

Table 3.1.1:

Percentage of **All Pupils, Boys and Girls** achieving Level 5 or above in the National Curriculum Key Stage 3 English, Mathematics and Science **Tests and Teacher Assessments** in 2003

		National Results (%)	Your School's Results (%)	Difference in Percentage Points (+ or -)
<b>ENGLISH (OVERALL)</b> Test	All Pupils	68		
	Boys	61		
	Girls	75		
Reading <sup>1</sup> Test	All Pupils	68		
	Boys	61		
	Girls	74		
Writing <sup>1</sup> Test	All Pupils	65		
	Boys	59		
	Girls	72		
<b>MATHEMATICS</b> Test	All Pupils	70		
	Boys	69		
	Girls	72		
<b>SCIENCE</b> Test	All Pupils	68		
	Boys	68		
	Girls	68		
<b>ENGLISH</b> Teacher Assessment	All Pupils	68		
	Boys	60		
	Girls	75		
<b>MATHEMATICS</b> Teacher Assessment	All Pupils	72		
	Boys	70		
	Girls	74		
<b>SCIENCE</b> Teacher Assessment	All Pupils	69		
	Boys	68		
	Girls	70		

<sup>1</sup> For 2003 the outcomes of the tests will provide separate levels for Reading and Writing.

**Table 3.1.2: Percentage of All Pupils, Boys and Girls achieving Level 5 or above in the National Curriculum Key Stage 3 Teacher Assessments in non-core subjects in 2003**

		<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>67</b>		
	<b>Boys</b>	<b>62</b>		
	<b>Girls</b>	<b>73</b>		
<b>GEOGRAPHY</b>	<b>All Pupils</b>	<b>68</b>		
	<b>Boys</b>	<b>63</b>		
	<b>Girls</b>	<b>73</b>		
<b>DESIGN AND TECHNOLOGY</b>	<b>All Pupils</b>	<b>70</b>		
	<b>Boys</b>	<b>63</b>		
	<b>Girls</b>	<b>77</b>		
<b>INFORMATION COMMUNICATIONS TECHNOLOGY</b>	<b>All Pupils</b>	<b>67</b>		
	<b>Boys</b>	<b>63</b>		
	<b>Girls</b>	<b>71</b>		
<b>PHYSICAL EDUCATION</b>	<b>All Pupils</b>	<b>74</b>		
	<b>Boys</b>	<b>74</b>		
	<b>Girls</b>	<b>73</b>		
<b>ART</b>	<b>All Pupils</b>	<b>75</b>		
	<b>Boys</b>	<b>67</b>		
	<b>Girls</b>	<b>82</b>		
<b>MUSIC</b>	<b>All Pupils</b>	<b>67</b>		
	<b>Boys</b>	<b>60</b>		
	<b>Girls</b>	<b>74</b>		
<b>MODERN FOREIGN LANGUAGES</b>	<b>All Pupils</b>	<b>48</b>		
	<b>Boys</b>	<b>41</b>		
	<b>Girls</b>	<b>56</b>		

**Table 3.1.3: Recent trends in the percentage of All pupils achieving Level 5 or above in the National Curriculum Key Stage 3 English, Mathematics and Science Tests and Teacher Assessments over the last five years**

	Tests					Teacher Assessment				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
<b>ENGLISH</b>	64	64	65	67	68	64	64	65	67	68
<b>MATHEMATICS</b>	62	65	66	67	70	64	66	68	70	72
<b>SCIENCE</b>	55	59	66	67	68	60	62	64	67	69

**Table 3.1.4: Percentage of All Pupils, Boys and Girls achieving each Level in the National Curriculum Key Stage 3 Tests and Teacher Assessments in English, Mathematics and Science<sup>1</sup> in 2003**

	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	5	3	3	-	-	-	3	16	34	24	10	-	-	68	1	5	4	5	-	-	-	4	19	34	20	7	-	-	61	1	5	2	2	-	-	-	2	13	34	28	12	-	-	75
Teacher Assessment	0	1	-	-	0	0	2	7	22	36	23	8	1	0	68	0	1	-	-	0	0	2	9	26	35	19	5	0	0	60	0	1	-	-	0	0	1	4	18	37	28	10	1	0	75
<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	7	16	22	26	19	5	-	70	0	4	1	1	-	-	1	8	16	21	25	19	5	-	69	0	4	1	1	-	-	1	7	16	22	27	19	4	-	72
Teacher Assessment	0	1	-	-	0	0	1	8	18	26	26	17	4	0	72	0	1	-	-	0	0	1	8	18	25	25	16	4	0	70	0	1	-	-	0	0	1	7	17	27	27	17	3	0	74
<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	4	1	1	-	-	1	8	18	28	29	11	-	-	68	0	4	1	1	-	-	1	8	17	28	29	11	-	-	68	0	4	0	1	-	-	1	7	18	29	29	11	-	-	68
Teacher Assessment	0	1	-	-	0	0	1	8	21	34	25	9	0	0	69	0	1	-	-	0	0	1	8	21	33	25	9	1	0	68	0	1	-	-	0	0	1	7	21	35	26	9	0	0	70

**Notes to the table**

In 2003 Level 8 will not be awarded in English and Science Tests. Extension tests ceased to be available in 2003.

– 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

**Table 3.1.5: Recent trends in the percentage of All Pupils, Boys and Girls achieving each Level in the National Curriculum Key Stage 3 English, Mathematics and Science Tests<sup>1</sup> over the last five years**

		All Pupils										Boys										Girls									
		A	B3	B4	3	4	5	6	7	8	EP	A	B3	B4	3	4	5	6	7	8	EP	A	B3	B4	3	4	5	6	7	8	EP
ENGLISH	2003	5	-	9	-	16	34	24	10	-	-	5	9	13	-	19	34	20	7	-	-	5	4	6	-	13	34	28	12	-	-
	2002	4	-	10	-	19	34	22	10	1	0	4	9	14	-	23	33	18	7	1	0	4	4	6	-	14	35	26	13	1	0
	2001	4	-	11	-	19	32	23	8	1	0	4	-	16	-	23	31	19	6	1	0	4	-	7	-	15	34	27	11	2	0
	2000	4	-	11	-	20	35	22	6	1	0	4	-	15	-	24	34	17	4	0	0	4	-	7	-	16	37	26	9	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
		A	B3	B4	3	4	5	6	7	8	EP	A	B3	B4	3	4	5	6	7	8	EP	A	B3	B4	3	4	5	6	7	8	EP
MATHEMATICS	2003	4	3	-	7	16	22	26	19	5	-	4	3	-	8	16	21	25	19	5	-	4	3	-	7	16	22	27	19	4	-
	2002	4	3	-	8	18	22	25	16	4	0	4	3	-	9	18	21	24	17	5	0	4	3	-	8	18	23	26	16	3	0
	2001	4	2	-	8	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
		A	B3	B4	3	4	5	6	7	8	EP	A	B3	B4	3	4	5	6	7	8	EP	A	B3	B4	3	4	5	6	7	8	EP
SCIENCE	2003	4	3	-	8	18	28	29	11	-	-	4	3	-	8	17	28	29	11	-	-	4	2	-	7	18	29	29	11	-	-
	2002	4	2	-	7	20	34	23	10	1	0	5	2	-	7	19	33	23	10	1	0	4	2	-	7	20	34	22	9	1	0
	2001	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	23	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

### Notes to the table

In 2003 Level 8 will not be awarded in English and Science Tests.  
Extension tests ceased to be available in 2003.

**0** represents some pupils but less than 0.5

**B3** represents pupils below Level 3 and includes the percentage of pupils in B, N and Level 2

**B4** represents pupils below Level 4 and includes the percentage of pupils in B, N and Level 3

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

**Table 3.1.6: Percentage of All Pupils, Boys and Girls achieving each Level in the National Curriculum Key Stage 3 English, Mathematics and Science Teacher Assessments<sup>1</sup> over the last five years**

		All Pupils										Boys										Girls												
		A	W	1	2	3	4	5	6	7	8	EP	A	W	1	2	3	4	5	6	7	8	EP	A	W	1	2	3	4	5	6	7	8	EP
ENGLISH	2003	1	0	0	2	7	22	36	23	8	1	0	1	0	0	2	9	26	35	19	5	0	0	1	0	0	1	4	18	37	28	10	1	0
	2002	1	0	0	2	7	22	35	23	8	1	0	1	0	1	2	10	26	34	19	6	1	0	1	0	0	1	5	18	36	27	10	1	0
	2001	1	0	0	2	8	23	35	22	18	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
		A	W	1	2	3	4	5	6	7	8	EP	A	W	1	2	3	4	5	6	7	8	EP	A	W	1	2	3	4	5	6	7	8	EP
MATHEMATICS	2003	1	0	0	1	8	18	26	26	17	4	0	1	0	0	1	8	18	25	25	16	4	0	1	0	0	1	7	17	27	27	17	3	0
	2002	1	0	0	1	8	19	27	25	16	3	0	1	0	0	1	9	20	26	23	15	4	0	1	0	0	1	7	19	27	26	16	3	0
	2001	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
		A	W	1	2	3	4	5	6	7	8	EP	A	W	1	2	3	4	5	6	7	8	EP	A	W	1	2	3	4	5	6	7	8	EP
SCIENCE	2003	1	0	0	1	8	21	34	25	9	0	0	1	0	0	1	8	21	33	25	9	1	0	1	0	0	1	7	21	35	26	9	0	0
	2002	1	0	0	1	8	22	33	24	9	1	0	1	0	0	1	9	22	32	24	9	1	0	1	0	0	1	7	22	34	25	9	1	0
	2001	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	23	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

**Notes to the table**

**0** represents some pupils but less than 0.5

**EP** represents pupils with exceptional performance

**W** represents pupils who are working towards Level 1, but have not yet achieved the standards needed for Level 1

<sup>1</sup> Figures may not total 100% because disappplied pupils are not shown.

**Table 3.1.7: Percentage of All Pupils, Boys and Girls achieving Level 5 or above in the National Curriculum History, Geography, Design & Technology, Information Communications Technology, and Modern Foreign Languages, Teacher Assessments in 2003**

	Percentage achieving Level 5 and above
<b>HISTORY</b>	<b>67</b>
<b>GEOGRAPHY</b>	<b>68</b>
<b>DESIGN &amp; TECHNOLOGY</b>	<b>70</b>
<b>INFORMATION COMMUNICATION TECHNOLOGY</b>	<b>67</b>
<b>PHYSICAL EDUCATION</b>	<b>74</b>
<b>ART</b>	<b>75</b>
<b>MUSIC</b>	<b>67</b>
<b>MODERN FOREIGN LANGUAGES</b>	<b>48</b>

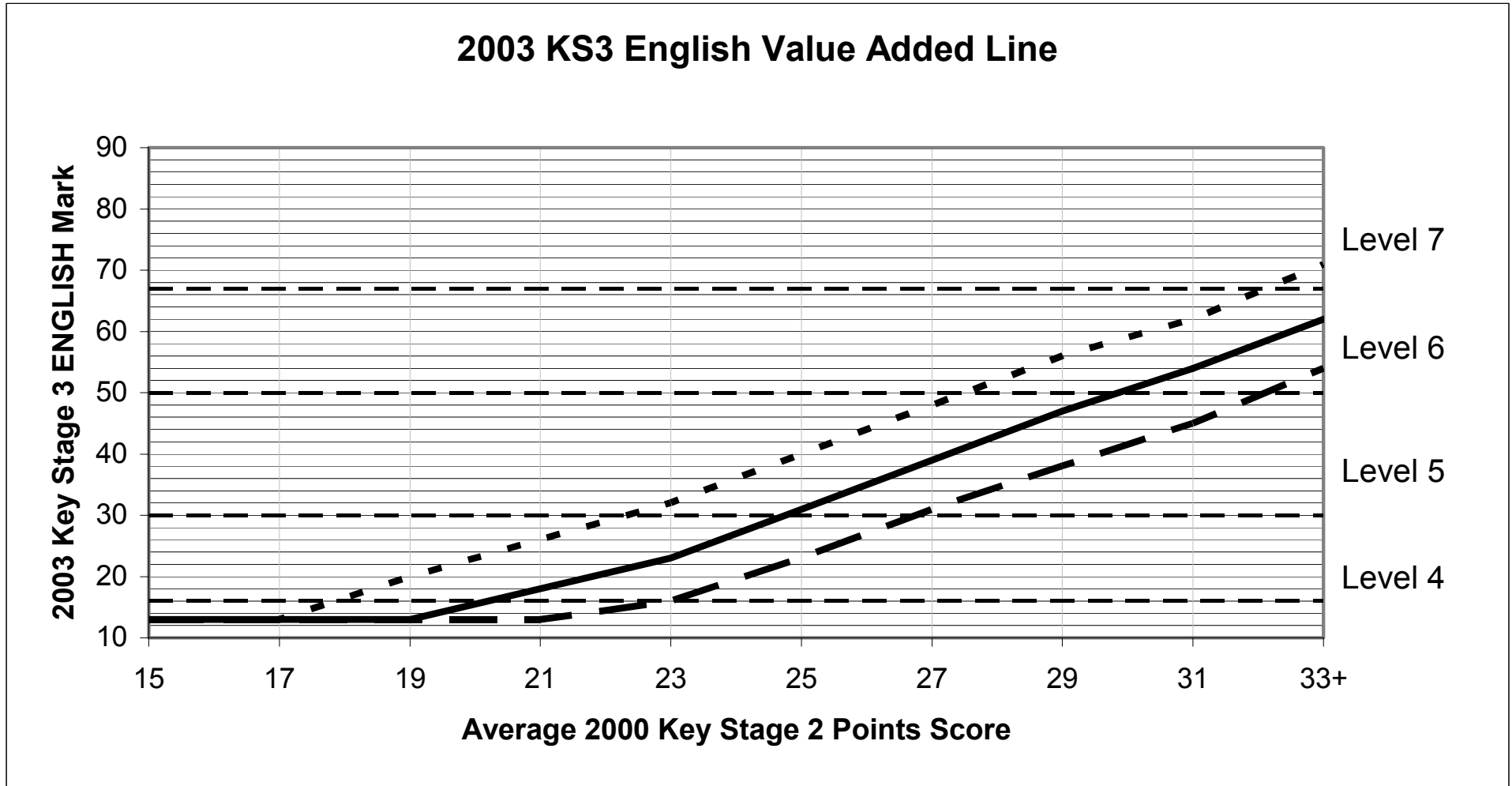
**Table 3.1.8: Percentage of All Pupils, Boys and Girls achieving each Level in the National Curriculum Key Stage 3 Teacher Assessments in History, Geography, Design & Technology, Information Communications Technology and Modern Foreign Languages in 2003**

