

**Table 1.1.1: Percentage of All Pupils, Boys and Girls achieving Level 2 or above in the National Curriculum Key Stage 1 Tests/Tasks and Teacher Assessments in 2003**

		National Results (%)	Your School's Results (%)	Difference in Percentage Points (+ or -)
<b>READING</b> Test/Task	All Pupils	84		
	Boys	80		
	Girls	88		
<b>WRITING</b> Task	All Pupils	81		
	Boys	76		
	Girls	87		
<b>MATHEMATICS</b> Test/Task	All Pupils	90		
	Boys	89		
	Girls	91		
<b>ENGLISH</b> Teacher Assessment	All Pupils	85		
	Boys	81		
	Girls	89		
<b>Speaking &amp; Listening</b> Teacher Assessment	All Pupils	87		
	Boys	84		
	Girls	90		
<b>Reading</b> Teacher Assessment	All Pupils	85		
	Boys	81		
	Girls	89		
<b>Writing</b> Teacher Assessment	All Pupils	82		
	Boys	78		
	Girls	87		
<b>MATHEMATICS</b> Teacher Assessment	All Pupils	89		
	Boys	87		
	Girls	90		
<b>SCIENCE</b> Teacher Assessment	All Pupils	89		
	Boys	88		
	Girls	91		

**Table 1.1.2: Percentage of All Pupils, Boys and Girls achieving Level 2B or above in the National Curriculum Key Stage 1 Tests/Tasks<sup>1</sup> in 2003**

		<b>National Results (%)</b>	<b>Your School's Results (%)</b>	<b>Difference in Percentage Points (+ or -)</b>
<b>READING</b> Test/Task	<b>All Pupils</b>	<b>69</b>		
	<b>Boys</b>	<b>64</b>		
	<b>Girls</b>	<b>75</b>		
<b>WRITING</b> Task	<b>All Pupils</b>	<b>62</b>		
	<b>Boys</b>	<b>54</b>		
	<b>Girls</b>	<b>70</b>		
<b>MATHEMATICS</b> Test/Task	<b>All Pupils</b>	<b>74</b>		
	<b>Boys</b>	<b>73</b>		
	<b>Girls</b>	<b>74</b>		

<sup>1</sup> Teacher Assessments are not disaggregated into 2C, 2B and 2A and are therefore not included here.

**Table 1.1.3: Recent trends in the percentage of All Pupils achieving Level 2 or above in the National Curriculum Key Stage 1 Tests/Tasks and Teacher Assessments over the last five years**

	Test/Task					Teacher Assessment				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
<b>ENGLISH</b>	-	-	-	-	-	82	84	85	85	<b>85</b>
Speaking & Listening	-	-	-	-	-	84	86	86	87	<b>87</b>
Reading	82	83	84	84	<b>84</b>	82	84	84	85	<b>85</b>
Writing	83	84	86	86	<b>81</b>	80	82	83	84	<b>82</b>
Spelling <sup>1</sup>	71	72	75	78	-	-	-	-	-	-
<b>MATHEMATICS</b>	87	90	91	90	<b>90</b>	86	88	89	89	<b>89</b>
<b>SCIENCE</b>	-	-	-	-	-	87	88	89	89	<b>89</b>

<sup>1</sup>From 2003 there are no separate levels awarded for spelling. Writing task incorporates assessment of spelling.

**Table 1.1.4: Recent trends in the percentage of All Pupils achieving Level 2B or above in the National Curriculum Key Stage 1 Tests/Tasks over the last five years**

	<b>All Pupils</b>				
	1999	2000	2001	2002	<b>2003</b>
Reading	66	68	69	69	<b>69</b>
Writing Task <sup>1</sup>	53	57	59	60	<b>62</b>
<b>MATHEMATICS</b>	64	73	75	76	<b>74</b>

<sup>1</sup>From 2003 the writing task incorporates then assessment of spelling.

**Table 1.1.5: Percentage of All Pupils, Boys and Girls achieving each Level in the National Curriculum Key Stage 1 Tests/Tasks in 2003**

	X	A	D	W	L	1	2C	2B	2A	3
	<b>All Pupils</b>									
Reading Task	28	0	0	3	-	12	15	21	21	-
Reading Comprehension Test	15	0	0	-	1	-	11	20	23	28
Writing	-	0	1	5	-	13	19	24	21	16
Mathematics	-	0	0	2	-	7	17	19	25	29
	<b>Boys</b>									
Reading Task	24	0	1	4	-	15	17	21	19	-
Reading Comprehension Test	19	0	1	-	1	-	13	21	22	24
Writing	-	0	1	7	-	16	22	24	18	11
Mathematics	-	0	1	3	-	7	16	19	23	32
	<b>Girls</b>									
Reading Task	32	0	0	2	-	9	14	20	22	-
Reading Comprehension Test	11	0	0	-	1	-	10	19	25	32
Writing	-	0	0	3	-	9	17	25	24	21
Mathematics	-	0	0	2	-	6	17	20	27	27

### Notes to the tables

Figures have been rounded and may not total 100%. Overall achievements are based on unrounded data.

The percentage shown as grades within Level 2 represents the proportion of the total number of pupils.

– represents no pupils

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

**X** represents pupils who were not required to be entered for the reading comprehension test and pupils not awarded a level from the reading task because they achieved a level from the reading comprehension tests at Level 3

**A** represents pupils who were not assessed due to absence

**D** represents pupils who have been disapplied under section 364/365 of the 1996 Education Act

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

**L** represents pupils who were statutorily entered for the reading comprehension test but who did not achieve at least Level 2 in the statutory tests.

**Table 1.1.6: Percentage of All Pupils, Boys and Girls achieving each Level in the National Curriculum Key Stage 1 Teacher Assessments in 2003**

	All Pupils					Boys					Girls				
	W	1	2	3	4	W	1	2	3	4	W	1	2	3	4
<b>ENGLISH</b>	3	12	63	22	0	4	15	63	18	0	2	9	62	27	0
Speaking & Listening	2	11	63	24	0	3	13	63	20	0	1	8	63	27	0
Reading	3	12	56	28	0	4	15	57	24	0	2	9	56	33	0
Writing	4	13	66	16	0	6	16	66	12	0	3	10	67	20	0
<b>MATHEMATICS</b>	2	9	63	26	0	2	10	59	28	0	2	8	66	24	0
Using & Applying Mathematics	3	13	62	22	0	3	14	59	24	0	2	12	66	19	0
Number & Algebra	2	9	63	26	0	2	10	59	28	0	2	8	66	24	0
Shape, Space & Measure	2	10	64	24	0	3	11	61	25	0	2	9	67	22	0
<b>SCIENCE</b>	2	9	64	26	0	2	9	61	27	0	1	8	67	24	0
Scientific Enquiry	2	11	64	22	0	2	12	61	24	0	1	10	67	21	0
Life Processes & Living Things	1	7	63	28	0	2	8	61	29	0	1	6	64	28	0
Materials & their Properties	2	8	64	26	0	2	9	62	27	0	1	7	67	25	0
Physical Processes	2	9	64	24	0	2	10	61	26	0	1	9	67	23	0

