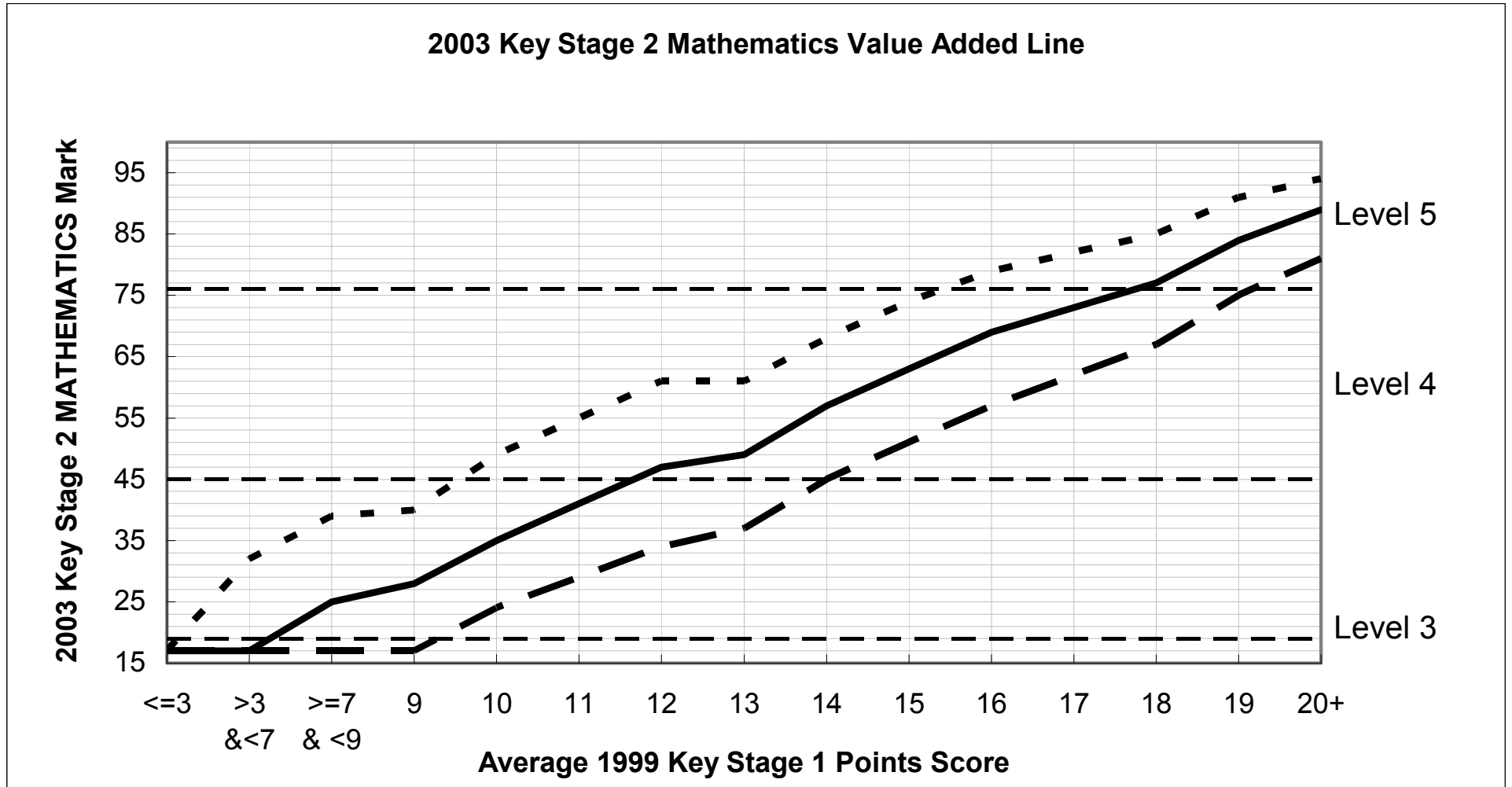
Graph 2.2.3: 2003 Key Stage 2 Writing Value Added Line and Charts



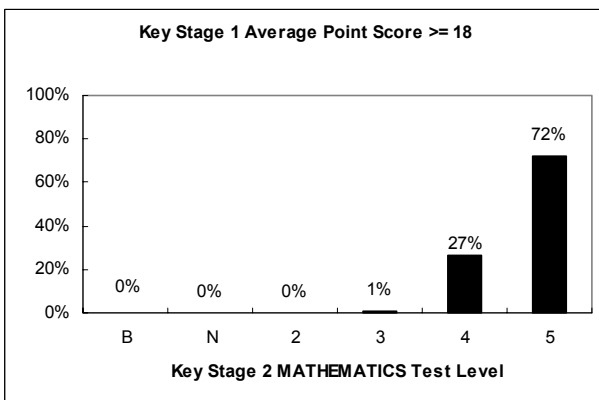
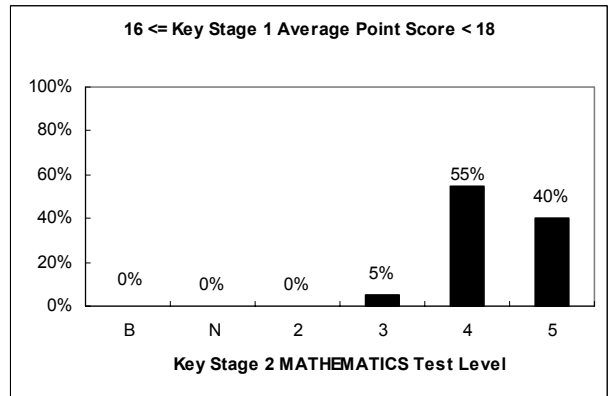
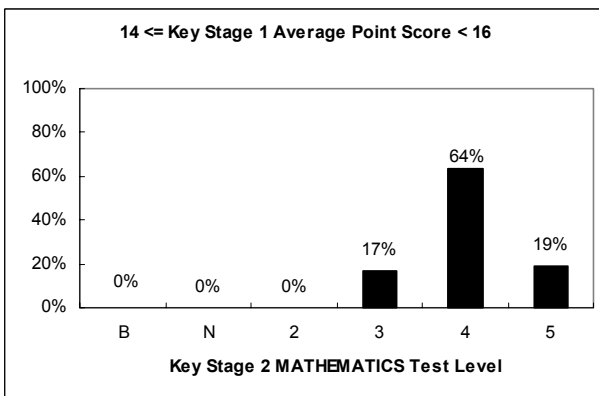
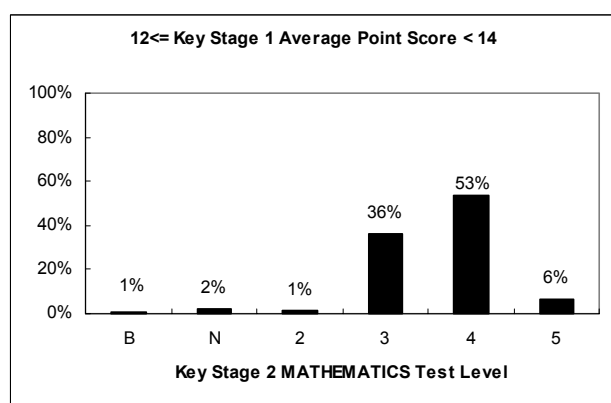
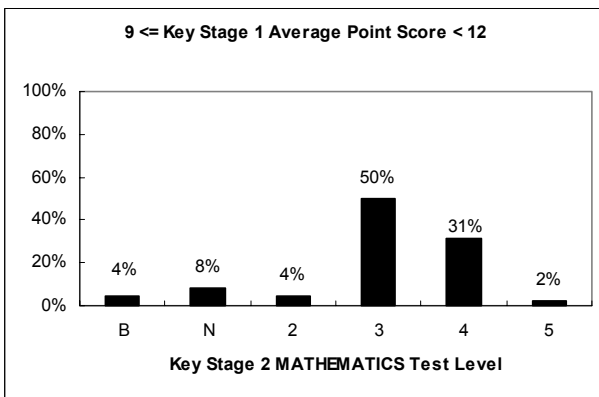
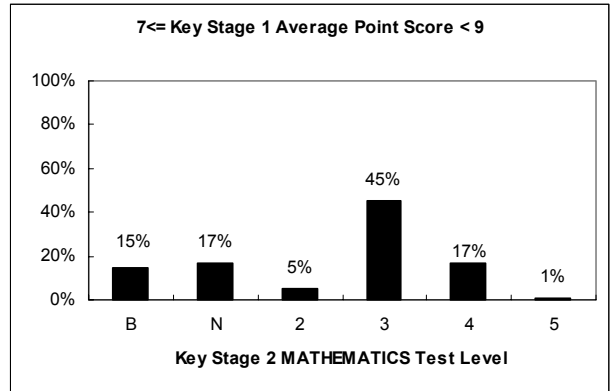
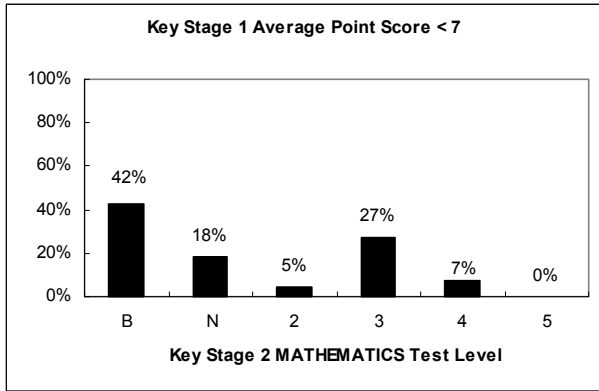
Graph 2.2.3: 2003 Key Stage 2 Writing Value Added Progress Charts (continued)