	All Pupils															Boys															Girls														
	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+
HISTORY	0	1	-	-	0	0	1	7	23	34	23	9	1	0	67	0	1	-	-	0	0	2	9	26	34	20	7	1	0	62	0	1	-	-	0	0	1	5	20	35	26	11	1	0	73
GEOGRAPHY	0	1	-	-	0	0	1	7	22	34	23	9	1	0	68	0	1	-	-	0	0	2	9	25	34	21	7	1	0	63	0	1	-	-	0	0	1	5	20	34	26	11	1	0	73
DESIGN & TECHNOLOGY	0	1	-	-	0	0	1	5	22	40	24	6	0	0	70	0	1	-	-	0	0	1	7	27	40	19	4	0	0	63	0	1	-	-	0	0	1	3	17	40	29	8	1	0	77
INFORMATION COMMUNICATION TECHNOLOGY	0	1	-	-	0	0	1	7	24	41	21	5	0	0	67	0	1	-	-	0	0	1	8	26	39	19	4	0	0	63	0	1	-	-	0	0	1	5	21	42	23	5	1	0	71
ART	0	1	-	-	0	0	1	4	19	38	26	9	1	0	75	0	1	-	-	0	0	1	6	24	40	21	5	1	0	67	0	1	-	-	0	0	1	3	13	37	31	12	2	0	82
MUSIC	0	1	-	-	0	0	1	6	24	42	19	5	1	0	67	0	1	-	-	0	1	2	8	28	41	15	3	1	0	60	0	1	-	-	0	0	1	4	20	43	23	6	1	0	74
PHYSICAL EDUCATION	0	1	-	-	0	0	1	4	20	44	23	5	1	0	74	0	1	-	-	0	0	1	4	19	42	25	7	1	0	74	0	1	-	-	0	0	1	4	21	46	22	4	1	0	73
MODERN FOREIGN LANGUAGES	1	1	-	-	1	1	6	16	26	30	15	3	0	0	48	1	1	-	-	1	2	8	19	27	27	12	2	0	0	41	1	1	-	-	0	1	4	13	25	33	19	4	0	0	56

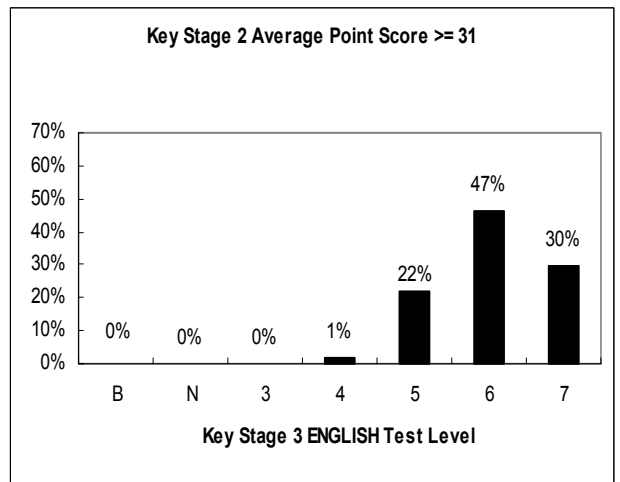
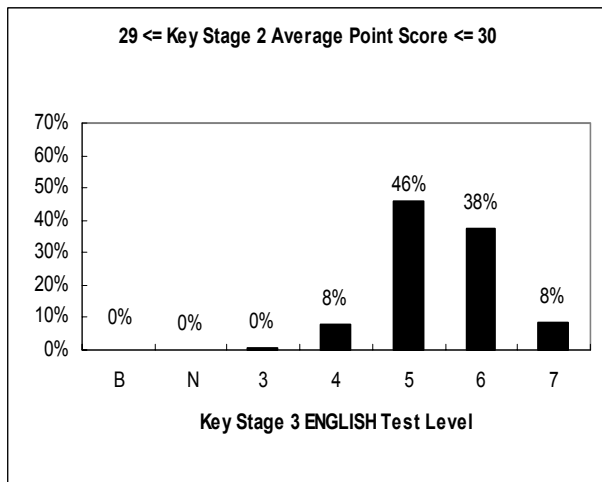
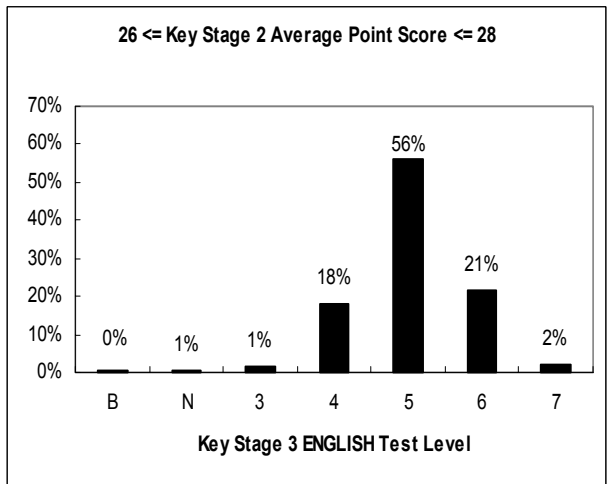
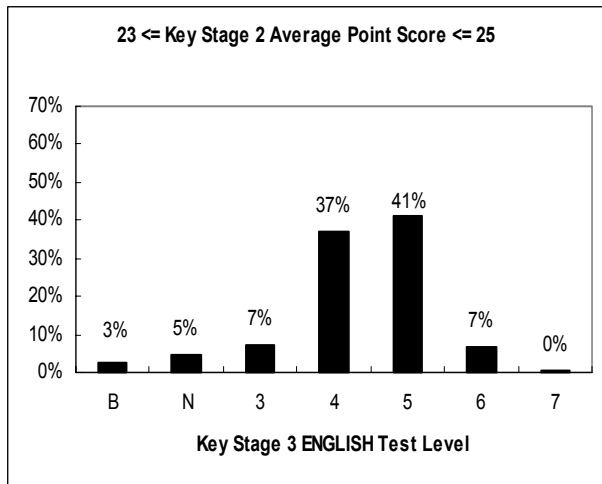
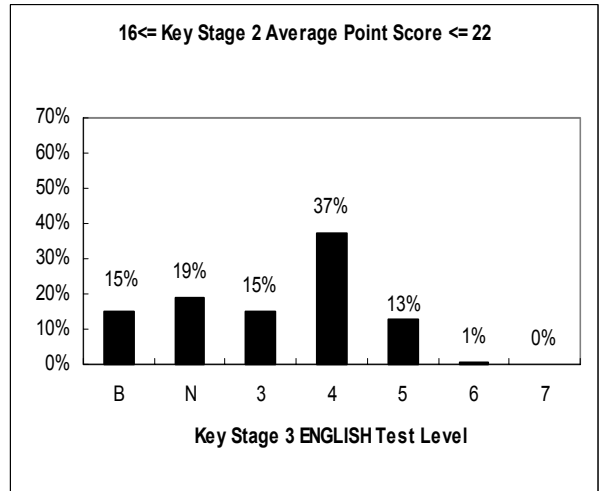
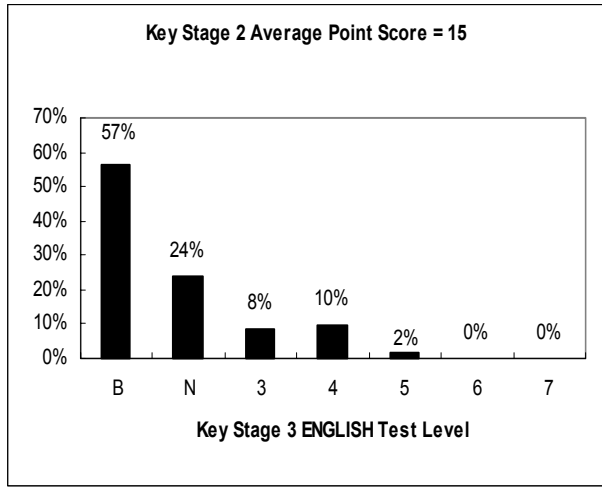
#### Notes to the table

- represents expected Level not applicable
- 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
- W represents pupils who are working towards Level 1, but have not yet achieved the standards needed for Level 1
- EP represents pupil with exceptional performance

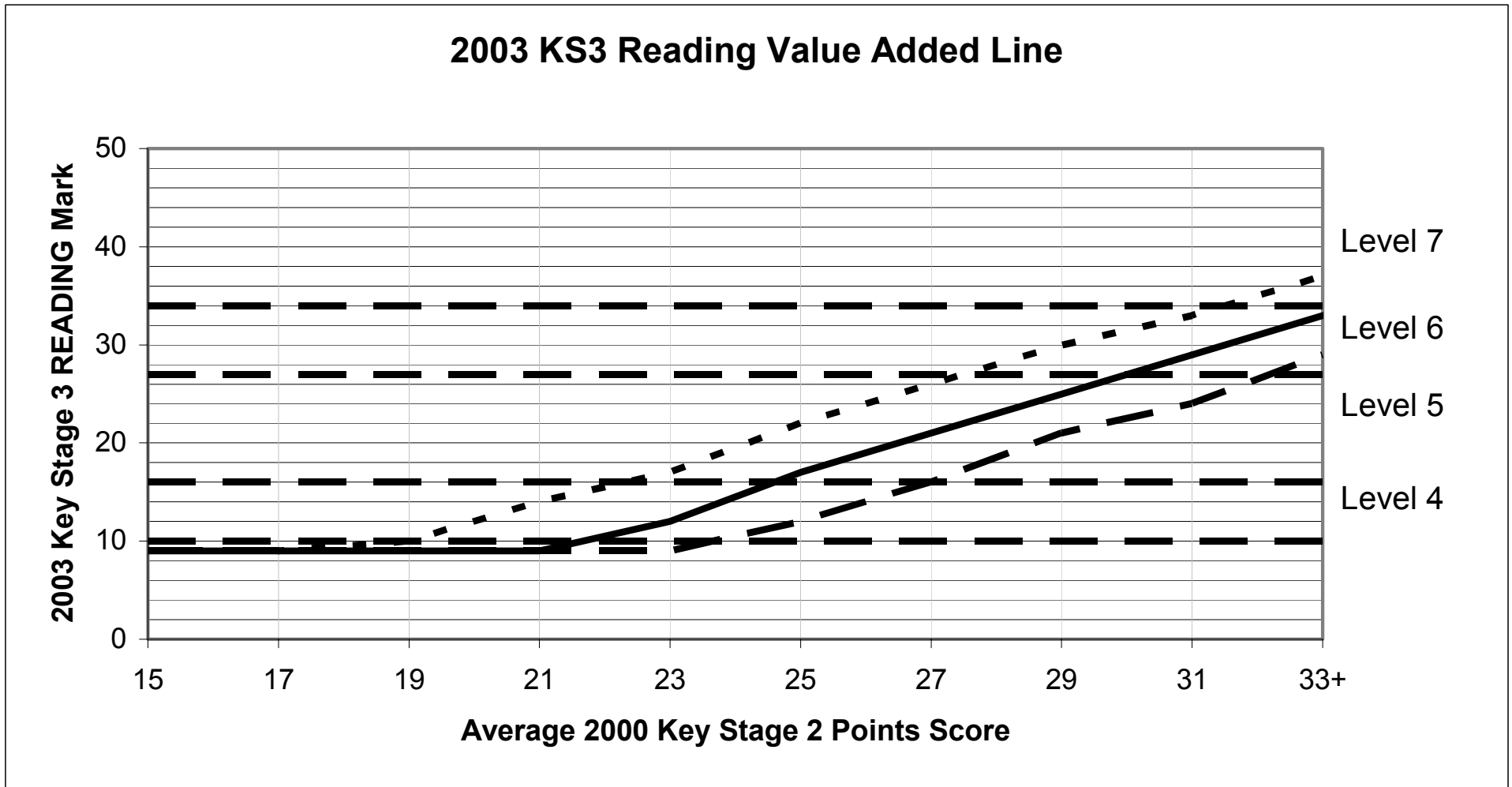
Graph 3.2.1: 2003 Key Stage 3 English Value Added Line and Charts