**Notes to the table**

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

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

**Table 1.1.7: Recent trends in the percentage of All Pupils, Boys and Girls achieving each Level in National Curriculum Key Stage 1 Tests/Tasks over the last five years**

		All Pupils									Boys									Girls								
		X	A	D	W	L	1	2	3	4+	X	A	D	W	L	1	2	3	4+	X	A	D	W	L	1	2	3	4+
Reading Task	2003	28	0	0	3	-	12	56	-	-	24	0	1	4	-	15	57	-	-	32	0	0	2	-	9	56	-	-
	2002	30	0	0	3	-	12	54	-	-	26	0	1	4	-	15	54	-	-	34	0	0	2	-	10	54	-	-
	2001	29	0	0	3	-	13	55	-	-	25	0	1	4	-	15	55	-	-	33	0	0	2	-	10	55	-	-
	2000	28	0	0	3	-	13	56	-	-	24	0	0	4	-	16	55	-	-	32	0	0	2	-	10	56	-	-
	1999	29	0	0	3	-	14	52	-	-	24	0	0	4	-	18	53	-	-	35	0	0	2	-	11	52	-	-
Reading Comprehension Test	2003	15	0	0	-	1	-	55	28	-	19	0	1	-	1	-	55	24	-	11	0	0	-	1	-	55	32	-
	2002	15	0	0	-	2	-	52	30	0	19	0	1	-	2	-	52	26	0	11	0	0	-	1	-	52	34	0
	2001	15	0	0	-	2	-	53	29	0	19	0	1	-	2	-	52	25	0	12	0	0	-	2	-	54	33	0
	2000	16	0	0	-	2	-	53	28	0	20	0	0	-	2	-	53	24	0	12	0	0	-	2	-	54	32	0
	1999	18	0	0	-	3	-	50	29	0	22	0	0	-	3	-	50	24	0	13	0	0	-	2	-	49	35	0
Writing	2003	-	0	1	5	-	13	65	16	-	-	0	1	7	-	16	65	11	-	-	0	0	3	-	9	66	21	-
	2002	-	0	0	4	-	9	76	9	0	-	0	1	6	-	11	75	7	0	-	0	0	3	-	6	78	12	0
	2001	-	0	0	5	-	9	76	9	0	-	0	1	6	-	11	75	7	0	-	0	0	3	-	7	78	12	0
	2000	-	0	0	5	-	10	76	9	0	-	0	1	7	-	12	74	6	0	-	0	0	3	-	7	77	12	0
	1999	-	0	0	6	-	11	75	8	0	-	0	1	7	-	13	73	6	0	-	0	0	4	-	8	77	10	0
Spelling	2003	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2002	13	0	0	-	9	-	52	26	-	16	0	0	-	10	-	51	22	-	9	0	0	-	8	-	53	30	-
	2001	13	0	0	-	11	-	52	23	-	17	0	0	-	12	-	50	21	-	9	0	0	-	10	-	54	26	-
	2000	14	0	0	-	14	-	50	22	-	18	0	0	-	14	-	48	19	-	10	0	0	-	13	-	52	25	-
	1999	15	0	0	-	13	-	47	24	-	19	0	0	-	14	-	45	21	-	11	0	0	-	12	-	48	28	-
MATHEMATICS	2003	-	0	0	2	-	7	61	29	-	-	0	1	3	-	7	58	32	-	-	0	0	2	-	6	65	27	-
	2002	-	0	0	2	-	7	59	31	0	-	0	1	2	-	8	56	33	0	-	0	0	1	-	6	62	29	0
	2001	-	0	0	2	-	7	63	28	0	-	0	1	2	-	7	60	30	0	-	0	0	2	-	6	67	25	0
	2000	-	0	0	2	-	7	64	25	0	-	0	0	3	-	8	62	26	0	-	0	0	2	-	6	67	24	0
	1999	-	0	0	3	-	10	65	21	0	-	0	0	3	-	11	63	22	0	-	0	0	2	-	9	68	21	0

<sup>1</sup> Please see definitions of X, A, D, W and L at table 1.1.5. From 2003 the writing test incorporates assessment of spelling.

**Table 1.1.8: Recent trends in the percentage of All Pupils, Boys and Girls achieving each Level in the National Curriculum Key Stage 1 Teacher Assessments by subject and different aspects of the subject**

	Year	All Pupils					Boys					Girls				
		W	1	2	3	4	W	1	2	3	4	W	1	2	3	4
<b>ENGLISH</b>	<b>2003</b>	<b>3</b>	<b>12</b>	<b>63</b>	<b>22</b>	<b>0</b>	<b>4</b>	<b>15</b>	<b>63</b>	<b>18</b>	<b>0</b>	<b>2</b>	<b>9</b>	<b>62</b>	<b>27</b>	<b>0</b>
	2002	3	12	64	21	0	4	15	64	18	0	2	9	64	25	0
	2001	3	12	64	21	0	4	15	63	17	0	2	9	64	25	0
	2000	3	13	63	21	0	4	16	63	17	0	2	10	63	25	0
	1999	3	14	62	20	0	4	18	62	16	0	2	11	63	24	0
<b>Speaking &amp; Listening</b>	<b>2003</b>	<b>2</b>	<b>11</b>	<b>63</b>	<b>24</b>	<b>0</b>	<b>3</b>	<b>13</b>	<b>63</b>	<b>20</b>	<b>0</b>	<b>1</b>	<b>8</b>	<b>63</b>	<b>27</b>	<b>0</b>
	2002	2	11	63	24	0	2	13	63	21	0	1	8	63	27	0
	2001	2	11	63	24	0	3	14	63	20	0	1	9	63	27	0
	2000	2	12	63	23	0	3	14	63	20	0	1	9	63	26	0
	1999	2	13	62	22	0	3	16	62	19	0	2	10	63	25	0
<b>Reading</b>	<b>2003</b>	<b>3</b>	<b>12</b>	<b>56</b>	<b>28</b>	<b>0</b>	<b>4</b>	<b>15</b>	<b>57</b>	<b>24</b>	<b>0</b>	<b>2</b>	<b>9</b>	<b>56</b>	<b>33</b>	<b>0</b>
	2002	3	12	55	29	0	4	15	56	25	0	2	9	55	33	0
	2001	3	12	55	29	0	4	15	56	25	0	2	10	55	33	0
	2000	3	13	55	28	0	4	16	56	24	0	2	10	55	33	0
	1999	3	14	53	28	0	4	18	54	24	0	2	11	53	33	0
<b>Writing</b>	<b>2003</b>	<b>4</b>	<b>13</b>	<b>66</b>	<b>16</b>	<b>0</b>	<b>6</b>	<b>16</b>	<b>66</b>	<b>12</b>	<b>0</b>	<b>3</b>	<b>10</b>	<b>67</b>	<b>20</b>	<b>0</b>
	2002	4	12	71	12	0	5	15	70	9	0	3	9	73	16	0
	2001	4	12	71	12	0	6	15	70	9	0	3	9	72	16	0
	2000	5	13	70	12	0	6	16	68	9	0	3	10	71	15	0
	1999	5	15	68	12	0	7	18	66	9	0	3	11	70	15	0