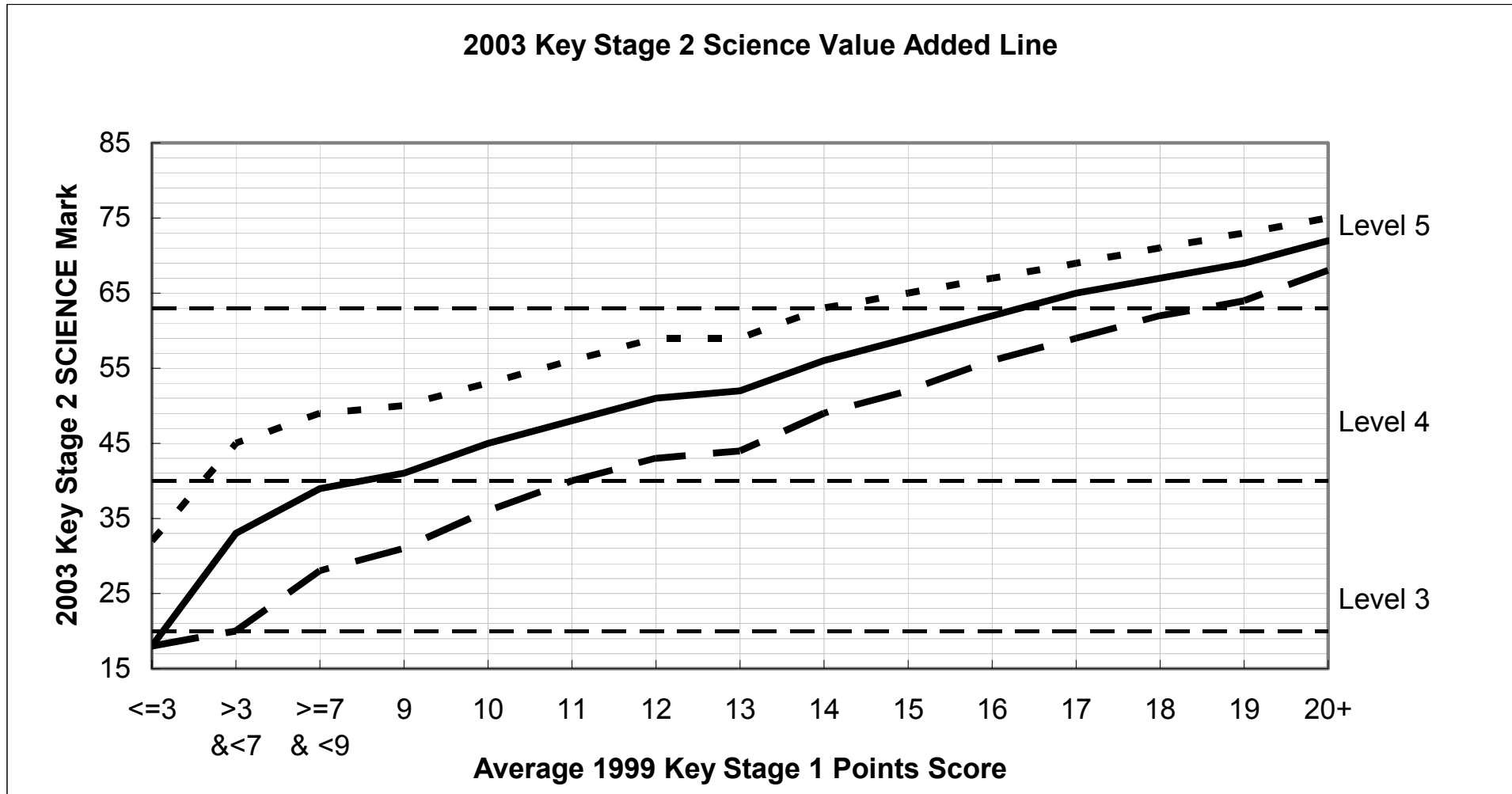
Graph 2.2.4: 2003 Key Stage 2 Mathematics Value Added Line and Charts



Graph 2.2.4: 2003 Key Stage 2 Mathematics Value Added Progress Charts (continued)



Graph 2.2.5: 2003 Key Stage 2 Science Value Added Line and Charts



Graph 2.2.5: 2003 Key Stage 2 Science Value Added Progress Charts (continued)