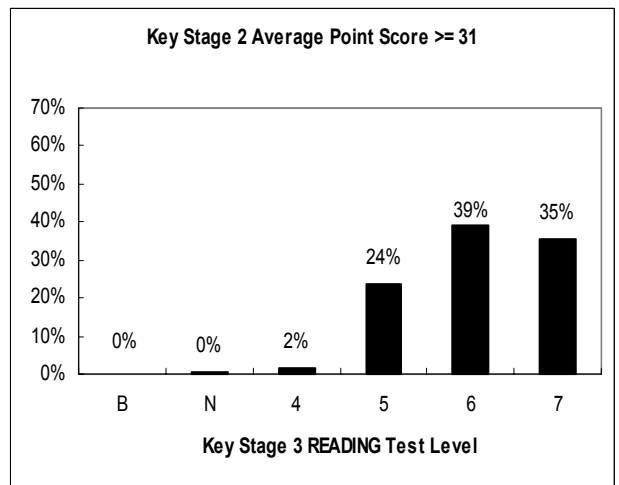
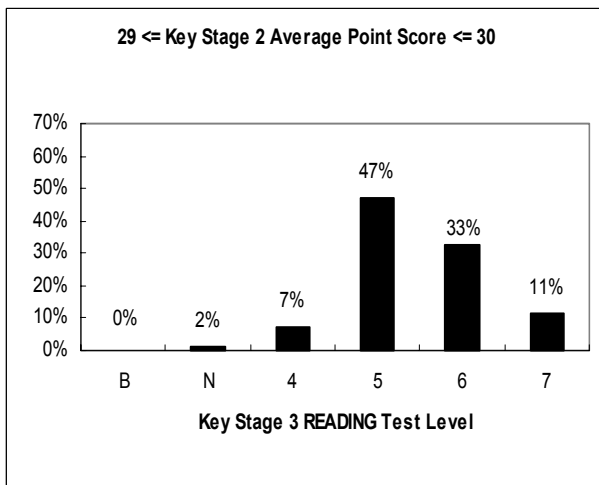
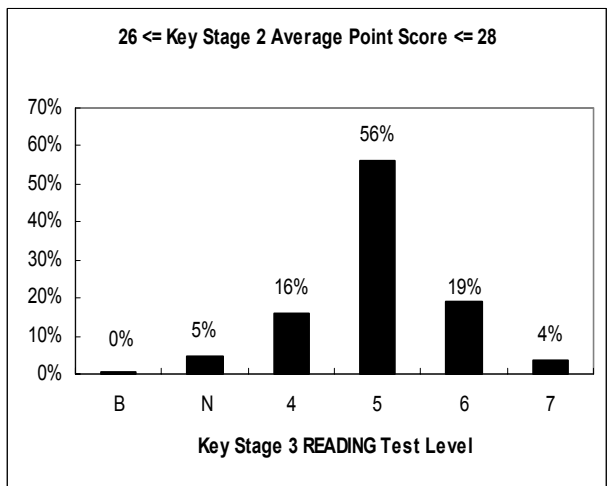
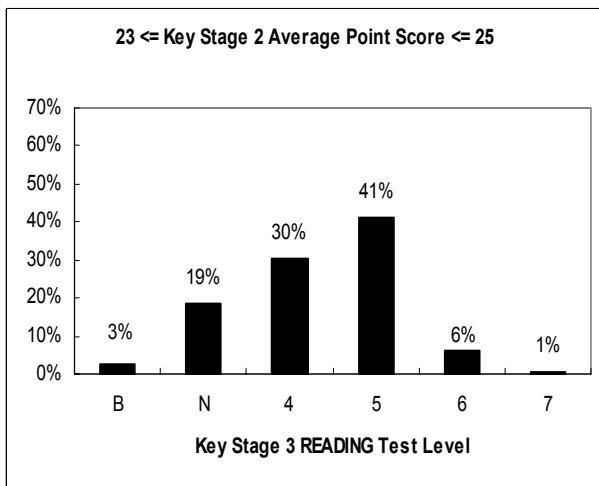
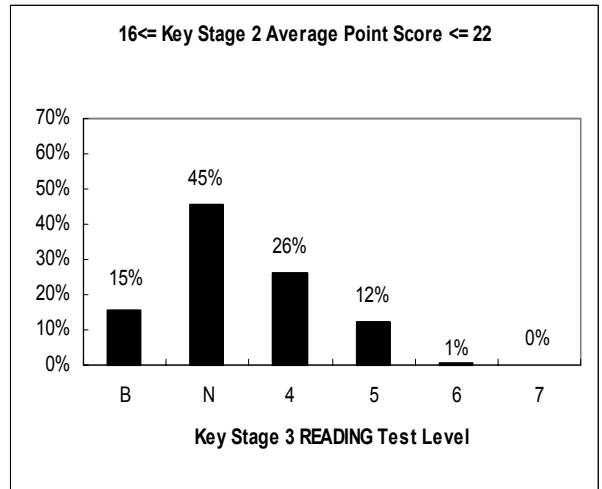
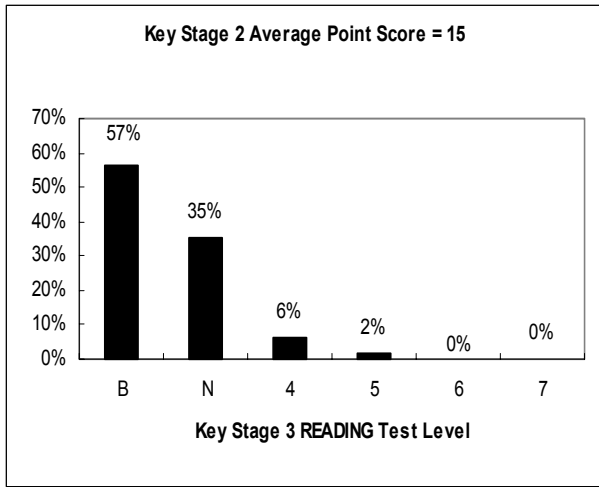
**Graph 3.2.1: 2003 Key Stage 3 English Value Added Progress Charts**  
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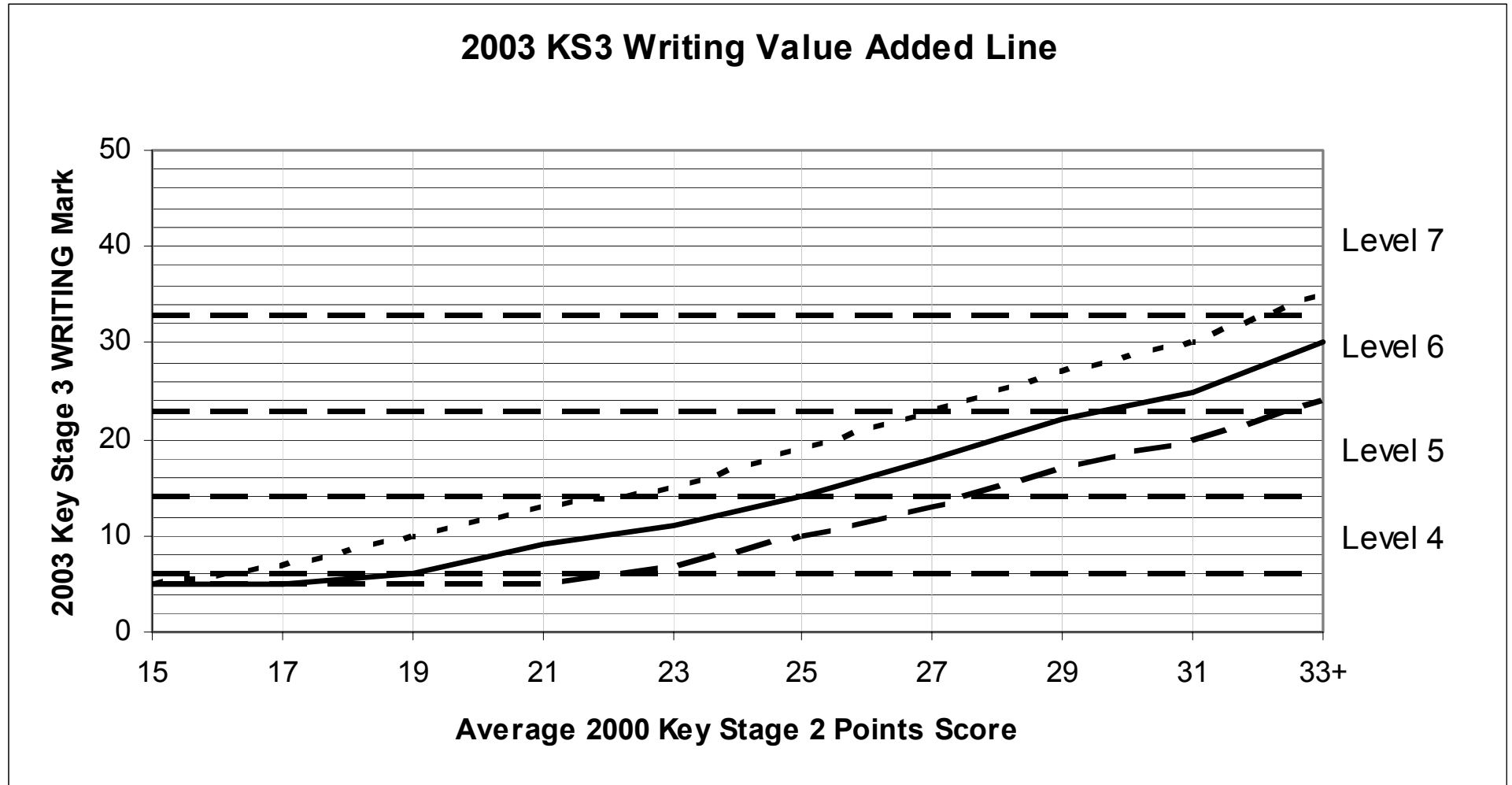
Graph 3.2.2: 2003 Key Stage 3 Reading Value Added Line and Charts