### Notes to the table

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

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

Table 1.1.8:  
(continued)

Recent trends in the percentage of **All Pupils, Boys and Girls** achieving each Level in the National Curriculum Key Stage 1 **Teacher Assessments** by subject and different aspects of the subject

	Year	All Pupils					Boys					Girls				
		W	1	2	3	4	W	1	2	3	4	W	1	2	3	4
<b>MATHEMATICS</b>	2003	2	9	63	26	0	2	10	59	28	0	2	8	66	24	0
	2002	2	9	62	27	0	2	10	58	29	0	1	8	65	25	0
	2001	2	9	63	26	0	2	10	60	28	0	1	9	66	23	0
	2000	2	10	63	25	0	2	11	60	26	0	1	9	66	24	0
	1999	2	12	64	22	0	2	13	61	23	0	1	10	67	21	0
<b>Using &amp; Applying Mathematics</b>	2003	3	13	62	22	0	3	14	59	24	0	2	12	66	19	0
	2002	2	13	61	23	0	3	14	58	25	0	2	12	65	21	0
	2001	2	13	62	22	0	3	14	59	24	0	2	13	66	19	0
	2000	3	14	62	20	0	3	15	60	21	0	2	13	65	19	0
	1999	3	17	63	17	0	3	18	60	18	0	2	15	66	16	0
<b>Number &amp; Algebra</b>	2003	2	9	63	26	0	2	10	59	28	0	2	8	66	24	0
	2002	2	9	62	27	0	2	10	58	29	0	1	8	65	25	0
	2001	2	9	63	26	0	2	10	60	28	0	1	9	66	23	0
	2000	2	10	63	24	0	2	11	61	25	0	2	9	66	23	0
	1999	2	12	64	21	0	2	13	62	22	0	2	11	67	20	0
<b>Shape, Space &amp; Measures</b>	2003	2	10	64	24	0	3	11	61	25	0	2	9	67	22	0
	2002	2	10	62	25	0	2	11	59	27	0	1	9	65	24	0
	2001	2	10	64	24	0	2	11	61	25	0	2	10	67	22	0
	2000	2	12	64	21	0	3	13	62	22	0	2	11	67	21	0
	1999	2	14	65	19	0	3	15	63	19	0	2	12	67	18	0

**Notes to the table**

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

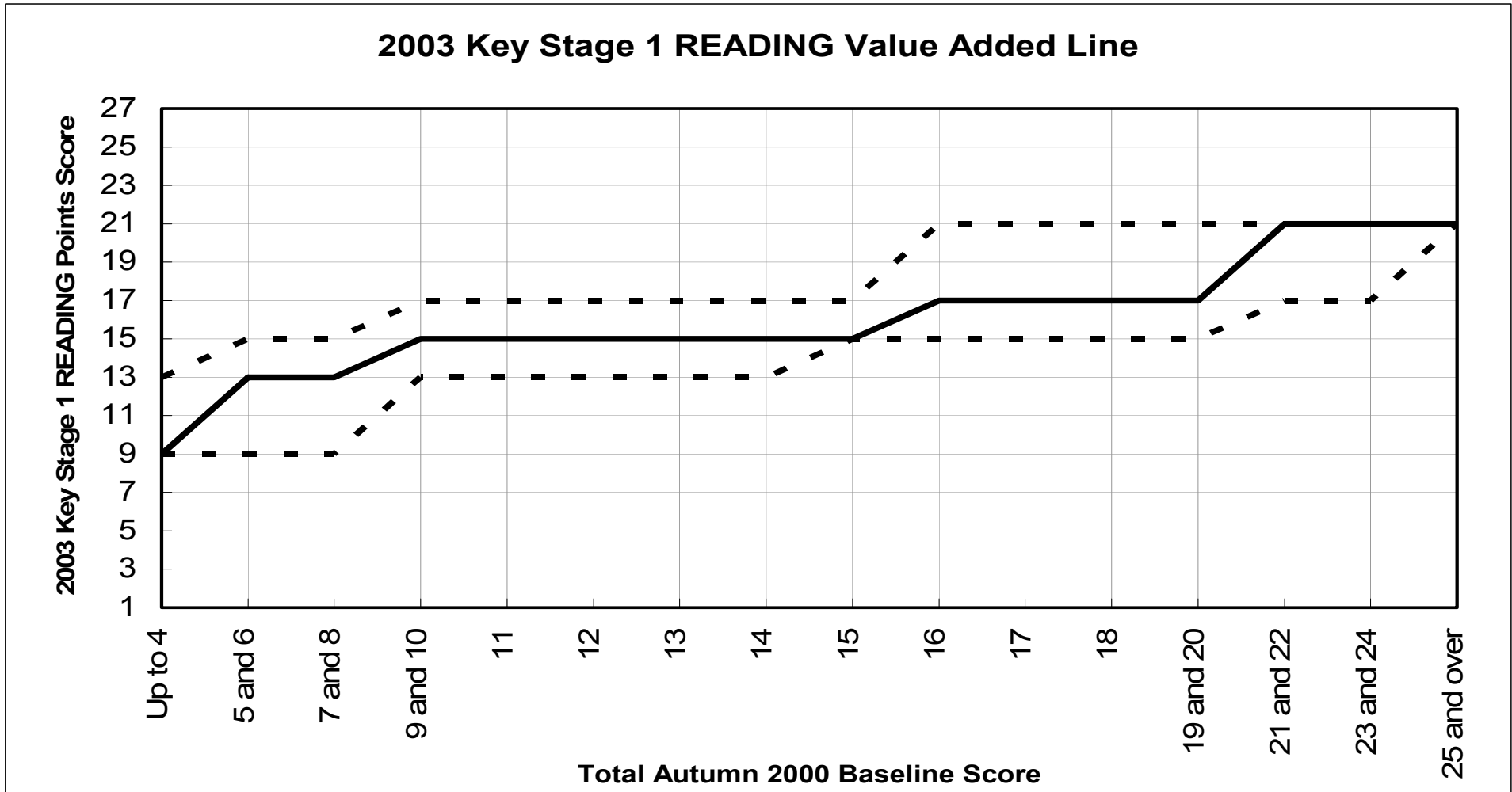
**W** represents pupils who are 'working towards' Level 1, but have not yet achieved the standard needed for Level 1