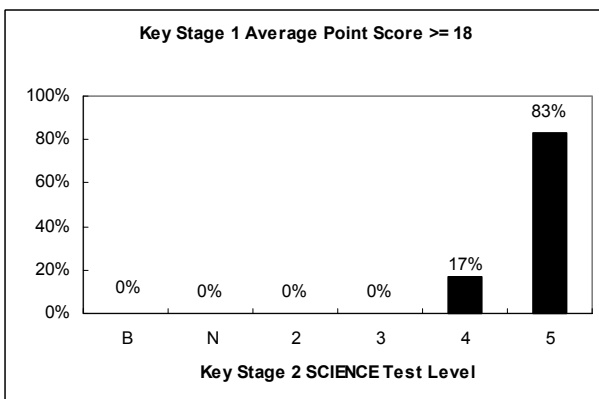
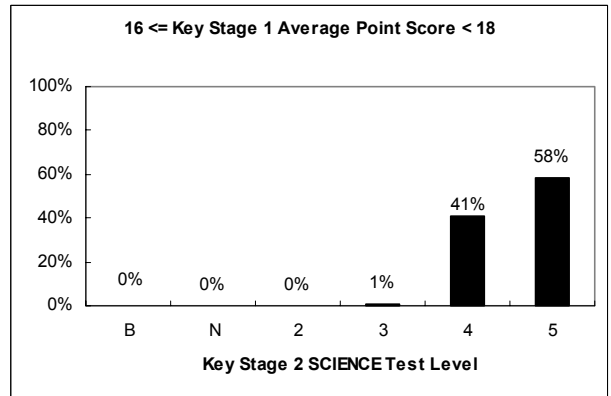
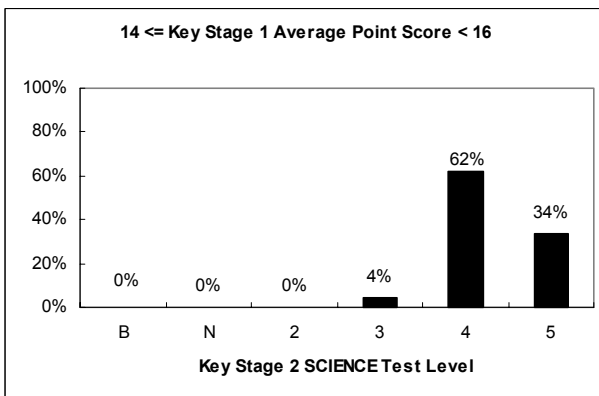
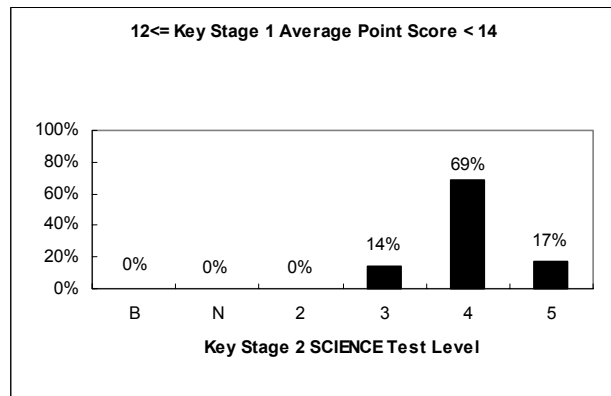
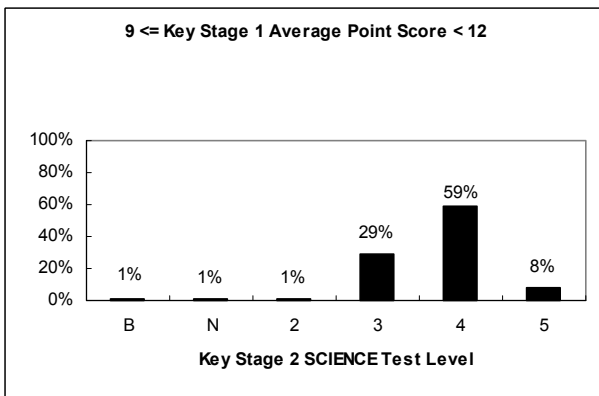
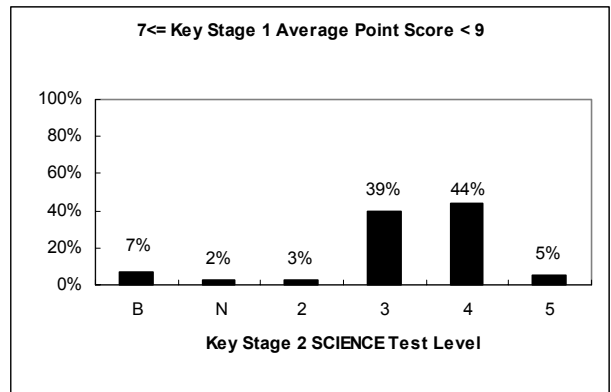
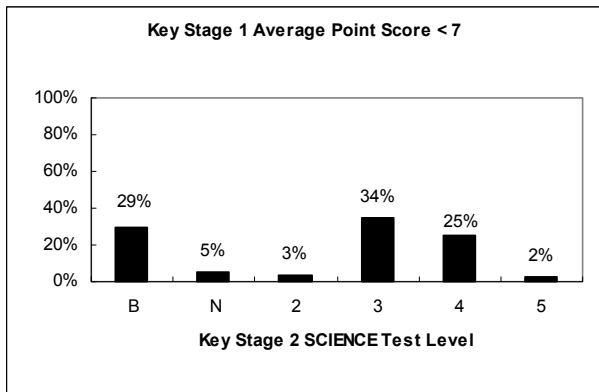


Table 2.3.1: All maintained mainstream schools in England, with Key Stage 2 pupils**Percentage of pupils achieving Level 4 and above¹**

	95%	UQ	60%	Median	40%	LQ	5%
English	98	88	82	78	74	67	47
Mathematics	97	85	79	75	71	63	45
Science	100	96	93	90	88	82	64

Percentage of pupils achieving Level 5 and above¹

	95%	UQ	60%	Median	40%	LQ	5%
English	57	37	29	25	20	14	4
Mathematics	57	39	32	28	24	17	6
Science	74	54	45	40	34	26	10

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	30.0	28.3	27.5	27.0	26.5	25.5	23.3
Mathematics	30.0	28.3	27.5	27.0	26.5	25.6	23.4
Science	31.4	30.0	29.3	28.8	28.4	27.5	25.4
Overall	30.2	28.8	28.1	27.6	27.1	26.3	24.2

KS1 to KS2 value added score¹

	95%	UQ	60%	Median	40%	LQ	5%
	101.9	100.7	100.3	100.0	99.7	99.2	98.0

Number of schools: 14774

¹ Use the 'Calculating Your Figures' section in the accompanying text to work out the performance and FSM measures for your school.

Table 2.3.2: Schools with 1999 Key Stage 1 average points score of:

up to but not including 12**Percentage of pupils achieving Level 4 and above¹**

	95%	UQ	60%	Median	40%	LQ	5%
English	75	59	52	50	46	40	22
Mathematics	78	57	51	48	45	37	21
Science	92	79	72	69	64	57	38

Percentage of pupils achieving Level 5 and above¹

	95%	UQ	60%	Median	40%	LQ	5%
English	24	13	10	8	6	2	0
Mathematics	27	16	11	9	7	4	0
Science	45	23	17	14	11	7	0

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	26.5	24.6	23.9	23.4	22.9	22.2	20.4
Mathematics	27.0	24.7	24.0	23.6	23.1	22.3	20.8
Science	28.8	27.0	26.1	25.7	25.2	24.5	22.6
Overall	27.0	25.3	24.6	24.2	23.8	23.2	21.5

KS1 to KS2 value added score¹

	95%	UQ	60%	Median	40%	LQ	5%
	103.1	101.3	100.7	100.3	99.9	99.3	97.9

Number of schools: 438

¹ Use the 'Calculating Your Figures' section in the accompanying text to work out the performance and FSM measures for your school.

Table 2.3.3: Schools with 1999 Key Stage 1 average points score of:
at least 12 but less than 14

Percentage of pupils achieving Level 4 and above¹

	95%	UQ	60%	Median	40%	LQ	5%
English	85	72	67	63	60	54	39
Mathematics	86	71	65	61	57	51	36
Science	100	88	83	80	76	70	55

Percentage of pupils achieving Level 5 and above¹

	95%	UQ	60%	Median	40%	LQ	5%
English	35	21	17	14	12	8	0
Mathematics	37	24	19	16	14	10	2
Science	54	35	28	24	21	15	5

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	27.8	26.2	25.5	25.1	24.7	24.0	22.5
Mathematics	27.9	26.4	25.6	25.2	24.8	24.1	22.5
Science	30.0	28.3	27.6	27.2	26.8	26.1	24.5
Overall	28.3	26.8	26.2	25.9	25.5	24.8	23.4

KS1 to KS2 value added score¹

	95%	UQ	60%	Median	40%	LQ	5%
	102.3	101.0	100.4	100.1	99.8	99.2	97.9

Number of schools: 3158

¹ Use the 'Calculating Your Figures' section in the accompanying text to work out the performance and FSM measures for your school.

Table 2.3.4: Schools with 1999 Key Stage 1 average points score of:
at least 14 but less than 16

Percentage of pupils achieving Level 4 and above¹

	95%	UQ	60%	Median	40%	LQ	5%
English	94	85	81	78	75	69	55
Mathematics	94	83	78	75	72	66	52
Science	100	95	92	90	88	84	71

Percentage of pupils achieving Level 5 and above¹

	95%	UQ	60%	Median	40%	LQ	5%
English	50	34	28	25	21	16	6
Mathematics	50	36	31	28	24	19	9
Science	68	51	44	40	35	29	14

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	29.4	28.0	27.4	27.0	26.6	25.9	24.3
Mathematics	29.4	28.0	27.4	27.0	26.6	25.9	24.3
Science	31.0	29.7	29.2	28.8	28.5	27.8	26.3
Overall	29.6	28.5	28.0	27.6	27.3	26.7	25.2

KS1 to KS2 value added score¹

	95%	UQ	60%	Median	40%	LQ	5%
	101.9	100.8	100.3	100.0	99.7	99.2	98.0

Number of schools: 7433

¹ Use the 'Calculating Your Figures' section in the accompanying text to work out the performance and FSM measures for your school.