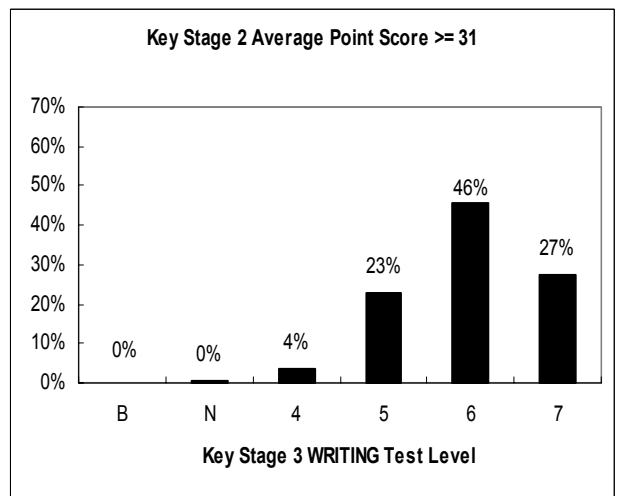
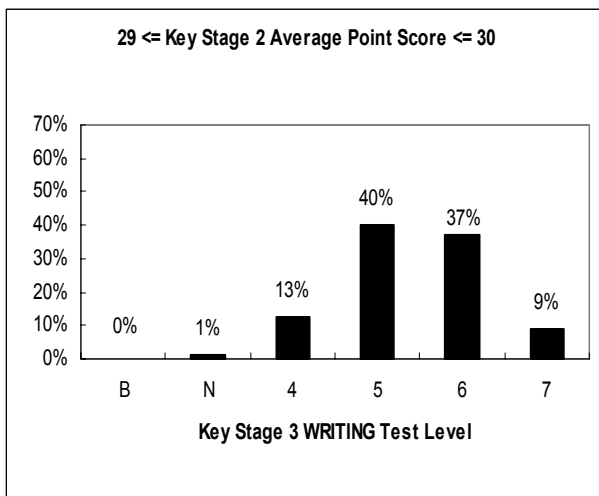
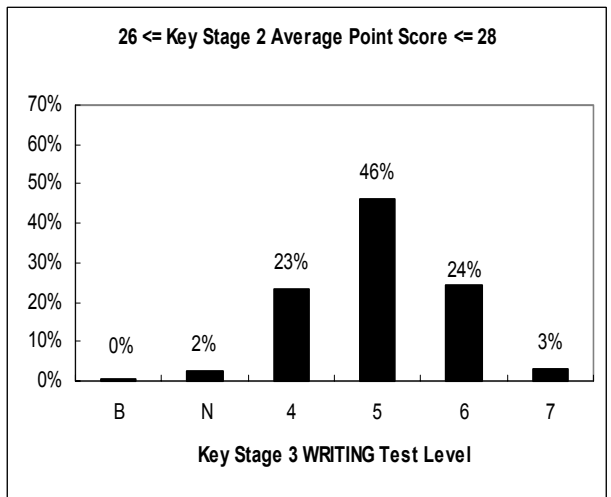
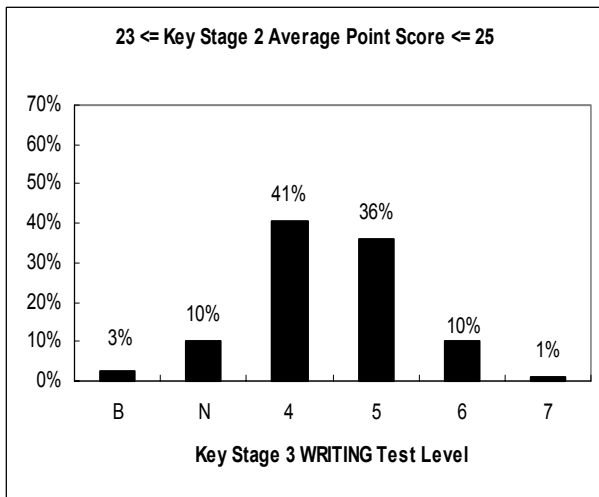
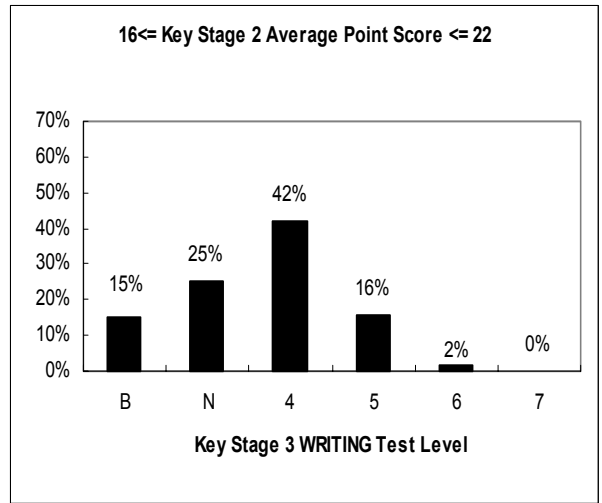
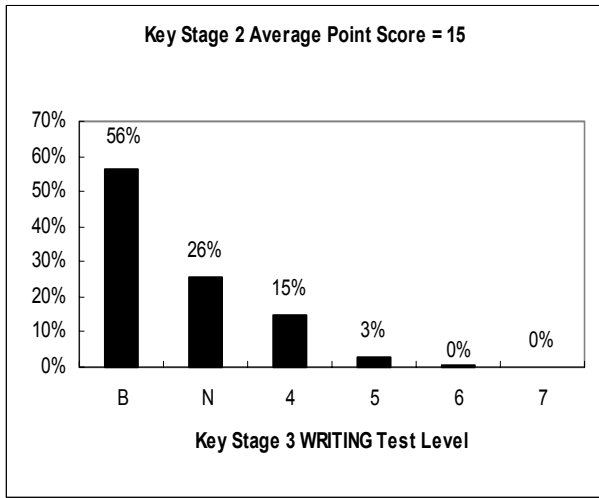
**Graph 3.2.2: 2003 Key Stage 3 Reading Value Added Progress Charts**  
(continued)



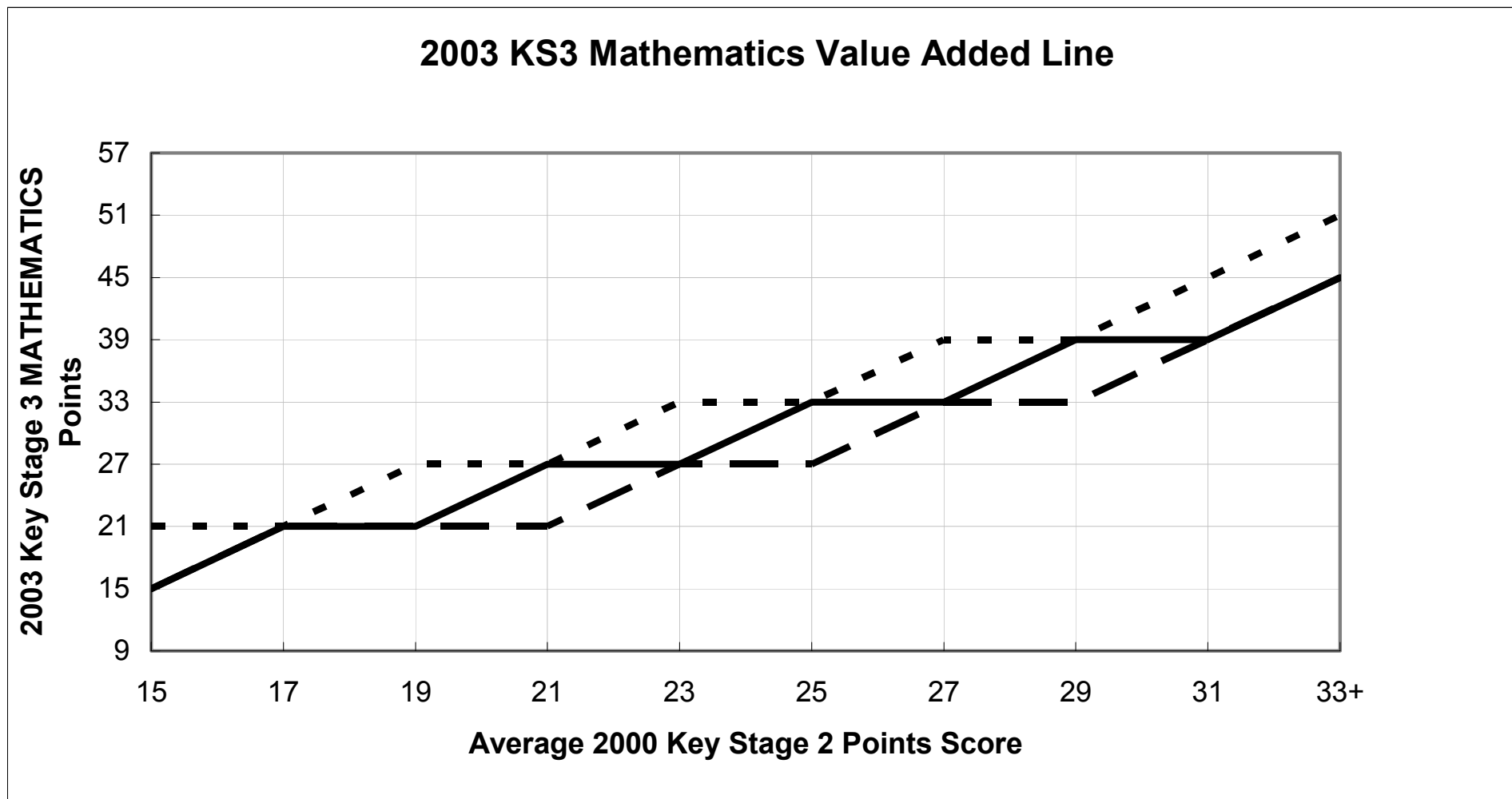
Graph 3.2.3: 2003 Key Stage 3 Writing Value Added Line and Charts



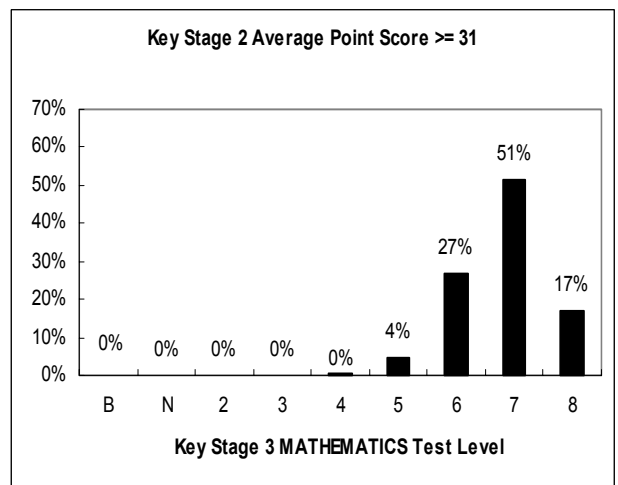
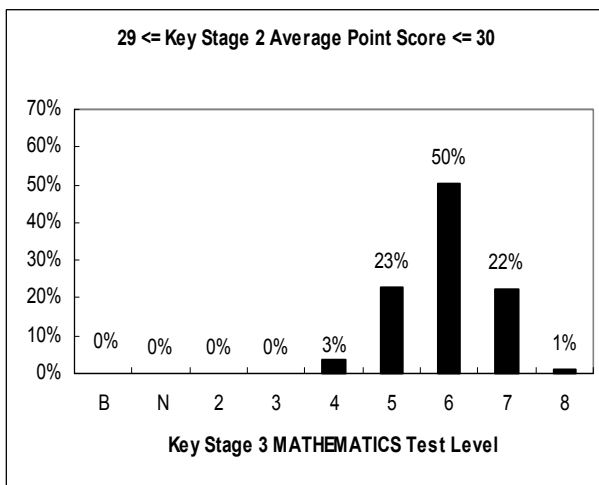
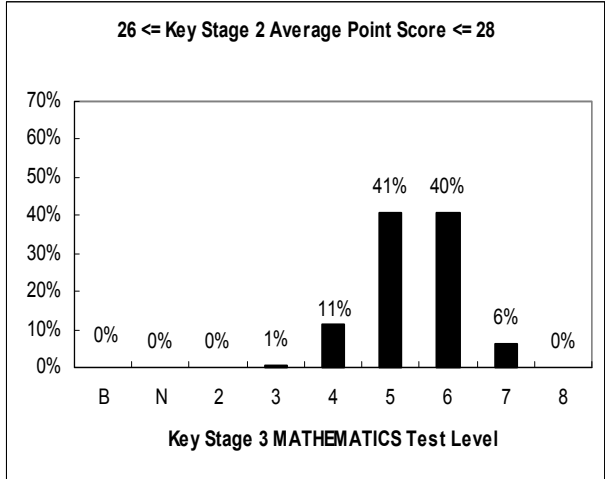
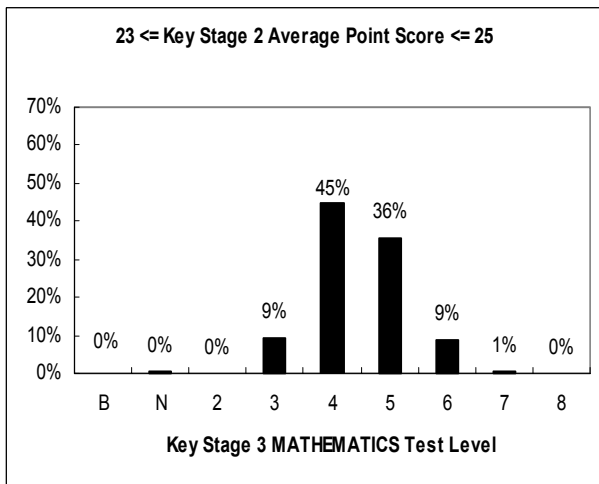
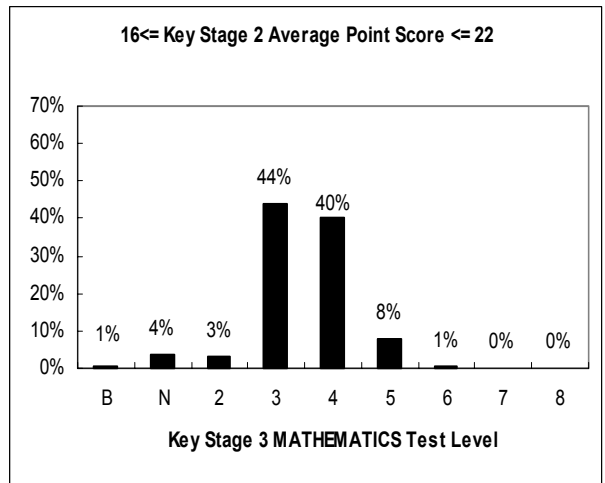
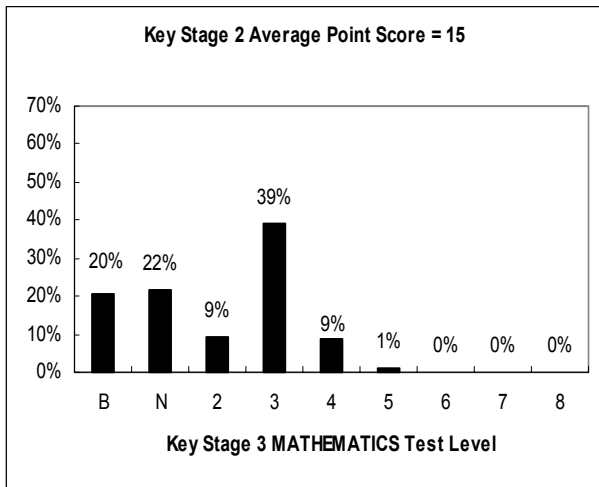
**Graph 3.2.3: 2003 Key Stage 3 Writing Value Added Progress Charts**  
(continued)