Table 1.1.8:  
(continued)Recent trends in the percentage of **All Pupils, Boys and Girls** achieving each Level in the National Curriculum Key Stage 1 **Teacher Assessments** by subject and different aspects of the subject

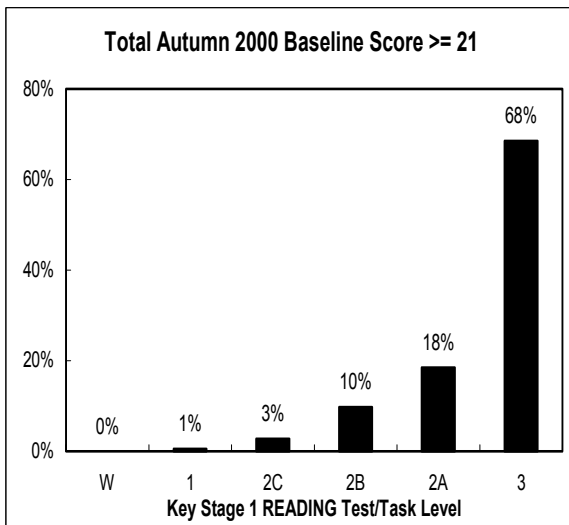
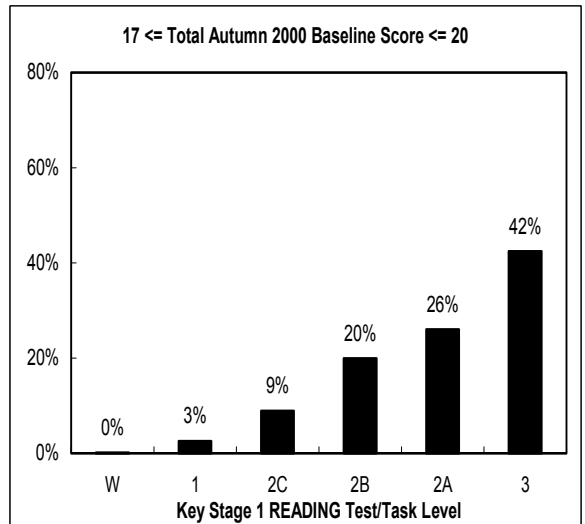
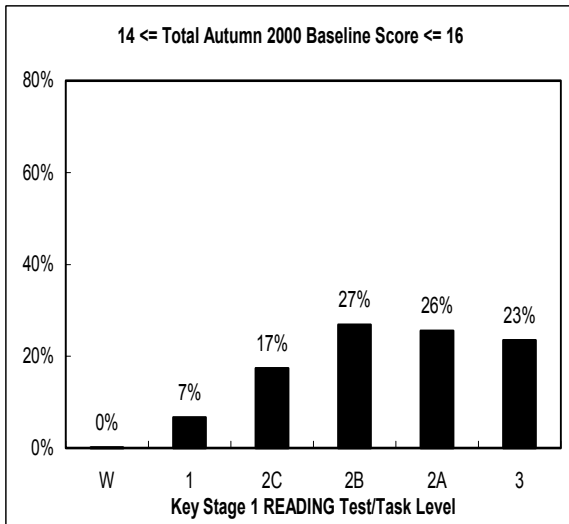
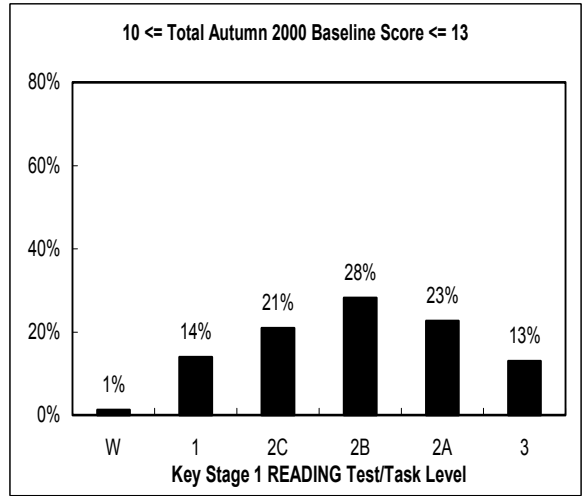
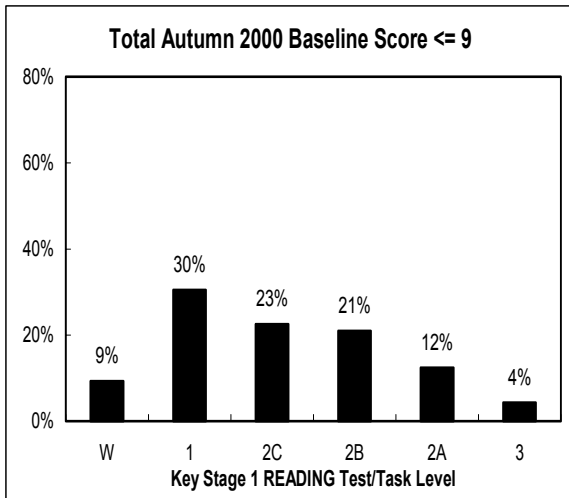
	Year	All Pupils					Boys					Girls				
		W	1	2	3	4	W	1	2	3	4	W	1	2	3	4
<b>SCIENCE</b>	<b>2003</b>	<b>2</b>	<b>9</b>	<b>64</b>	<b>26</b>	<b>0</b>	<b>2</b>	<b>9</b>	<b>61</b>	<b>27</b>	<b>0</b>	<b>1</b>	<b>8</b>	<b>67</b>	<b>24</b>	<b>0</b>
	2002	1	9	64	26	0	2	10	61	27	0	1	8	66	24	0
	2001	1	9	65	24	0	2	10	62	26	0	1	8	67	23	0
	2000	2	10	66	22	0	2	11	63	23	0	1	9	68	21	0
	1999	2	11	67	20	0	2	12	64	21	0	1	10	69	19	0
<b>Scientific Enquiry</b>	<b>2003</b>	<b>2</b>	<b>11</b>	<b>64</b>	<b>22</b>	<b>0</b>	<b>2</b>	<b>12</b>	<b>61</b>	<b>24</b>	<b>0</b>	<b>1</b>	<b>10</b>	<b>67</b>	<b>21</b>	<b>0</b>
	2002	2	12	64	22	0	2	13	61	24	0	1	11	67	21	0
	2001	2	12	65	21	0	2	13	62	23	0	1	11	68	20	0
	2000	2	13	65	19	0	2	14	63	20	0	2	12	68	18	0
	1999	2	15	66	17	0	3	16	63	18	0	2	13	68	16	0
<b>Life Processes &amp; Living Things</b>	<b>2003</b>	<b>1</b>	<b>7</b>	<b>63</b>	<b>28</b>	<b>0</b>	<b>2</b>	<b>8</b>	<b>61</b>	<b>29</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>64</b>	<b>28</b>	<b>0</b>
	2002	1	7	62	29	0	1	8	61	29	0	1	6	64	29	0
	2001	1	7	63	28	0	2	8	62	28	0	1	6	65	27	0
	2000	1	8	64	26	0	2	9	63	26	0	1	7	66	26	0
	1999	1	9	66	24	0	2	10	64	24	0	1	8	67	23	0
<b>Materials &amp; Their Properties</b>	<b>2003</b>	<b>2</b>	<b>8</b>	<b>64</b>	<b>26</b>	<b>0</b>	<b>2</b>	<b>9</b>	<b>62</b>	<b>27</b>	<b>0</b>	<b>1</b>	<b>7</b>	<b>67</b>	<b>25</b>	<b>0</b>
	2002	1	8	64	26	0	2	9	62	27	0	1	7	66	25	0
	2001	1	8	65	25	0	2	9	63	26	0	1	7	67	24	0
	2000	2	9	66	23	0	2	10	64	23	0	1	8	68	22	0
	1999	2	10	68	20	0	2	11	66	21	0	1	9	70	19	0
<b>Physical Processes</b>	<b>2003</b>	<b>2</b>	<b>9</b>	<b>64</b>	<b>24</b>	<b>0</b>	<b>2</b>	<b>10</b>	<b>61</b>	<b>26</b>	<b>0</b>	<b>1</b>	<b>9</b>	<b>67</b>	<b>23</b>	<b>0</b>
	2002	1	9	64	25	0	2	10	61	27	0	1	9	67	23	0
	2001	2	10	65	23	0	2	10	62	25	0	1	9	68	21	0
	2000	2	11	66	21	0	2	12	63	23	0	1	11	68	20	0
	1999	2	13	66	18	0	2	14	64	20	0	1	12	69	17	0