Table 2.3.5: Schools with 1999 Key Stage 1 average points score of:
at least 16 but less than 18

Percentage of pupils achieving Level 4 and above¹

	95%	UQ	60%	Median	40%	LQ	5%
English	100	94	91	89	87	83	72
Mathematics	100	92	89	86	84	79	68
Science	100	100	97	96	95	92	84

Percentage of pupils achieving Level 5 and above¹

	95%	UQ	60%	Median	40%	LQ	5%
English	67	50	42	38	34	28	15
Mathematics	67	50	44	41	37	32	19
Science	82	67	60	56	51	45	28

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	30.8	29.5	28.9	28.6	28.3	27.7	26.3
Mathematics	30.8	29.4	28.9	28.6	28.3	27.7	26.3
Science	31.9	30.9	30.4	30.1	29.8	29.3	28.0
Overall	30.9	29.8	29.4	29.1	28.8	28.3	27.2

KS1 to KS2 value added score¹

	95%	UQ	60%	Median	40%	LQ	5%
	101.5	100.5	100.1	99.9	99.6	99.2	98.1

Number of schools: 3517

¹ Use the 'Calculating Your Figures' section in the accompanying text to work out the performance and FSM measures for your school.

Table 2.3.6: Schools with 1999 Key Stage 1 average points score of:

greater than or equal to 18**Percentage of pupils achieving Level 4 and above¹**

	95%	UQ	60%	Median	40%	LQ	5%
English	100	100	100	98	94	91	78
Mathematics	100	100	98	94	92	88	73
Science	100	100	100	100	100	97	87

Percentage of pupils achieving Level 5 and above¹

	95%	UQ	60%	Median	40%	LQ	5%
English	91	67	58	52	47	40	21
Mathematics	100	67	60	55	50	43	17
Science	100	79	73	69	64	55	25

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	33.0	31.0	30.3	29.8	29.4	28.9	27.0
Mathematics	33.0	30.9	30.2	29.9	29.5	29.0	27.0
Science	33.0	31.8	31.4	31.0	30.7	30.1	27.0
Overall	32.1	31.0	30.6	30.3	30.0	29.4	28.2

KS1 to KS2 value added score¹

	95%	UQ	60%	Median	40%	LQ	5%
	101.0	100.1	99.7	99.3	99.1	98.8	97.8

Number of schools: 180

¹ Use the 'Calculating Your Figures' section in the accompanying text to work out the performance and FSM measures for your school.

Table 2.3.7: Schools with percentage of pupils "known to be eligible for FSM" of:
up to and including 8%

Percentage of pupils achieving Level 4 and above¹

	95%	UQ	60%	Median	40%	LQ	5%
English	100	93	89	86	83	79	64
Mathematics	100	90	86	83	80	75	59
Science	100	100	97	95	93	90	80

Percentage of pupils achieving Level 5 and above¹

	95%	UQ	60%	Median	40%	LQ	5%
English	64	45	38	33	30	23	10
Mathematics	64	47	40	36	33	27	13
Science	81	63	56	51	47	39	20

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	30.6	29.1	28.5	28.1	27.8	27.0	25.3
Mathematics	30.6	29.1	28.5	28.1	27.7	27.0	25.2
Science	31.8	30.6	30.1	29.8	29.4	28.9	27.2
Overall	30.7	29.5	29.0	28.7	28.3	27.8	26.2

KS1 to KS2 value added score¹

	95%	UQ	60%	Median	40%	LQ	5%
	101.9	100.9	100.4	100.2	99.9	99.5	98.5

Number of schools: 5990

¹ Use the 'Calculating Your Figures' section in the accompanying text to work out the performance and FSM measures for your school.

Table 2.3.8 Schools with percentage of pupils "known to be eligible for FSM" of:
more than 8% and up to 20%

Percentage of pupils achieving Level 4 and above¹

	95%	UQ	60%	Median	40%	LQ	5%
English	94	85	81	78	75	69	55
Mathematics	94	83	78	75	71	65	51
Science	100	95	92	90	88	84	71

Percentage of pupils achieving Level 5 and above¹

	95%	UQ	60%	Median	40%	LQ	5%
English	51	34	28	25	21	17	6
Mathematics	52	36	31	28	24	19	9
Science	68	51	44	40	36	29	14

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	29.6	28.0	27.4	27.0	26.6	25.9	24.3
Mathematics	29.5	28.1	27.4	27.0	26.6	25.9	24.2
Science	31.0	29.7	29.2	28.8	28.5	27.9	26.3
Overall	29.7	28.5	28.0	27.6	27.3	26.7	25.2

KS1 to KS2 value added score¹

	95%	UQ	60%	Median	40%	LQ	5%
	101.8	100.7	100.2	99.9	99.6	99.2	98.1

Number of schools: 3985

¹ Use the 'Calculating Your Figures' section in the accompanying text to work out the performance and FSM measures for your school.

Table 2.3.9: Schools with percentage of pupils "known to be eligible for FSM" of:
more than 20% and up to 35%

Percentage of pupils achieving Level 4 and above¹

	95%	UQ	60%	Median	40%	LQ	5%
English	89	77	71	68	65	59	45
Mathematics	88	75	70	67	62	56	42
Science	98	90	87	83	81	75	61

Percentage of pupils achieving Level 5 and above¹

	95%	UQ	60%	Median	40%	LQ	5%
English	40	25	20	17	15	11	3
Mathematics	43	29	23	20	17	13	5
Science	59	40	33	29	25	19	8

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	28.6	26.8	26.2	25.7	25.3	24.7	23.0
Mathematics	28.6	27.0	26.3	25.8	25.4	24.7	23.1
Science	30.3	28.8	28.1	27.8	27.4	26.6	25.1
Overall	28.9	27.4	26.8	26.4	26.1	25.4	24.0

KS1 to KS2 value added score¹

	95%	UQ	60%	Median	40%	LQ	5%
	101.8	100.6	100.1	99.8	99.5	99.0	97.8

Number of schools: 2535

¹ Use the 'Calculating Your Figures' section in the accompanying text to work out the performance and FSM measures for your school.

Table 2.3.10: Schools with percentage of pupils "known to be eligible for FSM" of:
more than 35% and up to 50%

Percentage of pupils achieving Level 4 and above¹

	95%	UQ	60%	Median	40%	LQ	5%
English	86	71	65	62	58	52	38
Mathematics	86	71	64	60	56	50	35
Science	97	87	81	78	74	68	53

Percentage of pupils achieving Level 5 and above¹

	95%	UQ	60%	Median	40%	LQ	5%
English	36	21	16	13	11	7	0
Mathematics	38	23	18	15	13	10	3
Science	53	33	26	22	19	14	5

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	28.1	26.2	25.3	24.9	24.5	23.8	22.3
Mathematics	28.1	26.3	25.5	25.1	24.7	23.9	22.2
Science	29.8	28.1	27.4	27.0	26.5	25.8	24.2
Overall	28.4	26.7	26.1	25.7	25.3	24.6	23.2

KS1 to KS2 value added score¹

	95%	UQ	60%	Median	40%	LQ	5%
	102.1	100.6	100.0	99.6	99.3	98.7	97.5

Number of schools: 1452

¹ Use the 'Calculating Your Figures' section in the accompanying text to work out the performance and FSM measures for your school.

Table 2.3.11: Schools with percentage of pupils "known to be eligible for FSM" of:

more than 50%**Percentage of pupils achieving Level 4 and above¹**

	95%	UQ	60%	Median	40%	LQ	5%
English	83	69	62	58	54	46	29
Mathematics	86	70	62	58	53	47	31
Science	95	84	79	76	72	64	45

Percentage of pupils achieving Level 5 and above¹

	95%	UQ	60%	Median	40%	LQ	5%
English	32	18	14	11	9	5	0
Mathematics	38	22	17	14	12	8	0
Science	52	30	24	20	17	11	2

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	27.5	25.8	24.9	24.4	24.0	23.1	21.4
Mathematics	28.1	26.1	25.2	24.8	24.3	23.5	21.8
Science	29.8	27.8	27.0	26.6	26.1	25.3	23.4
Overall	28.2	26.5	25.7	25.3	24.8	24.1	22.5

KS1 to KS2 value added score¹

	95%	UQ	60%	Median	40%	LQ	5%
	102.4	100.7	100.0	99.7	99.2	98.6	97.2

Number of schools: 808

¹ Use the 'Calculating Your Figures' section in the accompanying text to work out the performance and FSM measures for your school.