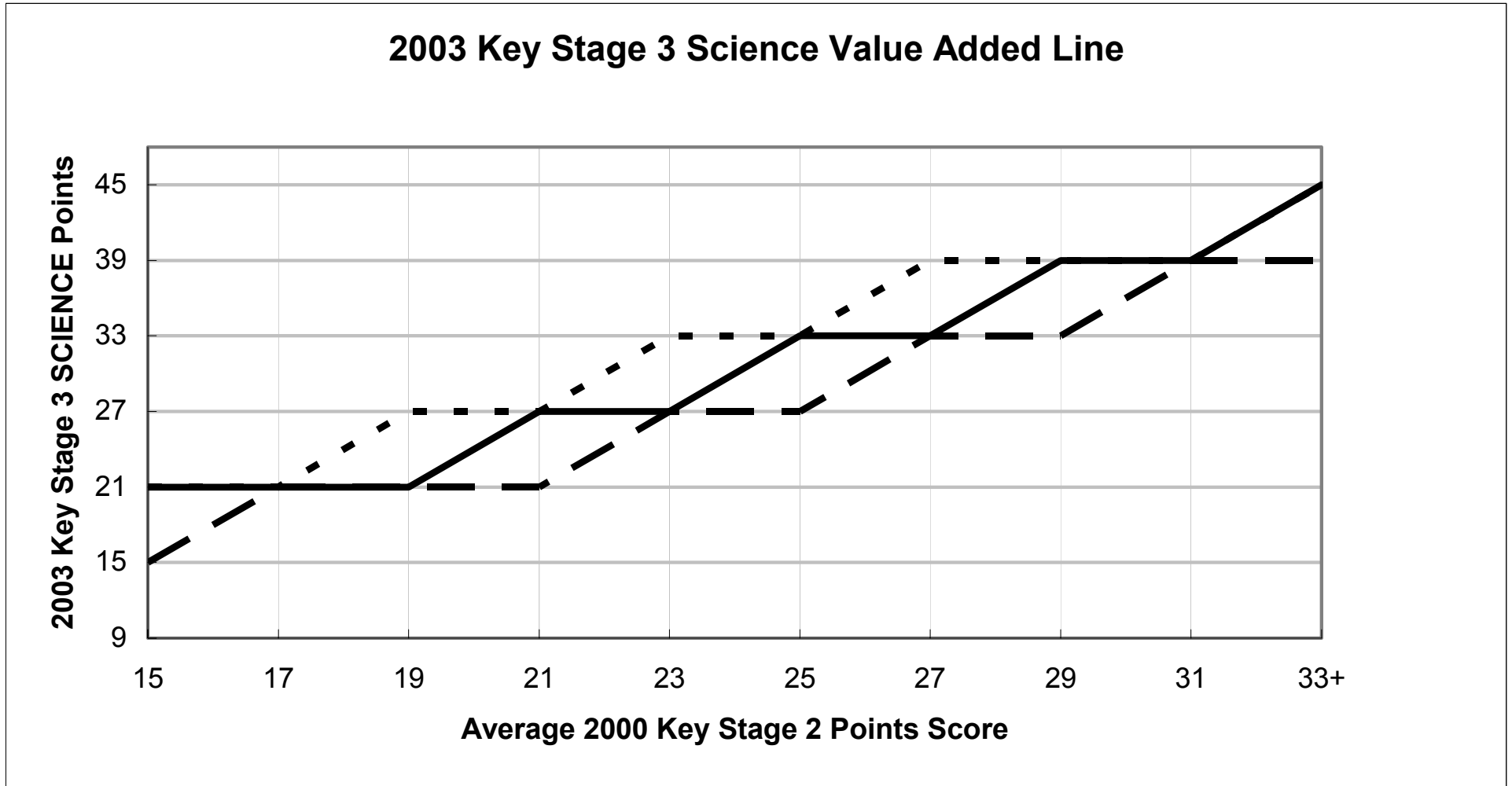
Graph 3.2.4: 2003 Key Stage 3 Mathematics Value Added Line and Charts



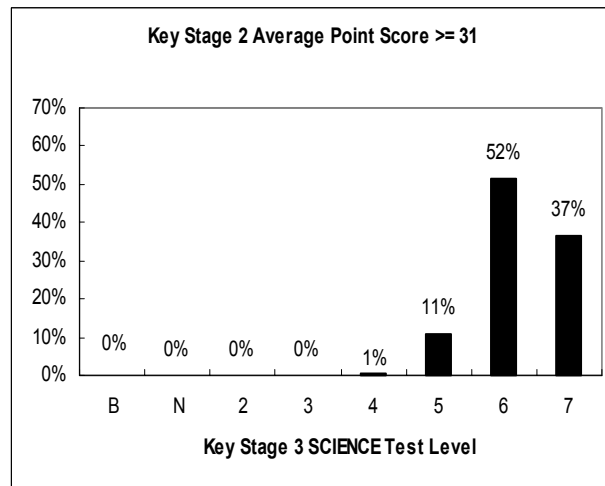
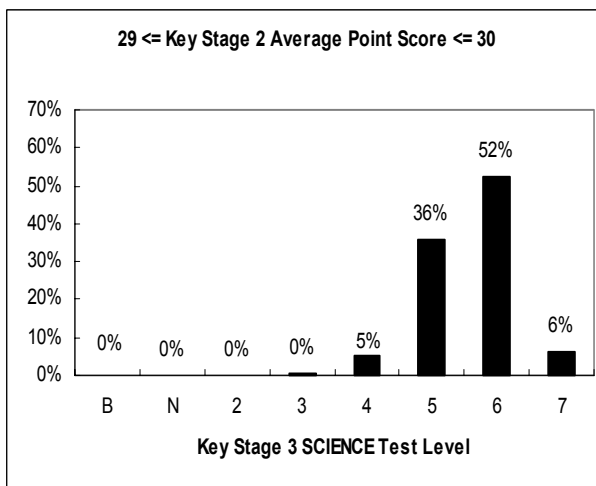
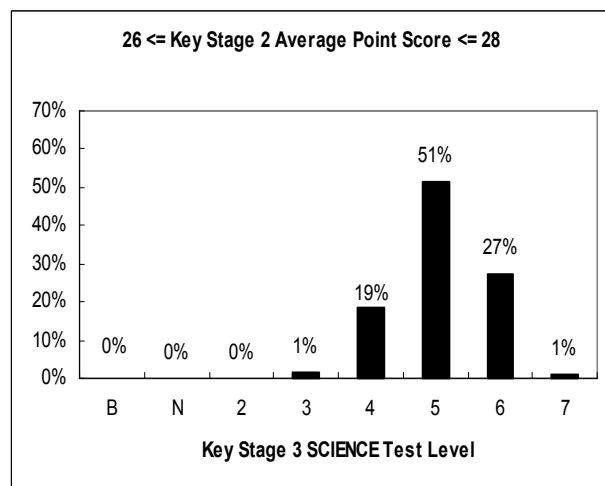
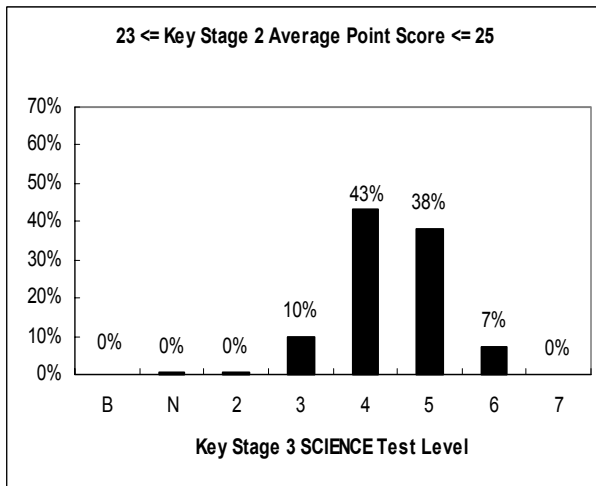
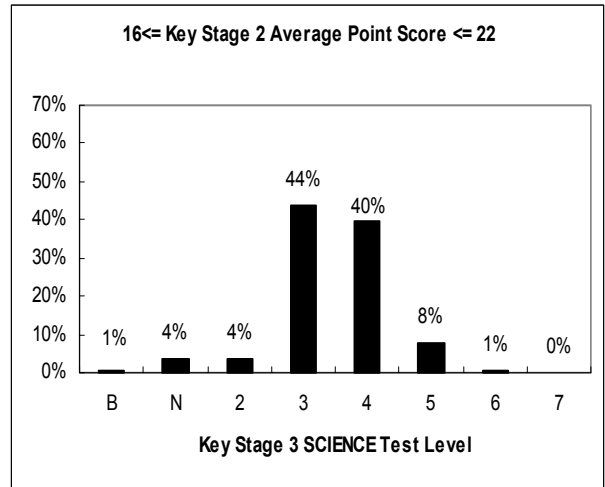
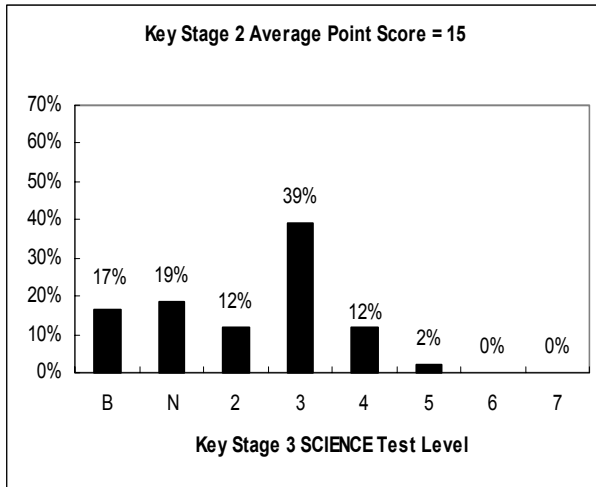
**Graph 3.2.4: 2003 Key Stage 3 Mathematics Value Added Progress Charts**  
(continued)



Graph 3.2.5: 2003 Key Stage 3 Science Value Added Line and Charts



**Graph 3.2.5: 2003 Key Stage 3 Science Value Added Progress Charts**  
(continued)



**Table 3.3.1: All maintained, mainstream schools, CTCs & Academies with KS3 pupils**

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

	95%	UQ	60%	Median	40%	LQ	5%
English	97	82	75	70	65	56	35
Mathematics	98	82	77	73	68	60	44
Science	98	81	75	71	65	57	37
ICT teacher assessment	99	84	76	71	65	54	25

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

	95%	UQ	60%	Median	40%	LQ	5%
English	80	45	35	30	25	18	7
Mathematics	95	61	53	48	43	35	21
Science	87	52	43	38	33	25	12
ICT teacher assessment	78	38	27	21	16	9	0

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

	95%	UQ	60%	Median	40%	LQ	5%
English	39.5	35.4	34.0	33.3	32.5	31.1	28.3
Mathematics	44.1	37.6	36.2	35.3	34.4	32.9	29.8
Science	40.5	35.8	34.5	33.7	32.9	31.4	28.2
ICT teacher assessment	38.9	34.4	33.1	32.4	31.7	30.4	27.0
Overall	41.4	36.1	34.9	34.1	33.2	31.9	29.0

**KS2 to KS3 value added score**

	95%	UQ	60%	Median	40%	LQ	5%
	102.1	100.6	100.1	99.7	99.4	98.8	97.5

**Number of schools: 3145**

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

**Table 3.3.2: Non-selective schools in England, with Key Stage 3 pupils in wholly selective LEAs and schools classifying themselves as 'secondary modern'**

**DATA NOT AVAILABLE AT TIME OF PRINTING – TO BE PUBLISHED  
ON THE STANDARDS WEBSITE BEGINNING OF DECEMBER:  
[www.standards.dfes.gov.uk/performance/ap/ks3](http://www.standards.dfes.gov.uk/performance/ap/ks3)**

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

Table 3.3.3: Grammar Schools

*Percentage of pupils achieving Level 6 and above*

	95%	UQ	60%	Median	40%	LQ	5%
English	99	98	95	94	91	84	66
Mathematics	100	99	99	99	98	98	94
Science	100	98	97	96	95	93	87
ICT teacher assessment	100	99	95	91	86	77	28

*Percentage of pupils achieving Level 7 and above*

	95%	UQ	60%	Median	40%	LQ	5%
English	86	68	47	42	38	31	13
Mathematics	99	95	91	88	84	80	66
Science	88	70	63	58	53	44	29
ICT teacher assessment	96	54	39	29	24	12	0

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

	95%	UQ	60%	Median	40%	LQ	5%
English	44.3	43.0	41.6	41.3	40.7	40.1	37.8
Mathematics	49.5	47.5	46.7	46.1	45.7	45.1	43.8
Science	44.3	43.2	42.7	42.3	41.9	41.2	40.0
ICT teacher assessment	45.5	42.5	41.0	40.0	39.4	38.7	34.5
Overall	45.4	44.4	43.8	43.4	43.0	42.1	41.0

*KS2 to KS3 value added score*

	95%	UQ	60%	Median	40%	LQ	5%
	103.6	103.0	102.7	102.5	102.3	101.9	100.9

Number of schools: 164

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

Table 3.3.4: Schools with 2000 Key Stage 2 average points score of:

**up to but not including 23****Percentage of pupils achieving Level 5 and above**

	95%	UQ	60%	Median	40%	LQ	5%
English	93	70	61	37	30	25	11
Mathematics	76	51	34	32	30	27	16
Science	75	54	35	30	27	21	18
ICT teacher assessment	83	74	46	35	16	0	0

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

	95%	UQ	60%	Median	40%	LQ	5%
English	73	33	24	11	10	8	1
Mathematics	61	28	18	17	13	11	9
Science	42	20	17	15	10	4	1
ICT teacher assessment	40	13	5	2	0	0	0

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

	95%	UQ	60%	Median	40%	LQ	5%
English	38.6	33.6	32.2	30.3	28.0	26.0	23.9
Mathematics	36.6	34.8	31.8	30.6	29.4	27.2	25.1
Science	33.9	32.8	31.1	27.5	25.5	24.9	23.7
ICT teacher assessment	34.5	31.9	29.2	28.6	27.2	21.0	19.1
Overall	36.0	33.5	31.5	29.9	27.0	26.3	24.2

**KS2 to KS3 value added score**

	95%	UQ	60%	Median	40%	LQ	5%
	102.8	100.8	99.8	99.1	98.8	98.6	97.6

**Number of schools: 13**

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

Table 3.3.5: Schools with 2000 Key Stage 2 average points score of:

**at least 23 but less than 24****Percentage of pupils achieving Level 5 and above**

	95%	UQ	60%	Median	40%	LQ	5%
English	56	39	36	31	28	24	19
Mathematics	54	45	42	39	37	33	27
Science	54	37	34	32	30	29	23
ICT teacher assessment	60	46	39	33	29	22	4

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

	95%	UQ	60%	Median	40%	LQ	5%
English	20	9	7	5	5	4	1
Mathematics	28	22	20	17	16	15	10
Science	19	13	11	10	8	7	3
ICT teacher assessment	22	9	7	4	2	0	0

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

	95%	UQ	60%	Median	40%	LQ	5%
English	31.0	28.8	28.1	27.7	27.1	26.6	25.5
Mathematics	31.1	29.8	29.4	28.9	28.6	28.0	26.8
Science	30.6	27.9	27.5	27.2	27.1	26.7	24.6
ICT teacher assessment	31.7	29.1	28.1	27.9	27.5	26.2	22.0
Overall	30.3	28.8	28.3	28.0	27.6	27.2	26.4

**KS2 to KS3 value added score**

	95%	UQ	60%	Median	40%	LQ	5%
	100.6	99.4	99.0	98.7	98.4	97.9	97.1

**Number of schools: 65**

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

**Table 3.3.6: Schools with 2000 Key Stage 2 average points score of:**

**at least 24 but less than 25**

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

	95%	UQ	60%	Median	40%	LQ	5%
English	62	51	44	42	38	33	23
Mathematics	61	52	48	46	45	41	32
Science	59	48	43	41	39	34	28
ICT teacher assessment	75	54	46	39	34	27	10

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

	95%	UQ	60%	Median	40%	LQ	5%
English	26	16	13	11	9	7	2
Mathematics	35	28	25	23	21	18	12
Science	27	20	16	15	13	10	7
ICT teacher assessment	29	14	8	5	3	1	0

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

	95%	UQ	60%	Median	40%	LQ	5%
English	31.9	30.3	29.4	29.2	28.7	28.0	26.5
Mathematics	32.7	31.1	30.6	30.2	29.9	29.4	27.8
Science	31.8	30.0	29.4	28.8	28.3	27.7	26.3
ICT teacher assessment	32.7	30.6	29.4	28.7	28.1	27.0	24.5
Overall	32.1	30.4	29.8	29.5	29.1	28.5	26.9

**KS2 to KS3 value added score**

	95%	UQ	60%	Median	40%	LQ	5%
	101.1	99.7	99.2	98.9	98.5	98.0	97.1

**Number of schools: 176**

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

Table 3.3.7: Schools with 2000 Key Stage 2 average points score of:

**at least 25 but less than 26****Percentage of pupils achieving Level 5 and above**

	95%	UQ	60%	Median	40%	LQ	5%
English	72	61	55	52	49	44	32
Mathematics	69	62	58	56	54	50	42
Science	66	58	54	51	49	44	36
ICT teacher assessment	83	65	57	53	49	40	18

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

	95%	UQ	60%	Median	40%	LQ	5%
English	34	24	19	16	14	11	6
Mathematics	43	36	32	31	29	26	19
Science	34	27	23	21	19	16	11
ICT teacher assessment	37	21	15	11	9	5	0

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

	95%	UQ	60%	Median	40%	LQ	5%
English	34.0	31.9	31.0	30.6	30.2	29.4	27.7
Mathematics	34.2	32.9	32.4	32.1	31.7	31.1	29.6
Science	32.9	31.5	30.9	30.6	30.1	29.6	28.1
ICT teacher assessment	34.1	31.7	30.8	30.3	29.9	28.9	25.9
Overall	33.1	31.9	31.4	31.1	30.7	30.2	28.7

**KS2 to KS3 value added score**

	95%	UQ	60%	Median	40%	LQ	5%
	100.9	99.8	99.3	99.1	98.8	98.3	96.9

**Number of schools: 421**

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

Table 3.3.8: Schools with 2000 Key Stage 2 average points score of:

**at least 26 but less than 27****Percentage of pupils achieving Level 5 and above**

	95%	UQ	60%	Median	40%	LQ	5%
English	81	70	65	62	59	54	42
Mathematics	77	71	67	65	63	59	52
Science	76	68	64	62	60	55	47
ICT teacher assessment	87	73	67	64	60	52	29

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

	95%	UQ	60%	Median	40%	LQ	5%
English	46	32	26	23	20	16	9
Mathematics	53	45	42	40	38	34	27
Science	44	36	32	30	27	24	16
ICT teacher assessment	49	28	21	18	13	9	0

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

	95%	UQ	60%	Median	40%	LQ	5%
English	35.5	33.4	32.6	32.0	31.5	30.8	29.3
Mathematics	36.1	34.8	34.2	33.8	33.4	32.8	31.5
Science	34.5	33.3	32.7	32.3	31.9	31.2	29.8
ICT teacher assessment	35.4	33.0	32.1	31.6	31.0	30.1	27.5
Overall	34.9	33.7	33.1	32.7	32.4	31.8	30.5

**KS2 to KS3 value added score**

	95%	UQ	60%	Median	40%	LQ	5%
	101.3	100.1	99.6	99.3	99.0	98.5	97.3

**Number of schools: 736**

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

Table 3.3.9: Schools with 2000 Key Stage 2 average points score of:

**at least 27 but less than 28****Percentage of pupils achieving Level 5 and above**

	95%	UQ	60%	Median	40%	LQ	5%
English	87	79	75	73	70	66	54
Mathematics	84	80	77	76	74	71	62
Science	85	79	76	74	72	69	59
ICT teacher assessment	93	83	78	75	71	64	37

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

	95%	UQ	60%	Median	40%	LQ	5%
English	59	43	37	33	30	25	15
Mathematics	65	57	54	52	50	46	37
Science	57	49	44	42	40	36	26
ICT teacher assessment	59	37	29	24	19	12	1

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

	95%	UQ	60%	Median	40%	LQ	5%
English	37.1	35.0	34.1	33.7	33.3	32.5	30.8
Mathematics	38.2	36.9	36.3	36.0	35.7	35.0	33.5
Science	36.4	35.3	34.6	34.3	34.0	33.4	31.9
ICT teacher assessment	36.8	34.4	33.4	32.9	32.4	31.5	28.4
Overall	36.7	35.6	35.0	34.7	34.4	33.8	32.5

**KS2 to KS3 value added score**

	95%	UQ	60%	Median	40%	LQ	5%
	101.7	100.6	100.1	99.8	99.6	99.0	97.8

**Number of schools: 809**

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

Table 3.3.10: Schools with 2000 Key Stage 2 average points score of:

**at least 28 but less than 29****Percentage of pupils achieving Level 5 and above**

	95%	UQ	60%	Median	40%	LQ	5%
English	93	87	83	82	80	76	65
Mathematics	90	86	84	83	82	79	74
Science	91	86	83	82	81	78	71
ICT teacher assessment	96	88	83	80	77	70	50

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

	95%	UQ	60%	Median	40%	LQ	5%
English	67	53	48	44	40	35	22
Mathematics	72	67	64	62	61	58	50
Science	68	59	55	53	51	48	38
ICT teacher assessment	66	46	36	31	24	17	3

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

	95%	UQ	60%	Median	40%	LQ	5%
English	38.3	36.5	35.8	35.3	34.8	34.1	32.5
Mathematics	39.6	38.8	38.2	37.9	37.6	37.1	35.9
Science	37.9	36.8	36.3	36.0	35.7	35.2	33.9
ICT teacher assessment	37.6	35.3	34.3	33.7	33.1	32.3	30.0
Overall	38.1	37.1	36.7	36.4	36.1	35.7	34.5

**KS2 to KS3 value added score**

	95%	UQ	60%	Median	40%	LQ	5%
	101.8	100.9	100.5	100.3	100.0	99.6	98.4

**Number of schools: 565**

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

Table 3.3.11: Schools with 2000 Key Stage 2 average points score of:

**at least 29 but less than 30****Percentage of pupils achieving Level 5 and above**

	95%	UQ	60%	Median	40%	LQ	5%
English	96	92	89	87	85	82	73
Mathematics	94	90	89	89	88	87	83
Science	95	90	89	88	87	85	80
ICT teacher assessment	99	93	90	88	85	80	55

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

	95%	UQ	60%	Median	40%	LQ	5%
English	79	61	57	54	50	43	27
Mathematics	82	76	73	72	70	68	63
Science	77	69	65	63	61	57	48
ICT teacher assessment	84	60	49	43	36	27	1

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

	95%	UQ	60%	Median	40%	LQ	5%
English	39.3	37.4	36.8	36.4	36.0	35.5	33.3
Mathematics	41.5	40.4	39.9	39.8	39.4	39.0	38.0
Science	39.2	38.1	37.7	37.4	37.1	36.6	35.5
ICT teacher assessment	40.2	37.0	35.8	34.9	34.3	33.3	30.1
Overall	39.8	38.4	38.1	37.8	37.6	37.2	35.9

**KS2 to KS3 value added score**

	95%	UQ	60%	Median	40%	LQ	5%
	102.0	101.0	100.7	100.4	100.2	99.9	98.9

**Number of schools: 150**

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

Table 3.3.12: Schools with 2000 Key Stage 2 average points score of:

**more than or equal to 30****Percentage of pupils achieving Level 5 and above**

	95%	UQ	60%	Median	40%	LQ	5%
English	100	99	99	99	98	97	93
Mathematics	100	100	99	99	99	98	95
Science	100	100	99	99	99	98	94
ICT teacher assessment	100	100	100	100	100	98	86

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

	95%	UQ	60%	Median	40%	LQ	5%
English	99	97	94	92	88	80	58
Mathematics	100	99	99	98	98	97	83
Science	100	98	96	95	93	90	75
ICT teacher assessment	100	99	93	88	83	74	18

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

	95%	UQ	60%	Median	40%	LQ	5%
English	44.2	42.7	41.4	41.0	40.4	39.4	37.0
Mathematics	49.3	47.3	46.2	45.8	45.4	44.6	41.8
Science	44.2	43.0	42.4	42.0	41.6	40.8	39.0
ICT teacher assessment	45.4	42.1	40.5	39.7	39.0	38.3	33.9
Overall	45.3	44.2	43.5	43.1	42.4	41.7	39.5

**KS2 to KS3 value added score**

	95%	UQ	60%	Median	40%	LQ	5%
	103.5	102.9	102.6	102.3	102.1	101.6	100.3

**Number of schools: 190**

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

**Table 3.3.13: Non-selective schools with pupils "known to be eligible for FSM" of:**  
***up to and including 5%***

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

	95%	UQ	60%	Median	40%	LQ	5%
English	95	89	86	84	82	78	67
Mathematics	94	89	86	85	84	81	74
Science	94	89	87	85	84	81	73
ICT teacher assessment	99	91	87	83	81	74	52

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

	95%	UQ	60%	Median	40%	LQ	5%
English	74	57	51	48	44	37	22
Mathematics	81	71	68	66	64	60	48
Science	77	65	60	57	55	51	38
ICT teacher assessment	81	52	43	36	30	19	4

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

	95%	UQ	60%	Median	40%	LQ	5%
English	39.0	36.8	36.2	35.8	35.3	34.3	32.4
Mathematics	41.5	39.6	39.0	38.5	38.1	37.5	35.6
Science	39.3	37.6	36.9	36.6	36.2	35.6	33.7
ICT teacher assessment	38.9	36.0	35.0	34.4	33.7	32.7	30.0
Overall	39.6	37.8	37.3	37.0	36.6	35.9	34.3

**KS2 to KS3 value added score**

	95%	UQ	60%	Median	40%	LQ	5%
	102.1	101.3	100.9	100.7	100.5	100.2	99.3

**Number of schools: 418**

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

**Table 3.3.14: 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	91	82	79	77	74	70	57
Mathematics	89	83	80	79	77	74	66
Science	89	83	80	78	77	73	63
ICT teacher assessment	95	86	81	78	74	68	42