**Notes to the table****0** represents some pupils but less than 0.5%**W** represents pupils who are 'working towards' Level 1, but have not yet achieved the standard needed for Level 1

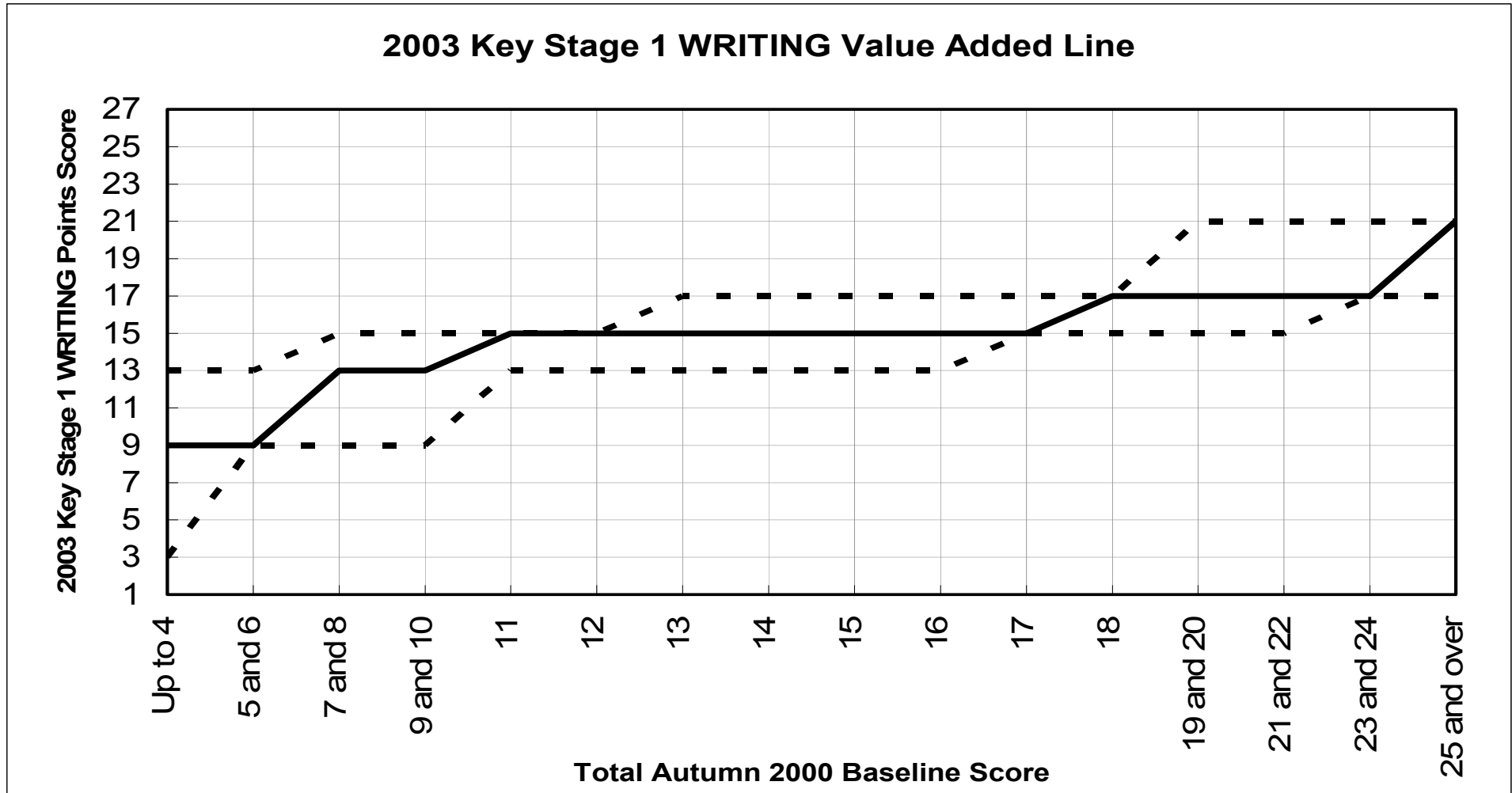
Graph 1.2.1: 2003 Key Stage 1 Reading Value Added Line and Charts