KS2 AUTUMN PACKAGE 2003 GUIDANCE

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INTRODUCTION

The Autumn Package of Pupil Performance Information provides the national data you will need to compare your school with either all schools or a group of schools similar to yours, and will support you in evaluating your teaching and learning practices and your strategies for raising pupil performance.

It is strongly recommended that in your work on self-evaluation and target setting you use a new software tool, the **Pupil Achievement Tracker (PAT)**, sent to all schools in October. The PAT contains all the Autumn Package graphs and tables and allows you to compare easily the performance of individual pupils and the school as a whole. It will do all of the following analysis for you automatically as well as providing a powerful target setting tool for individual pupils, classes and the school as a whole.

(For more information on PAT see www.standards.dfes.gov.uk/performance/pat)

Ofsted will also produce a Performance and Assessment report (**PANDA**) for your school in the autumn term (www.ofstedpandas.gide.net) that compares attainment in your school with the national data, and with the similar schools benchmarks that are contained in the Autumn Package. The PANDA report is used by Ofsted inspectors as a pre-inspection tool and provides a broader overview of the school's context, including information that is not used for benchmarks, but which may influence pupil performance.

HOW THE AUTUMN PACKAGE CAN HELP YOU

The Autumn Package provides three types of data:

- National summary results and trends
- Value Added data between KS1 and KS2
- KS2 Benchmark information based on KS1 prior attainment and on Free School Meals

To make best use of each of these sections for your school you will need to collect certain figures of your own. These are explained in this guidance.

The Autumn Package will help you to answer the following questions and to plan for improvement:

- How well have our pupils progressed?
- How well have we done compared with similar schools and schools nationally?
- What actions need to be taken to raise pupil achievement further?
- What should our targets be for future performance?

It will help you to answer these questions that come from the Ofsted Form S4 that some schools use as a basis for self-evaluation:

- How well do pupils achieve?
- How do you know?
- In which subjects and stages do pupils do best, and why?
- In which subjects and stages is improvement needed, and what action is being taken?
- Are there issues relating to gender, ethnic background or other grouping and, if so, what action is being taken?

For a copy of the Form S4 see:

www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3272

Points to Note

Autumn Package is produced using the earliest robust, but **provisional**, 2003 performance data. You will have received your own school's provisional data for the Performance Tables checking exercise. Subsequently amended data would be more accurate but analysis has shown that the impact of any revisions to the charts and tables is typically slight. To make the Autumn Package available to you as early as possible we therefore use the provisional performance data and we do not revise the information in the light of final data.

The data for your school that appears in the first issue of your **PANDA** is also provisional but the subsequent issue contains final data that is consistent with that in the Performance Tables.

The Autumn Package Performance figures are not adjusted for **asylum seekers** and **refugees, remarks** or **appeals**, and so there may be differences between school and LEA figures and the national figures that appear in Performance Tables.

For more information see the DfES Performance Tables website, www.dfes.gov.uk/performance/tables, and Statistical Services website, www.dfes.gov.uk/rsgateway for further details.

You should include the use of the Autumn Package Data in your work to:

- Analyse the school's performance in the national tests and to compare it with national norms and with similar schools
- Evaluate your pupils' progress and to set challenging targets for pupils and the school
- Ensure that your School Improvement Plan has a clear focus on pupil achievement and the achievement of the targets
- Provide information for Governors, e.g. in the Headteacher's Report
- Provide the National data required in the Prospectus and Governors' Annual Report for Parents ([Table 2.1.3](#))
- Prepare for an LEA review

This work should also be supported by the use of:

- The DfES **Pupil Achievement Tracker**. (www.standards.dfes.gov.uk/performance/pat)
- The school's **PANDA** provided by Ofsted (www.ofstedpandas.qide.net)
- LEA provided data and analysis
- Your school's own internally collected data

PREPARING TO USE THE AUTUMN PACKAGE

To make full use of the Autumn Package you will need to consider how it will fit into the school's self-review process. How will any conclusions drawn be translated into action for improvement and how will these be monitored and evaluated?

You will also need to have to hand a number of figures for your pupils and your school. Explanations of how these calculations are made are given in the "Calculating Your Figures"

section below. The most complicated matter is the use of Average Points Scores in the Value Added and Benchmarking sections and this is covered in some detail.

You will have many of the figures already from your own systems, the LEA, the Ofsted PANDA or other sources. Note, that the new **Pupil Achievement Tracker**, as mentioned above, will do the numerical work for you and your **PANDA** report will show data for your school compared to national figures and the benchmark groups.

You will need:

TO COMPARE YOUR SCHOOL'S PERFORMANCE WITH NATIONAL AVERAGES AND TRENDS:

Percentages achieving Level 4 and above and Level 5 and above at KS2 in:

- English, Reading, Writing, Maths and Science for All Pupils, Boys and Girls in 2003
- English, Maths and Science for all pupils in Tests and Teacher Assessments over the past 5 years (or as many as possible)

TO ANALYSE YOUR PUPILS' PROGRESS OVER THE KEY STAGE:

For individual pupils:

- Average Points Score for KS1 in 1999 (and onwards for target setting)
- KS2 Marks in 2003 for English, Reading, Writing, Maths and Science

TO USE THE BENCHMARKING DATA TO COMPARE YOUR SCHOOL'S PERFORMANCE WITH ALL SCHOOLS OR SIMILAR SCHOOLS:

- The school's overall 1999 KS1 Average Points Score based on all pupils assessed in your school at KS2 in 2003
- The KS1 to KS2 Value Added measure (as calculated for the Performance Tables)
- The KS2 Average Points Score in 2003 for English, Maths, Science and Overall
- The percentage of pupils at the school known to be eligible for free school meals (based on the information returned to PLASC in 2003).

See the Calculating Your Figures section for details of how these figures are derived.

Note that a blank table for collecting this data is provided in the Tables section.

NATIONAL SUMMARY OF RESULTS

Data provided

Five tables are provided to enable comparisons of your school's performance with national averages and trends. They are for all pupils eligible for assessment (including those Absent or Disapplied) and are based on the results of all maintained schools (including special schools) in England, and include those independent schools that took part in the 2003 KS2 National Curriculum assessments.

These are:

- **Percentages of All Pupils, Boys and Girls** achieving **Level 4 or above and Level 5** in the National Curriculum Key Stage 2 **Tests and Teacher Assessments** in 2003 ([Table 2.1.1](#))
- **Recent trends** in the percentages of **All Pupils** achieving Level 4 or above and Level 5 or above in Tests and Teacher Assessments ([Table 2.1.2](#))
- Percentages of **All Pupils, Boys and Girls** achieving **each Level** in the National Curriculum Key Stage 2 **Tests and Teacher Assessments** in **English, Mathematics and Science** in 2003 ([Table 2.1.3](#))
- **Recent trends** in the percentages of **All Pupils, Boys and Girls** achieving each Level in the National Curriculum Key Stage 2 English, Mathematics and Science **Tests** over the last five years ([Table 2.1.4](#))
- **Recent trends** in the percentages of **All Pupils, Boys and Girls** achieving each Level in the National Curriculum Key Stage 2 English, Mathematics and Science **Teacher Assessments** over the last five years ([Table 2.1.5](#))

Note that Table 2.1.3 shows the national percentages that you will need to include in the school prospectus and in the governors' annual report. The DfES publication 0269/2002 "**Governors' Annual Reports and School Prospectuses in Primary Schools**", <http://www.teachernet.gov.uk/management/atoz/index.cfm?component=topic&id=36&part=3>) and QCA's "**Assessment and Reporting Arrangements**" (www.qca.org.uk/ca/tests/ara) booklet explain the requirements.

Using the National Summary Results

You should

Complete Table 2.1.1 for percentages of pupils achieving Levels 4+ and 5. By comparing your own school's results with the national results you can identify areas where your own results differ most markedly from the national picture.