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

	95%	UQ	60%	Median	40%	LQ	5%
English	63	48	41	37	34	29	15
Mathematics	72	63	59	56	54	51	39
Science	64	54	51	48	45	41	29
ICT teacher assessment	64	41	32	26	21	13	1

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

	95%	UQ	60%	Median	40%	LQ	5%
English	37.5	35.8	34.8	34.3	33.9	33.1	31.1
Mathematics	39.5	38.0	37.3	36.8	36.5	35.8	34.0
Science	37.4	36.2	35.6	35.2	34.8	34.2	32.5
ICT teacher assessment	37.5	34.9	33.9	33.2	32.7	31.8	29.0
Overall	37.8	36.5	35.8	35.5	35.1	34.5	32.8

**KS2 to KS3 value added score**

	95%	UQ	60%	Median	40%	LQ	5%
	101.8	100.8	100.4	100.2	100.0	99.6	98.8

**Number of schools: 660**

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

**Table 3.3.15: Non-selective schools with pupils "known to be eligible for FSM" of:**  
***more than 9% and up to 13%***

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

	95%	UQ	60%	Median	40%	LQ	5%
English	90	79	74	70	67	62	50
Mathematics	88	79	76	74	72	69	57
Science	85	77	74	72	69	66	55
ICT teacher assessment	93	83	76	72	68	61	36

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

	95%	UQ	60%	Median	40%	LQ	5%
English	61	41	34	31	27	21	13
Mathematics	68	56	52	49	46	43	32
Science	59	46	41	39	37	33	22
ICT teacher assessment	58	35	28	24	19	11	1

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

	95%	UQ	60%	Median	40%	LQ	5%
English	37.3	34.9	33.9	33.5	32.8	31.9	30.1
Mathematics	39.1	36.8	36.0	35.7	35.2	34.5	32.5
Science	36.5	34.9	34.2	33.9	33.5	32.9	31.2
ICT teacher assessment	36.8	34.2	33.2	32.7	32.2	31.2	28.6
Overall	37.2	35.4	34.6	34.3	33.9	33.3	31.6

**KS2 to KS3 value added score**

	95%	UQ	60%	Median	40%	LQ	5%
	101.4	100.4	100.0	99.7	99.5	99.1	98.1

**Number of schools: 475**

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

Table 3.3.16: Non-selective schools with pupils "known to be eligible for FSM" of:

**more than 13% and up to 21%****Percentage of pupils achieving Level 5 and above**

	95%	UQ	60%	Median	40%	LQ	5%
English	85	73	67	64	60	55	41
Mathematics	82	73	69	66	64	60	50
Science	79	70	66	63	61	57	46
ICT teacher assessment	87	75	68	64	60	52	23

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

	95%	UQ	60%	Median	40%	LQ	5%
English	55	35	28	25	22	17	8
Mathematics	60	49	43	41	39	34	25
Science	50	39	34	31	29	25	15
ICT teacher assessment	52	30	21	17	14	8	0

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

	95%	UQ	60%	Median	40%	LQ	5%
English	36.8	33.9	32.9	32.3	31.8	30.8	29.1
Mathematics	37.5	35.3	34.5	34.0	33.5	32.8	31.2
Science	35.4	33.7	33.0	32.6	32.1	31.5	29.7
ICT teacher assessment	35.7	33.1	32.1	31.6	31.1	30.1	27.0
Overall	36.2	34.2	33.4	33.0	32.6	31.8	30.3

**KS2 to KS3 value added score**

	95%	UQ	60%	Median	40%	LQ	5%
	101.0	100.0	99.6	99.4	99.1	98.6	97.7

**Number of schools: 561**

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

Table 3.3.17: 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	79	66	60	56	53	46	32
Mathematics	77	66	62	59	57	52	43
Science	74	62	57	55	52	48	37
ICT teacher assessment	86	71	63	57	53	44	20

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

	95%	UQ	60%	Median	40%	LQ	5%
English	44	29	23	20	17	13	6
Mathematics	52	41	37	35	32	28	19
Science	42	31	27	24	22	18	11
ICT teacher assessment	43	24	17	13	10	6	0

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

	95%	UQ	60%	Median	40%	LQ	5%
English	35.2	32.9	31.8	31.2	30.7	29.8	27.8
Mathematics	36.1	34.0	33.3	32.8	32.4	31.5	29.6
Science	34.2	32.2	31.6	31.1	30.8	30.0	28.0
ICT teacher assessment	34.8	32.5	31.5	30.9	30.3	29.3	26.5
Overall	34.8	32.9	32.2	31.8	31.3	30.6	28.9

**KS2 to KS3 value added score**

	95%	UQ	60%	Median	40%	LQ	5%
	100.7	99.5	99.1	98.9	98.6	98.2	97.0

**Number of schools: 503**

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

Table 3.3.18: 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	74	58	50	46	42	36	25
Mathematics	67	57	54	51	48	43	31
Science	63	53	48	44	41	37	28
ICT teacher assessment	77	60	53	48	41	31	7

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

	95%	UQ	60%	Median	40%	LQ	5%
English	37	20	15	13	11	8	3
Mathematics	42	32	29	27	24	20	13
Science	33	23	19	17	15	12	7
ICT teacher assessment	35	20	13	9	7	3	0

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

	95%	UQ	60%	Median	40%	LQ	5%
English	34.1	31.3	30.4	29.9	29.2	28.4	26.6
Mathematics	33.7	32.2	31.6	31.0	30.5	29.7	27.6
Science	32.6	30.6	30.1	29.6	28.8	28.0	26.6
ICT teacher assessment	34.1	31.4	30.2	29.6	29.0	27.7	23.9
Overall	33.0	31.3	30.6	30.1	29.6	28.7	27.1

**KS2 to KS3 value added score**

	95%	UQ	60%	Median	40%	LQ	5%
	100.6	99.4	98.8	98.5	98.2	97.8	96.7

**Number of schools: 248**

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

**Table 3.3.19: Non-selective schools with pupils "known to be eligible for FSM" of:**

**more than 50%**

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

	95%	UQ	60%	Median	40%	LQ	5%
English	68	52	45	39	37	29	20
Mathematics	60	53	49	46	42	35	27
Science	54	45	41	37	34	31	23
ICT teacher assessment	76	53	46	40	36	28	13

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

	95%	UQ	60%	Median	40%	LQ	5%
English	28	17	12	10	8	5	1
Mathematics	37	27	24	22	20	16	10
Science	26	18	14	13	11	9	3
ICT teacher assessment	32	13	9	6	4	2	0

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

	95%	UQ	60%	Median	40%	LQ	5%
English	32.8	30.4	29.6	28.9	28.0	27.5	26.0
Mathematics	33.0	31.2	30.6	30.2	29.5	28.5	27.0
Science	30.9	29.4	28.6	28.1	27.8	27.1	25.1
ICT teacher assessment	32.8	30.5	29.3	28.7	28.2	26.6	25.2
Overall	31.8	30.4	29.6	28.9	28.4	27.7	26.5

**KS2 to KS3 value added score**

	95%	UQ	60%	Median	40%	LQ	5%
	100.1	98.9	98.5	98.2	97.9	97.5	96.1

**Number of schools: 111**

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

# **KS3 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](http://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](http://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
- Pupil Progress data between KS2 and KS3
- KS3 Benchmark information based on KS2 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:

<http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3289>

## 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](http://www.dfes.gov.uk/performance/tables), and Statistical Services website, [www.dfes.gov.uk/rsgateway](http://www.dfes.gov.uk/rsgateway) for further details.

### You should include the use of the Autumn Package 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 3.1.4**)
- 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](http://www.standards.dfes.gov.uk/performance/pat))
- The school's **PANDA** provided by Ofsted ([www.ofstedpandas.gide.net](http://www.ofstedpandas.gide.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 5 and above at KS3 in:

- English, Reading, Writing, Maths and Science (Tests) for All Pupils, Boys and Girls in 2003
- English, Maths, Science and ICT (Teacher Assessments) for All Pupils, Boys and Girls in 2003
- All non-core subjects for All Pupils, Boys and Girls in 2003
- English, Maths and Science for all pupils 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 KS2 Overall in 2000 (and 2001 onwards for target setting)
- KS3 Marks for English and Point Scores for Maths and Science in 2003

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

Percentages achieving Level 6 and above at KS3 in:

English, Maths, Science (Tests) and ICT (Teacher Assessment) for All Pupils in 2003

For the school:

- Overall Average Points Score for KS2 in 2000
- Subject Average Points Scores for KS3 in 2003 for English, Maths, Science, ICT (TA)
- Overall Average Points Scores for KS3 in 2003 (for English, Maths and Science)
- KS2 to KS3 Value Added Score
- The percentage of pupils known to be eligible for Free School Meals.

**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

Eight tables are provided to enable comparisons of your school's performance with national averages and trends. They 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 KS3 National Curriculum assessments. These are:

- **Percentage of All Pupils, Boys and Girls** achieving **Level 5 or above** in the National Curriculum Key Stage 3 **English, Mathematics and Science Tests and Teacher Assessments** in 2003 ([Table 3.1.1](#))
- **Percentage of All Pupils, Boys and Girls** achieving **Level 5 or above** in the National Curriculum Key Stage 3 **Teacher Assessments in non-core subjects** in 2003 ([Table 3.1.2](#))
- **Recent trends** in the percentage of **All Pupils** achieving Level 5 or above in the National Curriculum Key Stage 3 English, Mathematics and Science Tests and Teacher Assessments over the last five years ([Table 3.1.3](#))
- **Percentage of All Pupils, Boys and Girls** achieving **each Level** in the National Curriculum Key Stage 3 **Tests and Teacher Assessments in English, Mathematics and Science** in 2003 ([Table 3.1.4](#))
- **Recent trends** in the percentage of **All Pupils, Boys and Girls** achieving each Level in the National Curriculum Key Stage 3 English, Mathematics and Science **Tests** over the last five years ([Table 3.1.5](#))
- **Percentage of All Pupils, Boys and Girls** achieving **each Level** in the National Curriculum Key Stage 3 **English, Mathematics and Science Teacher Assessments** over the last five years ([Table 3.1.6](#))
- **Percentage of All Pupils, Boys and Girls** achieving **Level 5 or above** in the National Curriculum History, Geography, Design & Technology, Information Communications Technology, and Modern Foreign Languages, Teacher Assessments in 2003 ([Table 3.1.7](#))
- **Percentage of All Pupils, Boys and Girls** achieving **each Level** in the National Curriculum Key Stage 3 Teacher Assessments in History, Geography, Design & Technology, Information Communications Technology and Modern Foreign Languages in 2003 ([Table 3.1.8](#))

Note that Table 3.1.4 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 Secondary Schools**" [www.teachernet.gov.uk/docbank/index.cfm?id=2135](http://www.teachernet.gov.uk/docbank/index.cfm?id=2135) and the QCA's "**Assessment and Reporting Arrangements**" booklet explain the requirements. ([www.qca.org.uk/ca/tests/ara](http://www.qca.org.uk/ca/tests/ara))

## Using the National Summary Results

### **You should**

Complete Tables 3.1.1 and 3.1.2 showing pupils achieving Level 5+ in Core and non-Core subjects. 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?
- Is the performance in non-core subjects 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 in other subject areas, 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 PUPIL PROGRESS INFORMATION

This allows you to evaluate school effectiveness over the Key Stage 3 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 KS2 and KS3 by pupils who completed KS3 in 2003.

It is presented in two different ways for each of English, Maths and Science:

- Pupil Value Added Graphs (e.g. [Graph 3.2.1](#)). 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 3.2.1 Progress Chart](#)). These provide information to support schools in setting targets for both individual pupils as well as classes, subject departments 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 2000 KS2 Average Points Score to their 2003 KS3 test results in English, Maths and Science.

The solid line on each graph is the median line. About half the pupils with a particular KS2 average points score achieved a KS3 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.)

For the Mathematics and Science KS3 Pupil Progress Line Graphs, the 2003 KS3 attainment is the test level in the relevant subject, converted into a points score using the Tables section below. 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 pupil progress results. The Pupil Achievement Tracker and the disaggregated Pupil Progress Line Graphs on the [website](#) allow you to make more detailed Pupil Progress comparisons for KS3 Mathematics and Science results using test mark information, taking into account the different tiers of papers.

#### **You should:**

- For those pupils that were assessed at KS3 in 2003, calculate as many of their KS2 Average Points Scores as possible. (See the Calculating Your Figures section for details.)
- Plot the 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 and subject departments over the circumstances surrounding each pupil.
- Consideration of what the plots reveal about particular groups of pupils.