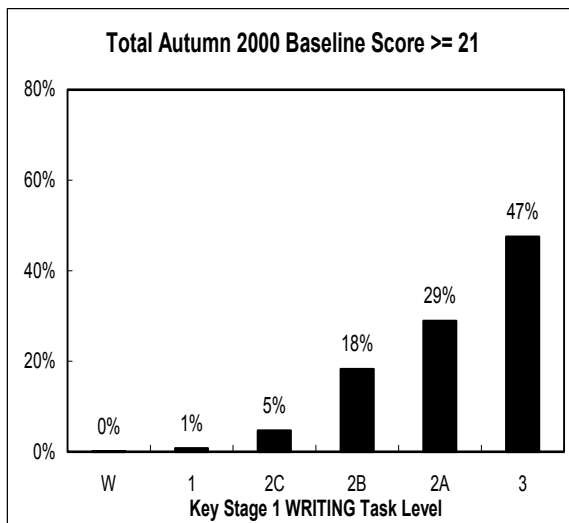
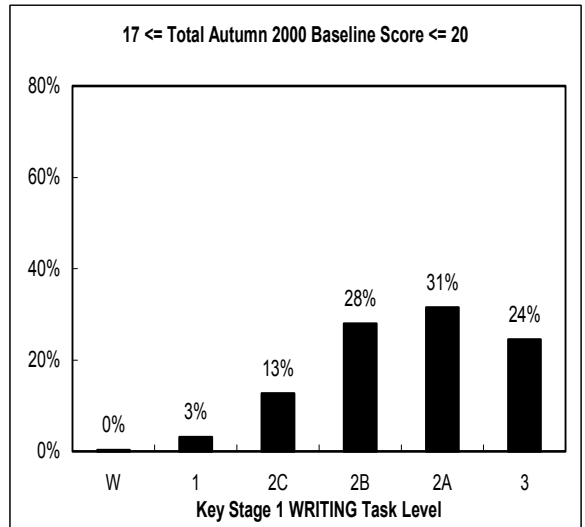
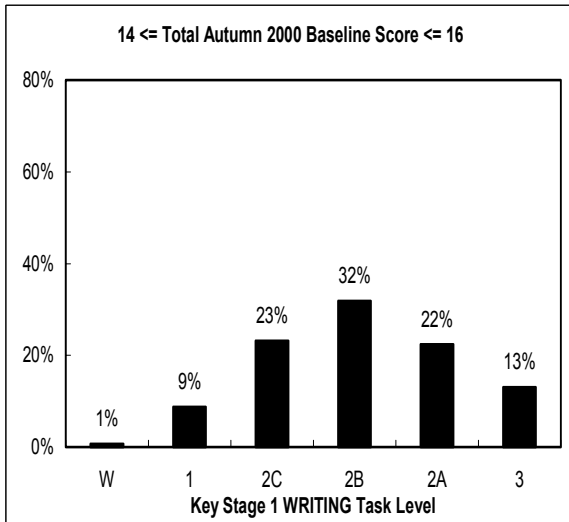
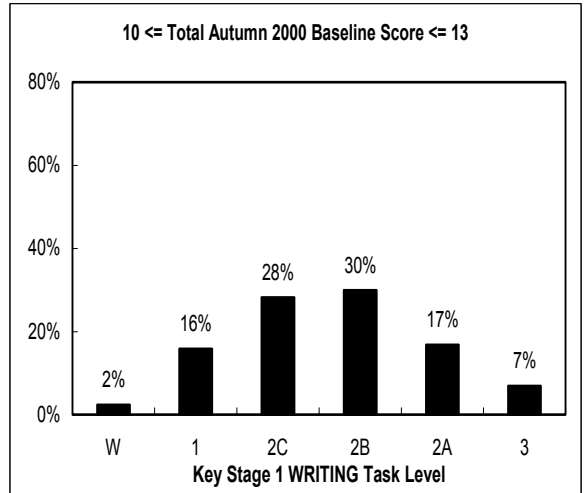
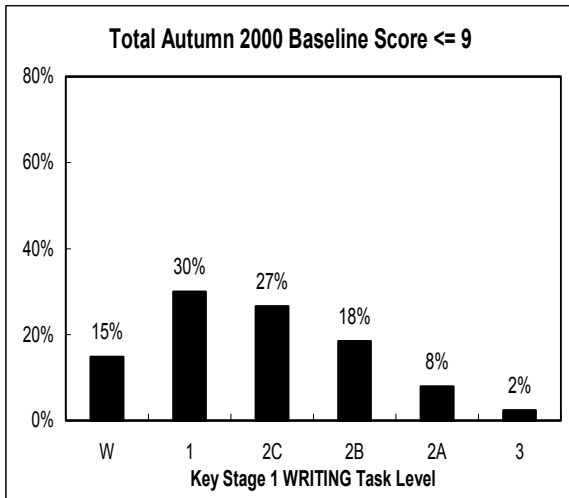
**Graph 1.2.1: 2003 Key Stage 1 Reading Value Added Progress Charts**  
(continued)