Questions to consider:

- Is the performance in English, Maths and Science better or worse than the national average?
- Where are the differences, positive or negative, most marked?
- How does this apply to the performances of boys and girls? How do your results vary over recent years?
- Have some results shown a marked change this year? Why might this be?
- Where results are better than average, can teachers identify features of pupil grouping, subject organisation or teaching and learning practices that have particularly contributed to these performances?
- Can any of these features be applied elsewhere in the school, especially where performances are less good?
- From the comparisons and discussions, what appear to be the emerging priorities for the school as a whole?
- What implications does this analysis have for your School Improvement Plan?

NATIONAL VALUE ADDED INFORMATION

This allows you to evaluate your school's effectiveness over Key Stage 2 for different types of pupils and to set expectations and targets for pupils, teachers and the school as a whole.

Data provided

The Value Added information shows the progress made between KS1 and KS2 by pupils who completed KS2 in 2003.

It is presented in two different ways, based on the same matched pupil level data, for each of English, Reading, Writing, Maths and Science:

- **Value Added Line Graphs** (e.g. [Graph 2.2.1](#)). These enable you to compare the progress of your pupils with progress achieved nationally taking into account prior performance.
- Corresponding **Progress Charts** (e.g. [Graph 2.2.1 Progress Chart](#)). These provide information to support schools in setting targets for both individual pupils as well as classes and the whole school.

Note that **Pupil Achievement Tracker**, once populated with your own data, will make this analysis much easier.

Using Value Added Line Graphs to Evaluate Performance

The graphs relate pupils' Average Points Score in the 1999 KS1 test/task to their 2003 KS2 test results in English, Reading, Writing, Maths and Science.

The solid line on each graph is the median line. About half the pupils with a particular KS1 average points score achieved a KS2 result above the line and about half achieved a result below it. The two dotted lines are the upper and lower quartile lines. About half of all pupils nationally fall on or between these two lines. (See the "Calculating Your Figures" section for explanations of median and quartile)

Many schools use the **Optional QCA Tests** to track pupil progress and value added charts for these are available on the Autumn Package website. (www.standards.dfes.gov.uk/performance/ap)

You should:

- For those pupils that were assessed at KS2 in 2003 calculate as many of their KS1 Average Points Scores as possible. (See "Calculating Your Figures" section for details.)
- Plot your individual pupil data on the Value Added graphs and carefully consider the implications of what this reveals. (See example below.)

This should include:

- Discussions with class teachers over the circumstances surrounding each pupil.
- Consideration of what the plots reveal about particular groups of pupils.

Questions to consider:

- Which pupils have made significantly better or worse progress than others? Can the reasons for this be identified?
- 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?
- In classes or groups where the majority of pupils make better than average progress, can teachers identify any teaching and learning practices that they think contribute to their success?
- Is the progress made in different subjects comparable? If not, are there any reasons why this might be?
- 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 well have teachers set their expectations of pupils throughout the Key Stage?
- Are the schemes of work in the various subjects appropriate to all pupils? Have the prior attainments and potential of pupils been used appropriately in developing teaching and learning strategies?
- What implications does this analysis have for your School Improvement Plan?

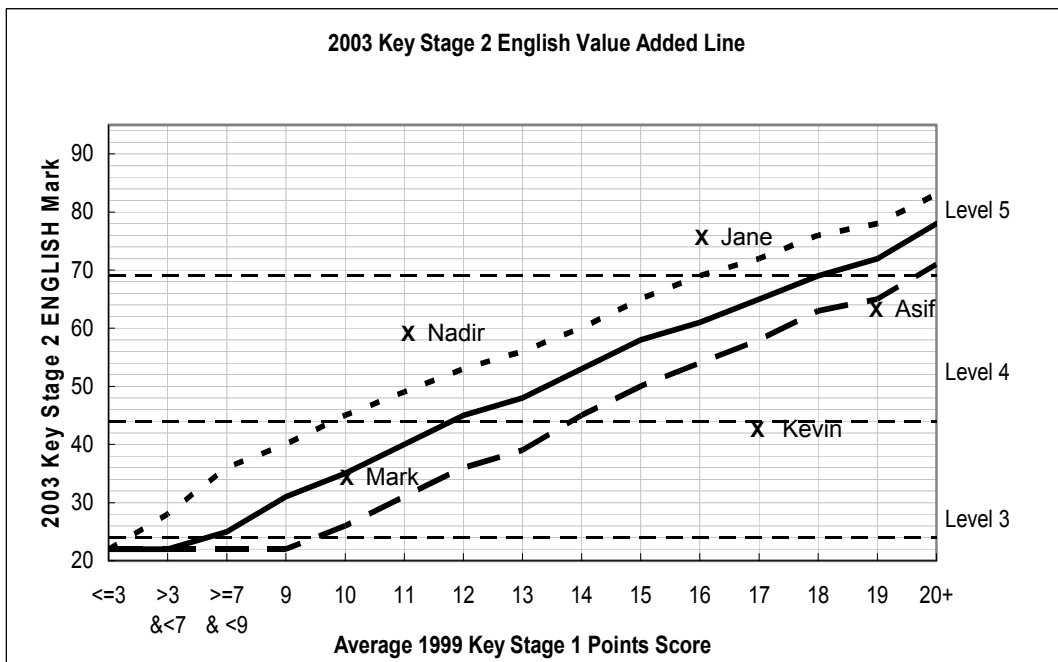
Example of using the Value Added Line Graphs

Note that much of this work can be done automatically using the **Pupil Achievement Tracker**. We will use English Value Added line in this example. Here are the figures for a sample class of 5 pupils.

	KS1#					KS2
	Reading Point Score	Writing Point Score	Maths Point Score	Mean of the 3 KS1 Scores	Average KS1 Point Score*	English Mark
Kevin	17	13	21	17	17	40
Nadir	13	-	9	11	11	59
Asif	21	17	21	19.67	19	64
Mark	9	13	9	10.33	10	34
Jane	17	17	15	16.33	16	76

*The Average Points Score is the “truncated” average, so 19.67 becomes 19 and so on.
 # Note that Spelling results are disregarded for Prior Attainment APS calculations.

The data in the end two (shaded) columns is then plotted on the KS2 English Value Added Line like this:



Questions for discussion among staff would include:

- What happened to Kevin who clearly performed below expectations?
- Why might the boys have performed relatively poorly this year? Is this part of a trend? How can we address this problem for next year?
- Can you identify why Nadir did so well?
- Are there implications for teaching and learning strategies and Schemes of Work?

Progress Charts

The Progress Charts show for pupils with similar attainments in the 1999 KS1 statutory tests/tasks, the distribution of their attainment in the 2003 KS2 tests. They provide useful information when considering pupil’s future performance. They are based on the progress of pupils nationally. Although they can be referred to in setting individual pupil targets, they do not take account of the

aspirations of the school and the progress made in schools which are similar to yours. The **Pupil Achievement Tracker** provides a tool specifically designed to assist schools in target setting for individual pupils, departments and the school as a whole.

NATIONAL SCHOOL-LEVEL BENCHMARK INFORMATION

This enables you to make broad comparisons of your school's performance against national norms and with similar schools.

Data provided

Tables are provided to show, for 2003:

- The **percentages** of pupils achieving **Level 4 and above** in English, Maths and Science (e.g. [Table 2.3.1](#))
- The **percentages** of pupils achieving **Level 5 and above** in English, Maths and Science
- **Average KS2 points scores** achieved in English, Maths and Science
- **KS1 to KS2 Value Added Measure** (as calculated for the Performance Tables)

The tables give this information for:

- All maintained, mainstream schools with KS2 pupils ([Table 2.3.1](#))
- For schools within bands of 1999 **KS1 prior attainment** scores (e.g. [Table 2.3.2](#))
- For schools within bands of percentages of pupils "known to be eligible for **Free School Meals**" (e.g. [Table 2.3.7](#))

All tables cover mainstream, maintained schools in England with KS2 results in 2003, and exclude independent schools, special schools and pupil referral units (PRUs).

Each table shows the performance of schools at key points of distribution including at the median and the upper and lower quartiles. (Explanations of these terms and Average Points Score and Free School Meals percentages are given in the "Calculating Your Figures" section.)

Using the National Benchmark Information

As explained, benchmark information enables you to compare your school's 2003 KS2 results with the performance of schools nationally, and with the distributions of groups of schools banded in two different ways.