#### **Questions to consider:**

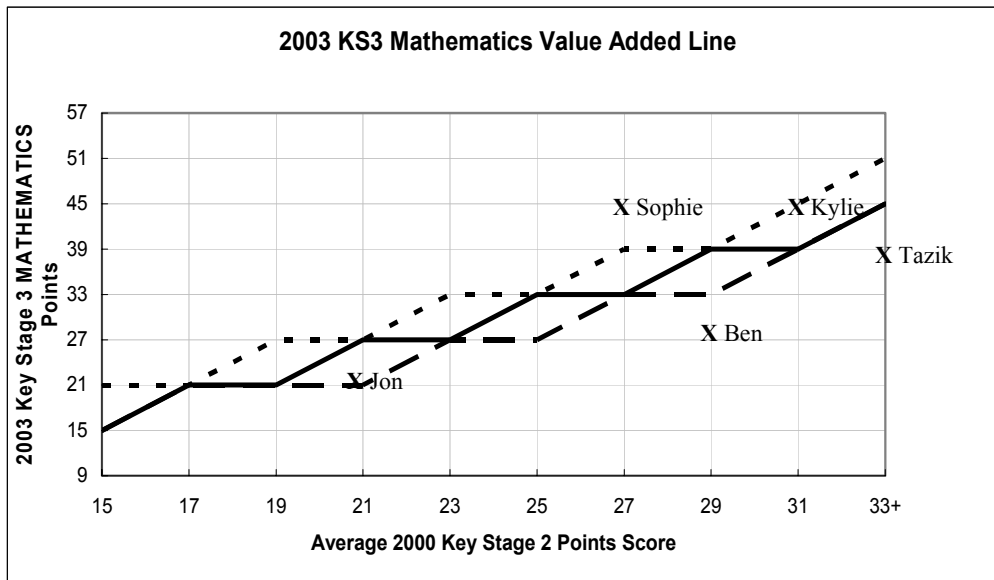
- Which pupils have made significantly better or worse progress than others? Can the reasons for this be identified?
- Are there noticeable differences in the progress made by boys and girls or between other groups, such as those from different ethnic groups? Is this related to pupils in any particular range of performance or to any particular department or group?
- In departments 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 Maths Value Added line in this example. Here are the figures for a sample class of 5 pupils.

	KS2			KS3	
	English Points Score	Maths Points Score	Science Points Score	Average Points Score	Maths Points Score
Ben	27	27	33	29	27
Jon	21		21	21	21
Sophie	21	27	33	27	45
Tazik		33	33	33	39
Kylie	27	33	27	31	45

The data in the end two (shaded) columns is then plotted on the KS3 Maths Value Added Line as follows:



Questions for discussion among staff that would arise would include:

- What happened to Ben who clearly performed below expectations?
- Why might the boys have performed relatively poorly this year? Is this part of a trend? What can we address this problem for next year?
- Can you identify why Sophie 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 2000 KS2 statutory tests, the distribution of their attainment in the 2003 KS3 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 BENCHMARK INFORMATION

This enables you to make more detailed comparisons of your school's performance against national performance results and with similar schools.

### Data provided

Tables are provided to show, for 2003:

- **Percentages** of Key Stage 3 pupils achieving **Level 5 and above** and **Level 6 and above** in English, Maths and Science (Tests) and ICT (Teacher Assessment)
- **Average KS3 points scores** for English, Maths, Science and ICT(TA) and combined overall for English, Maths and Science
- **KS2 to KS3 Value Added Score**

All of the above for:

- **All mainstream schools** ([Table 3.3.1](#))
- **Non-selective schools** in England, with Key Stage 3 pupils in wholly selective LEAs and schools classifying themselves as 'secondary modern' ([Table 3.3.2](#))
- **Grammar schools** ([Table 3.3.3](#))
- Schools within bands of 2000 **KS2 prior attainment** scores (e.g. [Table 3.3.4](#))
- Schools within bands of percentages of pupils "known to be eligible for **Free School Meals**" (e.g. [Table 3.3.13](#))

All tables cover mainstream, maintained schools in England with KS3 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 KS3 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 KS2 prior attainment – using the 2000 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 processes.

**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 KS2 Average Points Score for 2000 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:**

- Have your pupils made as much progress as pupils nationally?
- How have they progressed 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 different 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](http://www.dfes.gov.uk/performanceables)

[www.dfes.gov.uk/rsgateway](http://www.dfes.gov.uk/rsgateway)

[www.ofstedpandas.gide.net](http://www.ofstedpandas.gide.net) (See Glossary to the Ofsted PANDA )

### The Median and the Upper and Lower Quartiles

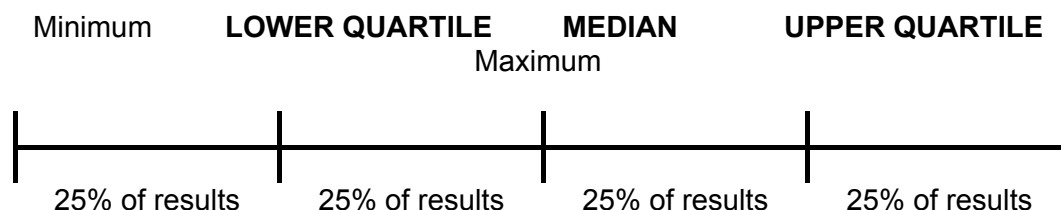
The **Lower Quartile** is the score or level for which about 25% of the results were lower than this value.

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 KS3

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 KS3 in 2003. These **include all pupils who were absent or disapplied** from the test.

**Example**

Name	KS3 Level				
	English	Maths	Science	ICT (TA)	
Abdul	6	6	6	6	
Ben	6	6	5	6	
Bethany	7	7	6	6	
Harry	4	A	A	4	
Jade	6	6	5	6	
Kylie	5	6	5	6	
Sam	7	7	7	8	
Sophie	5	6	6	6	
Tazik	6	6	5	6	
Yasmin	6	6	5	7	
Zeb	D	A	A	4	
Zoe	4	5	4	5	
<b>Number of Pupils Eligible for KS3 Assessment in 2003</b>	12	12	12	12	<b>A</b>
<b>Number of Pupils Achieving Level 5 and above</b>	9	10	9	10	<b>B</b>
<b>Number of Pupils Achieving Level 6 and above</b>	7	9	4	9	<b>C</b>
<b>Percentage Achieving Level 5 and above</b>	75%	83%	75%	83%	<b>D</b>
<b>Percentage Achieving Level 6 and above</b>	58%	75%	33%	75%	<b>E</b>

Both **Harry** and **Zeb** are **included** in these calculations because they were eligible for assessment.

Note that they will not both be 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 KS3 Autumn Package:

Average Points Score	Used to:
Individual <b>Pupil APS for KS2</b> in 2000 for English, Maths and Science	To plot the pupils on the Value Added Graphs and to select the appropriate Value Added Progress Chart for each pupil
<b>Overall KS2 APS</b> for the cohort in 2000	Select the appropriate Prior Attainment Benchmark Table for the school
<b>Subject KS3 APS</b> in 2003 for English, Maths, Science and ICT (TA)	To compare with similar schools in the selected Benchmark Table
<b>Overall KS3 APS</b> in 2003 (Based on English, Maths and Science but <b>not</b> ICT(TA))	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.

$$\begin{aligned} \text{Pupil KS2 APS} &= \frac{\text{Total of pupil's scores gained in English, Maths and Science}}{\text{Number of relevant scores}} \\ \text{Overall KS2 APS} &= \frac{\text{Total of all scores gained in English, Maths and Science by relevant pupils}}{\text{Total number of relevant pupils}} \\ \text{Subject KS3 APS} &= \frac{\text{Total of all scores gained in the Subject by relevant pupils}}{\text{Number of relevant pupils}} \\ \text{Overall KS3 APS} &= \frac{\text{Total of all scores gained in English, Maths and Science by relevant pupils}}{\text{Total number of relevant pupils}} \end{aligned}$$

### Pupils included in the APS Calculations

You are consulted about the pupils that are included in your KS2 – KS3 Value Added Calculation for Performance Tables purposes.

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

- who were eligible for KS3 assessment in 2003 **and**
- who were on roll at the time of the KS3 tests in May 2003 **and**
- for whom we have been able to match prior attainment in KS2 tests

The data is matched for a pupil if:

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:

Absent (A), Disapplied (D), Lost Script

**AND** at **KS3** 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:

Absent (A), Disapplied (D), Lost Script, Mixed Tier (Maths and Science only)

There is one exception to the above for Performance Tables purposes: if a student was disapplied in all three subjects or had a combination of disapplied and disregarded results at KS2 and achieved at least one KS3 result at levels 2-7, 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.

More information is available on the Performance Tables website:

[www.dfes.gov.uk/performancetables](http://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 KS3" 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	KS2 Level			KS2 Points			KS2 APS Calculation		KS3 Level				KS3 Points							
	English	Maths	Science	English	Maths	Science	Total KS2 Points	KS2 Pupil APS	English	Maths	Science	ICT (TA)	English	Maths	Science	ICT (TA)				
Abdul	5	5	4	33	33	27	93	31	6	6	6	6	39	39	39	39				
Ben	4	4	5	27	27	33	87	29	6	6	5	6	39	39	33	39				
Bethany	5	5	5	33	33	33	99	33	7	7	6	6	45	45	39	39				
Harry	A	D	D	-	-	-	-	-	4	A	A	4	-	-	-	-				
Jade	4	4	5	27	27	33	87	29	6	6	5	6	39	39	33	39				
Kylie	4	5	4	27	33	27	87	29	5	6	5	6	33	39	33	39				
Sam	5	4	4	33	27	27	87	29	7	7	7	8	45	45	45	51				
Sophie	3	4	5	21	27	33	81	27	5	6	6	6	33	39	39	39				
Tazik	A	5	5	-	33	33	66	33	6	6	5	6	39	39	33	39				
Yasmin	4	4	5	27	27	33	87	29	6	6	5	7	39	39	33	45				
Zeb	D	3	A	-	21	-	21	21	D	A	A	4	-	-	-	27				
Zoe	3	4	4	21	27	27	75	25	4	5	4	5	27	33	27	33				
<b>Total Points of Relevant Pupils in each subject and Overall</b>				249	315	306	870										378	396	354	429
<b>Total Numbers of Relevant Pupils in each subject</b>				9	11	10										10	10	10	11	
<b>Total number of ALL relevant pupils</b>				30												30				

**Harry 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 and he will be included in the **Performance Tables Calculations**.

Note that the **ICT** figures are **not** included in the Overall APS calculation

The **Overall KS3 APS** for the cohort is the Total point scores in English, Maths and Science (so **not** ICT) of all relevant pupils divided by the number of relevant pupils:

$$(378+396+354)/(10+10+10) = 1128/30 = 37.6 \text{ (We round to 1 d.p.)}$$

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

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

$$=(249+315+306)/(9+11+10) = 870/30 = 29.0$$

So we need to use the **Benchmark Table** labelled "at least 29 but less than 30"

The **KS2 APS** for **Zoe** is 25.

The mean is taken of her relevant point scores in the three subjects In this case the mean of 21, 27 and 27 is 25.

So we need to use the **Progress Charts** labelled "23 <= KS2 APS <= 25" for her.

The **KS3 APS for English** is the Total English point scores of relevant pupils divided by the number of relevant pupils:

$$378/10 = 37.8 \text{ (We round to 1 d.p.)}$$

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 POINTS SCORE EQUIVALENCIES**

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

**multiply by 6 and add 3.**

<b>KS2 2000 Points Scores</b>			
Test Outcome	English	Maths	Science
A - Absent	Disregard	Disregard	Disregard
D - Disapplied	Disregard	Disregard	Disregard
B - Working below the level of the test N - Below Level 2 threshold Compensatory Level 2	15	15	15
Level 3	21	21	21
Level 4	27	27	27
Level 5	33	33	33
Level 6	39	39	39

<b>KS3 2003 Points Scores</b>				
Test Outcome	English	Maths	Science	ICT
A – Absent	Disregard	Disregard	Disregard	Disregard
D – Disapplied	Disregard	Disregard	Disregard	Disregard
B – Working below the level of the test N - Below Level 2/3 threshold *	21	15	15	-
W – Working towards level one	-	-	-	3
Level 1	-	-	-	9
Level 2	-	15	15	15
Level 3	21	21	21	21
Level 4	27	27	27	27
Level 5	33	33	33	33
Level 6	39	39	39	39
Level 7	45	45	45	45
Level 8	-	51	-	51
Exceptional Performance (EP)	-	-	-	57

\* Below compensatory Level 3 threshold for English, and below the lowest compensatory level available on each tier for Mathematics and Science.

For a full explanation of Points Scores used for Key Stage levels, please consult the Technical Annex to the 1999 package. It is available on our website ([www.standards.dfes.gov.uk/performance](http://www.standards.dfes.gov.uk/performance))

**INDIVIDUAL SCHOOL AND PUPIL DATA REQUIRED IN THE KS3 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 KS3**

KS3 % in 2003	Level 5 and above Test			Level 5 and above Teacher Ass.			Level 6 and above Test /ICT (TA)		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
<b>English</b>									
Reading									
Writing									
<b>Maths</b>									
<b>Science</b>									
<b>ICT (TA)</b>									

KS3 % in 2003 Teacher Assessment	Level 5 and above		
	All	Boys	Girls
History			
Geography			
Design and Technology			
ICT			
PE			
Art			
Music			
Modern Foreign Languages			

KS3 % 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 and in other subjects

**AVERAGE POINTS SCORES**

Average Points Scores for the School	English	Maths	Science	ICT (TA)	Overall (E/M/S)
KS2 2000					
KS3 2003					

For individual pupils Overall KS2 2000 Average Points Score	Name

**VALUE ADDED SCORES**

KS2 to KS3 Value Added Score	
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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, Value Added Scores and Free School Meals figures are provided in the Calculations Section of the Guidance.