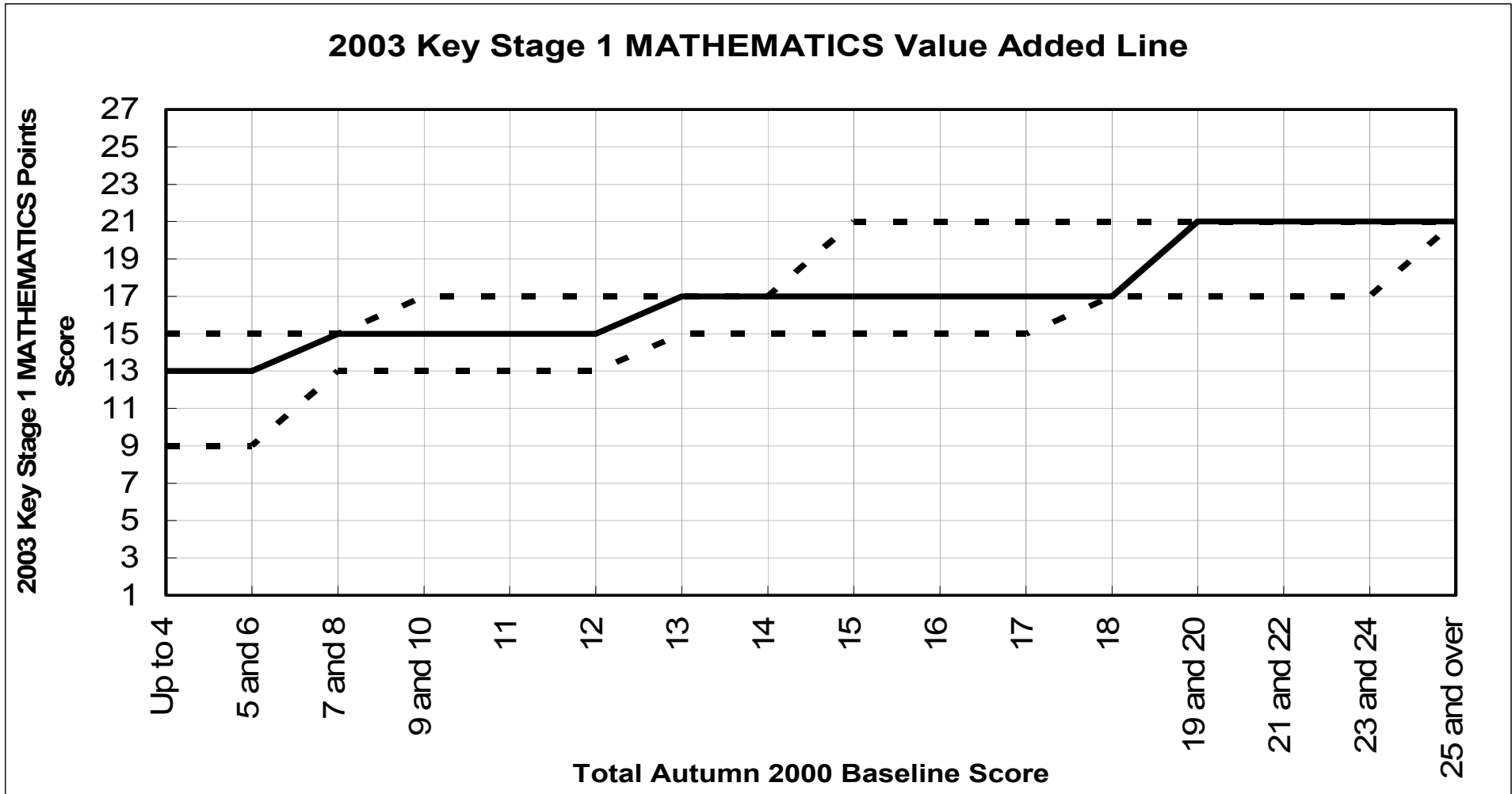
Graph 1.2.2: 2003 Key Stage 1 Writing Value Added Line and Charts



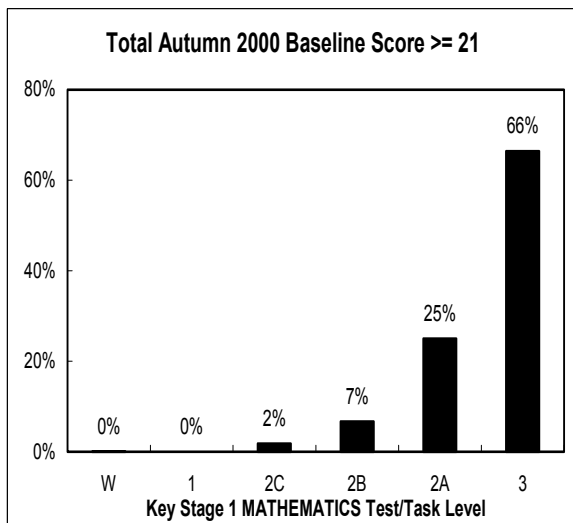
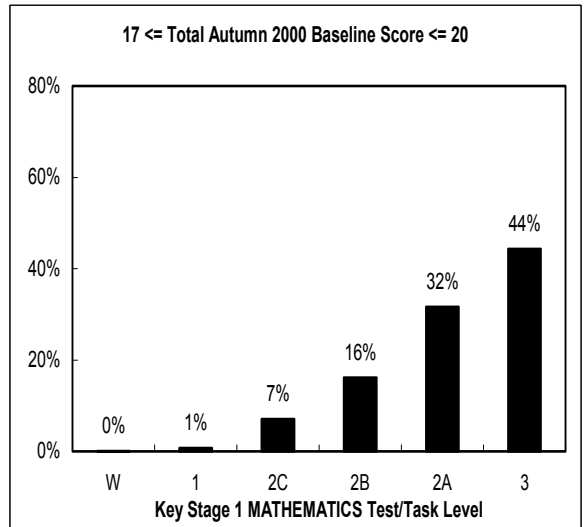
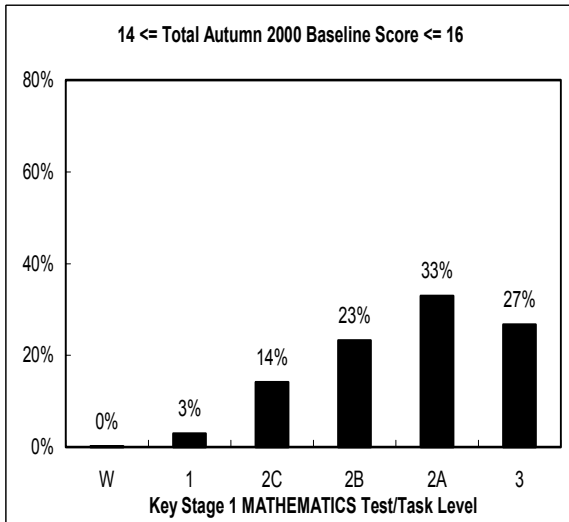
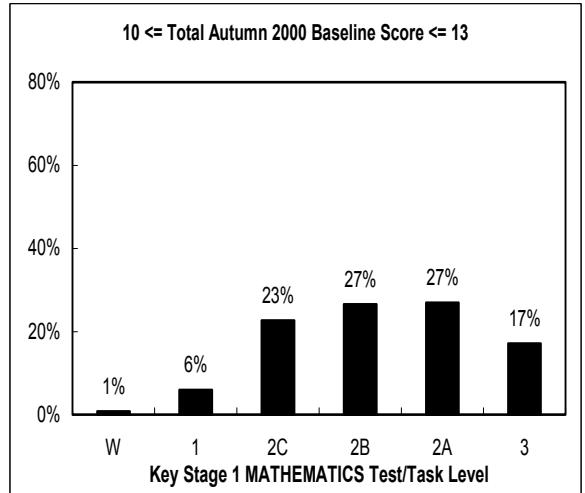
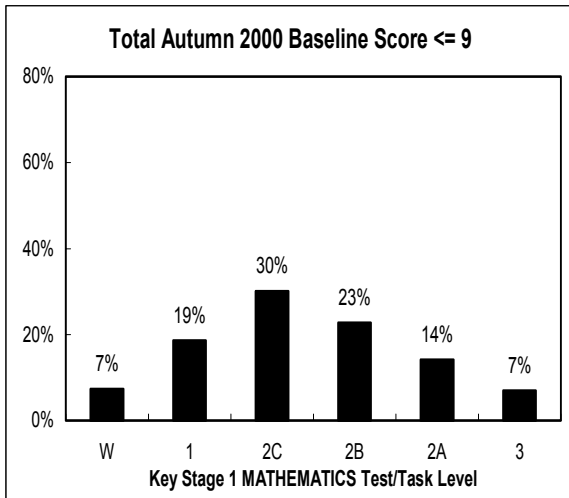
**Graph 1.2.2: 2003 Key Stage 1 Writing Value Added Progress Charts**  
(continued)