To compare your school with other similar schools you should use both:

- The cohort's KS1 prior attainment – using 1999 Average Points Score
- Free School Meals entitlement – using the percentage "known to be eligible"

These comparisons will help you to reflect on your school's recent performances and assist with your target-setting process.

Your PANDA will show your school's performance within these benchmarks.

If you wish to do the analysis yourself you should:

- Insert your own school's performance into the national table
- To identify which of the tables are relevant to your school, determine your KS1 Average Points Score for 1999 and your FSM percentage. (See the "Calculating Your Figures" section below for details.)
- Insert your school's performance into the relevant Prior Attainment and FSM tables
- Consider which table provides the most realistic picture of your school's performance

Questions to consider:

- Has your pupil cohort made as much progress as pupils nationally?
- How did it progress taking into account prior attainment or socio-economic background?
- Where performance has changed since last year, what changes in school organisation or teaching and learning practices might have contributed?
- Where do you feel there are significant differences between the school's performances in the three subjects? What features, or changes in features, of organisation or teaching and learning practices may have caused them?
- What implications does your analysis have for your School Improvement Plan?

CALCULATING YOUR FIGURES

This section explains some of the terms used in the Autumn Package and explains the calculation of the individual school and pupil figures required.

If, as recommended, you are using the Autumn Package in conjunction with **Pupil Achievement Tracker**, you will avoid much of the numerical work.

Other sources of figures include your own Management Information System (e.g. SIMS or your own pupil database) and your school's PANDA, which is available later in the Autumn term.

We describe:

Median, Upper Quartile and Lower Quartile
Percentages of Pupils at Given Levels
Average Points Scores
Free School Meals Percentages

You will find the following websites very useful in providing further detail and information

www.dfes.gov.uk/performanceables

www.dfes.gov.uk/rsgateway

www.ofstedpandas.guide.net (See Glossary to the Ofsted PANDA)

The Median and the Upper and Lower Quartiles

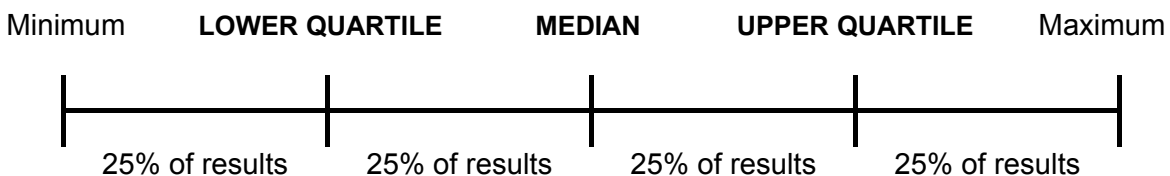
The **Lower Quartile** is the score or level for which about 25% of the results were lower than this value.

The **Median** is the score or level for which about half the results were higher and half the results were lower. It is the middle result so.

The **Upper Quartile** is the score or level for which about 25% of the results were higher than this value.

This means that approximately half of the results are between the upper quartile (UQ) and lower quartile (LQ).

So



Percentages of Pupils Achieving Given Levels at KS2

These are calculated using the number of pupils reaching or exceeding the appropriate levels and dividing by the number of pupils **eligible** for assessment at KS2 in 2003. These **include all pupils who were absent or disapplied** from the test.

Example

Name	KS2 Level			
	English	Maths	Science	
Abdul	5	5	4	
Ben	4	4	5	
Bethany	5	5	5	
Henry	B	D	D	
Jade	4	4	5	
Kylie	4	5	4	
Sam	5	4	4	
Sophie	3	4	5	
Tazik	A	5	5	
Yasmin	4	4	5	
Zak	D	A	A	
Zoe	3	4	4	
Number of Pupils Eligible for KS2 Assessment in 2003	12	12	12	A
Number of Pupils Achieving Level 4 and above	7	10	10	B
Number of Pupils Achieving Level 5	3	4	6	C
Percentage Achieving Level 4 and above	58%	83%	83%	D
Percentage Achieving Level 5	25%	33%	50%	E

Both **Henry** and **Zak** are **included** in these calculations because they were eligible for assessment.

Note that they are not both included in the APS calculations, which are described later.

Row **D** = (Row **B** divided by Row **A**)x100

Row **E** = (Row **C** divided by Row **A**)x100

(Note we round these percentages to the nearest whole number.)

Average Points Scores

Four types of Average Points Score figure are used in the 2003 KS2 Autumn Package:

Average Points Score	Used to:
Individual Pupil APS for KS1 in 1999 for Reading, Writing and Maths	To plot the pupils on the Value Added Graphs and to select the appropriate Value Added Progress Chart for each pupil
Overall KS1 APS for the cohort in 1999	Select the appropriate Prior Attainment Benchmark Table for the school
Subject KS2 APS in 2003	To compare with similar schools in the selected Benchmark Table
Overall KS2 APS in 2003	To compare with similar schools in the selected Benchmark Table

The formulae for calculating these are given here. The section below, "Pupils included in the APS Calculation", explains in detail which pupils and results are included in the calculation.

Pupil KS1 APS	=	$\frac{\text{Total of pupil's scores gained in Reading, Writing and Maths}}{\text{Number of relevant scores}}$
Overall KS1 APS	=	$\frac{\text{Total of all scores gained in Reading, Writing and Maths by relevant pupils}}{\text{Total number of relevant pupils}}$
Subject KS2 APS	=	$\frac{\text{Total of all scores gained in the Subject by relevant pupils}}{\text{Number of relevant pupils}}$
Overall KS2 APS	=	$\frac{\text{Total of all scores gained in English, Maths and Science by relevant pupils}}{\text{Total number of relevant pupils}}$

Pupils included in the APS Calculations

You are consulted about the pupils that are included in your KS1 - KS2 Value Added Calculation for Performance Tables purposes.

The Value Added Measure is based on the results achieved by pupils:

- who were eligible for KS2 assessment in 2003 **and**
- who were on roll at the time of the KS2 tests in May 2003 **and**
- for whom we have been able to match prior attainment in KS1 tests

The data is matched for a pupil if:

At **KS1** they have at **least one result** out of Reading, Writing or Maths that is not disregarded. So at least one that is **not** any of:

Absent (A), Disapplied (D), Missing (M)

AND at **KS2** they have **at least one result** out of English, Maths or Science that is not disregarded. So at least one that is **not** any of:

Lost Script, Not Eligible for Tests, Disapplied (D), Absent (A), Annulled

There is one exception to the above for Performance Tables purposes: if a pupil is Disapplied (D) in at least one subject at KS1 and achieved at least one KS2 result which was not disregarded, then they will be included in the calculation with an input score of zero. Such pupils are not, however, included in the Value Added or Benchmark information of the Autumn Package.

Note that outcomes of Missing (M) for a subject at KS2 are not disregarded in Performance Tables measure, which will be based on checked data, but are allocated a point score of zero. However, the Autumn Package Benchmark tables, which are based on provisional data, excludes Missing pupils from the subject and overall APS scores and so there may be some discrepancies.

More information is available on the Performance Tables website:
www.dfes.gov.uk/performancetables

Average Points Score Example

The example that follows illustrates the calculation of the various APS figures required. It uses the same set of pupils used in the "Percentages of Pupils Achieving Given Levels at KS2" above and highlights the different basis for two types of calculation.

AVERAGE POINTS SCORE CALCULATIONS EXAMPLE

We look up the point score equivalence of each level in the Tables Section

Name	KS1 Level			KS1 Points			KS1 APS Calculation			KS2 Level			KS2 Points			
	Reading	Writing	Maths	Reading	Writing	Maths	Total KS1 Points	Average of Points	KS1 Pupil APS	English	Matsh	Science	English	Matsh	Science	
Abdul	2A	2A	2B	17	17	15	49	16.3	16	5	5	4	33	33	27	
Ben	2A	2C	2C	17	13	13	43	14.3	14	4	4	5	27	27	33	
Bethany	3	3	3	21	21	21	63	21.0	21	5	5	5	33	33	33	
Henry	A	D	D	-	-	-	-	-	-	B	D	D	-	-	-	
Jade	A	2B	2B	-	15	15	30	15.0	15	4	4	5	27	27	33	
Kylie	2A	2B	2C	17	15	13	45	15.0	15	4	5	4	27	33	27	
Sam	2B	2A	A	15	17	-	32	16.0	16	5	4	4	33	27	27	
Sophie	2B	1	D	15	9	-	24	12.0	12	3	4	5	21	27	33	
Tazik	3	3	2C	21	21	13	55	18.3	18	A	5	5	-	33	33	
Yasmin	D	D	2A	-	-	17	17	17.0	17	4	4	5	27	27	33	
Zak	1	A	1	-	-	-	-	-	-	D	A	A	-	-	-	
Zoe	2B	2C	2B	15	13	15	43	14.3	14	3	4	4	21	27	27	
Total Points of Relevant Pupils in each subject and Overall				138	141	122	401				249	294	306	849		
Total Numbers of Relevant Pupils in each subject				8	9	8				9	10	10				
Total number of ALL relevant pupils				25						29						

Henry is excluded from APS calculations in the Autumn Package as he has disregarded outcomes for all KS1 subjects. So we have not entered point score equivalents in this table.

Note that he will be included in the Performance Tables, as explained in the "Pupils included in the APS Calculations" section above.

Zak is excluded from the APS calculations as he has disregarded outcomes for all KS2 subjects. So we have not entered point score equivalents in this table.

Note that he will be included in the calculation of **Percentages Achieving Levels** for the first section of the Autumn Package

The **Overall KS2 APS** for the cohort is the Total point scores in all three subjects of all relevant pupils divided by the number of relevant pupils:

$$(249+294+306)/(9+10+10) = 849/29 = 29.3 \text{ (We round to 1 d.p.)}$$

So we need to use these figures in the selected **Benchmark Table**.

The **Overall KS1 APS** for the cohort is the Total point scores in all three subjects of relevant pupils divided by the number of relevant pupils:

$$401/25 = 16.04$$

So we need to use the **Benchmark Table** labelled "at least 16 but less than 18"

The **KS1 APS** for **Zoe** is 14.

The mean is taken of her relevant point scores in the three subjects In this case the mean of 15, 13 and 15 is 14.3 and this is truncated to 14.

So we need to use the **Progress Charts** labelled "14 <= KS1 APS < 16" for her.

The **KS2 APS for English** is the Total English point scores of relevant pupils divided by the number of relevant pupils:

$$249/9 = 27.7 \text{ (We round to 1 d.p.)}$$

Similarly for the other subjects and we need to use these figures in the selected **Benchmark Table**.

Free School Meals (FSM) Percentage

The information for this measure is derived from schools' 2003 PLASC return to the department. It relates to the FSM situation of pupils as agreed with the Department. Pupils not recorded as 'known to be eligible for free school meals' in that return, whether on your register at that time or subsequently, will not be included in the FSM percentage used to position your school within the national benchmarks in the PANDA report.

The 2003 PLASC asked schools to provide additional register information on pupils. In the 2002 Census, pupils in mainstream, maintained schools were recorded as 'Current' (= C) irrespective of whether they were registered at another school ('dually registered'). For the 2003 Census, schools were expected to differentiate a pupil registration between:

C = 'Current' (registered solely at this school), or

M = 'Current main' (currently registered at this school and another school – mainly at this school), or

S = 'Current subsidiary' (currently registered at this school and another school – mainly at the other school)

Pupils recorded as M or S are dually registered. For 2003, in line with the Department's practice for the Statistics of Schools Volume and to follow the practice of allocating dually registered pupils' test results to the main school, the Autumn Package FSM percentages relate to pupils returned as C or M. Fewer than 600 pupils nationally were recorded as S in mainstream, maintained primary schools.

Up to and including the 2002 PLASC, FSM information was collected solely for *day* pupils. The 2003 Census extended the information requirement to *boarding* pupils. Again, in line with the practice adopted for the Statistics of Schools Volume, the coverage of both pupils for the FSM percentage includes boarding pupils. Fewer than 100 pupils nationally were recorded as boarders in mainstream, maintained primary schools.

As for last year's Autumn Package FSM benchmarks, pupils attending mainstream, maintained schools part-time below minimum compulsory school age continue to be excluded from the calculation. We know that part-time pupils below compulsory school age are very rarely reported as being 'known to be eligible for a free meal' and their exclusion from the calculation improves comparisons between schools. The calculation you need is accordingly:

pupils attending mainstream, maintained schools part-time below minimum compulsory school age continue to be excluded from the calculation.

$$\text{"Free School Meals"} \\ \text{Percentage} = \frac{\text{Number of full-time pupils (and part-time above minimum compulsory school age) "known to be eligible for free school meals" registered as C or M enrolments}}{\text{Total numbers of full-time (and part-time above minimum compulsory school age) pupils registered as C or M enrolments}} \times 100$$

For information: On 27 February this year, the Department issued a notification to CEOs and School Meals named contacts giving guidance (ref: LEA/0029a/2003) on an additional category of pupil entitled to a free school meal from **6 April 2003**.

The new category applies to parents of children in receipt of Child Tax Credit, but who are not entitled to a Working Tax Credit, and whose annual income (as assessed by The Inland Revenue) does not exceed £13,230. This additional category has been introduced to protect the free school meal status of pupils whose families will have otherwise lost eligibility status under tax changes introduced in April.

The guidance strongly urges those responsible for assessing free school meal eligibility to use The Inland Revenue Tax Credit Notice TC602 as the basis of confirmation as this contains the necessary

and sufficient information by which eligibility can be gauged. It **will not** be necessary for authorities to calculate a family's annual taxable income.

The impact of this eligibility change will be reflected in your PLASC **2004** return.

The national benchmarks provided here based on PLASC 2003 could not, and do not, include the numbers of pupils who will, in principle, be entitled to a free school meal under the new eligibility criterion. There is no information available at the moment to enable the Department to judge the numbers of pupils within individual schools who were "known to be eligible for a free school meal" from this April. You will wish to consider this information in any discussion about your PANDA.

TABLES**TABLES OF POINT SCORE EQUIVALENCIES**

As a rule for thumb, for whole levels, to convert a level to a point score you

multiply by 6 and add 3.

KS1 Point Scores			
Test/task Outcomes	Reading	Writing	Mathematics
A – Absent	Disregard	Disregard	Disregard
D – Disapplied	Disregard	Disregard	Disregard
W – Working towards Level 1	3	3	3
Level 1	9	9	9
Level 2C	13	13	13
Level 2B	15	15	15
Level 2A	17	17	17
Level 3	21	21	21

KS2 Point Scores			
Test/task Outcomes	English	Maths	Science
A – Absent	Disregard	Disregard	Disregard
D – Disapplied	Disregard	Disregard	Disregard
N	15	15	15
B	15	15	15
Level 2	15	15	15
Level 3	21	21	21
Level 4	27	27	27
Level 5	33	33	33

Please Note: For a full explanation of the derivation of points scores, please consult the Technical Annex in the 1999 Autumn Package. It is available our website

(www.standards.dfes.gov.uk/performance)

INDIVIDUAL SCHOOL AND PUPIL DATA REQUIRED IN THE AUTUMN PACKAGE

By completing these tables you will have collected the data on your school and your pupils that you will require to make best use of the Autumn Package.

PERCENTAGES ACHIEVING LEVELS AT KS2

KS2 % in 2003	Level 4 and above			Level 5 and above		
	All	Boys	Girls	All	Boys	Girls
English						
Reading						
Writing						
Maths						
Science						

KS2 % at Level 4+	Test					Teacher Assessment				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
English										
Maths										
Science										

KS2 % at Level 5+	Test					Teacher Assessment				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
English										
Maths										
Science										

For more detailed work you may wish to analyse percentages of pupils at all levels.

AVERAGE POINTS SCORES

Average Points Scores for the School	KS1 1999	KS2 2003			
	Overall*	English	Maths	Science	Overall

* The average KS1 attainment in 1999 of those pupils include in your KS1 – KS2 Value Added Calculation

For individual pupils	KS1	KS2 Marks				
	Average Points Score	English	Reading	Writing	Maths	Science
Name						

VALUE ADDED MEASURE

KS1-KS2 VA Measure (as included in the Performance Tables)	
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FREE SCHOOL MEALS

Percentage of pupils known to be eligible for Free School Meals.	
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Explanations of Average Points Scores and Free School Meals figures are provided in the Calculating Your Figures Section of the Guidance.