Graph 1.2.3: 2003 Key Stage 1 Mathematics Value Added Line and Charts



**Graph 1.2.3: 2003 Key Stage 1 Mathematics Value Added Progress Charts (continued)**



**Table 1.3.1: All maintained mainstream schools in England, with Key Stage 1 pupils****Percentage of pupils achieving Level 2 and above <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	100	94	90	87	84	78	61
Writing task	100	92	87	84	81	74	56
Mathematics test/task	100	98	95	93	91	87	73
Science teacher assessment	100	100	96	93	91	86	68

**Percentage of pupils achieving Level 2B and above <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	93	81	75	71	67	60	42
Writing task	88	75	68	63	59	50	32
Mathematics test/task	97	86	80	76	72	65	47

**Percentage of pupils achieving Level 3 and above <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	56	38	31	27	23	17	4
Writing task	38	23	17	14	11	7	0
Mathematics test/task	57	39	32	28	24	18	5
Science teacher assessment	57	37	29	24	19	11	0

**Average KS1 points score achieved <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	18.3	17.0	16.3	15.9	15.5	14.7	12.7
Writing task	17.3	15.9	15.2	14.8	14.4	13.6	11.5
Mathematics test/task	18.6	17.4	16.8	16.4	16.1	15.4	13.6
Overall	17.9	16.7	16.1	15.7	15.3	14.6	12.8

**Number of schools: 15863**

<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 1.3.2: All maintained mainstream schools in England with pupils known to be eligible for FSM of:**

*Up to and including 8%*

**Percentage of pupils achieving Level 2 and above <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	100	97	94	92	90	86	75
Writing task	100	96	92	90	87	83	69
Mathematics test/task	100	100	98	97	95	92	82
Science teacher assessment	100	100	100	97	96	93	80

**Percentage of pupils achieving Level 2B and above <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	98	86	82	79	75	70	56
Writing task	92	80	75	71	68	61	44
Mathematics test/task	100	90	86	83	80	75	60

**Percentage of pupils achieving Level 3 and above <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	62	46	39	35	32	26	11
Writing task	43	28	22	19	16	11	0
Mathematics test/task	63	46	40	36	32	26	11
Science teacher assessment	63	43	36	31	27	19	0

**Average KS1 points score achieved <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	18.7	17.6	17.1	16.8	16.5	15.9	14.4
Writing task	17.7	16.5	15.9	15.6	15.3	14.7	13.0
Mathematics test/task	19.0	18.0	17.5	17.2	16.9	16.4	15.0
Overall	18.3	17.3	16.8	16.5	16.3	15.7	14.4

**Number of schools: 6646**

<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 1.3.3: All maintained mainstream schools in England with pupils known to be eligible for FSM of:**

*More than 8% and up to 20%*

**Percentage of pupils achieving Level 2 and above <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	100	93	90	87	85	80	67
Writing task	100	91	87	84	82	76	61
Mathematics test/task	100	97	95	93	91	88	78
Science teacher assessment	100	98	95	93	91	87	75

**Percentage of pupils achieving Level 2B and above <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	90	79	75	71	68	63	50
Writing task	86	73	67	64	60	54	37
Mathematics test/task	95	84	79	76	73	68	54

**Percentage of pupils achieving Level 3 and above <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	50	37	31	28	25	19	8
Writing task	36	22	17	14	12	8	0
Mathematics test/task	53	38	32	29	25	20	8
Science teacher assessment	53	36	29	25	21	14	0

**Average KS1 points score achieved <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	17.9	16.8	16.3	16.0	15.6	15.1	13.6
Writing task	17.0	15.7	15.2	14.8	14.5	13.9	12.3
Mathematics test/task	18.3	17.2	16.8	16.5	16.2	15.7	14.4
Overall	17.5	16.5	16.0	15.8	15.5	14.9	13.6

**Number of schools: 4184**

<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 1.3.4: All maintained mainstream schools in England with pupils known to be eligible for FSM of:**

*More than 20% and up to 35%*

**Percentage of pupils achieving Level 2 and above <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	96	88	83	81	78	73	60
Writing task	95	85	80	78	74	68	52
Mathematics test/task	100	94	91	89	87	82	70
Science teacher assessment	100	94	90	88	85	80	67

**Percentage of pupils achieving Level 2B and above <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	83	71	67	63	60	54	41
Writing task	79	65	59	55	51	44	29
Mathematics test/task	88	76	71	68	64	59	45

**Percentage of pupils achieving Level 3 and above <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	41	28	22	19	17	12	3
Writing task	30	17	13	10	8	4	0
Mathematics test/task	44	29	24	21	18	14	4
Science teacher assessment	44	28	21	17	13	7	0

**Average KS1 points score achieved <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	17.0	15.8	15.3	15.0	14.6	14.0	12.5
Writing task	16.3	14.9	14.3	13.9	13.5	12.9	11.2
Mathematics test/task	17.6	16.4	15.9	15.6	15.3	14.7	13.3
Overall	16.8	15.6	15.1	14.8	14.5	13.9	12.6

**Number of schools: 2679**

<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 1.3.5: All maintained mainstream schools in England with pupils known to be eligible for FSM of:**

*More than 35% and up to 50%*

**Percentage of pupils achieving Level 2 and above <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	93	83	79	75	72	66	51
Writing task	92	81	75	72	69	62	45
Mathematics test/task	100	92	88	85	82	77	63
Science teacher assessment	100	91	86	83	80	74	56

**Percentage of pupils achieving Level 2B and above <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	79	65	59	56	52	46	32
Writing task	75	59	52	48	45	38	23
Mathematics test/task	85	71	65	62	58	52	35

**Percentage of pupils achieving Level 3 and above <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	35	21	16	14	11	7	0
Writing task	24	13	10	7	5	2	0
Mathematics test/task	38	24	19	16	13	9	0
Science teacher assessment	39	23	17	12	7	0	0

**Average KS1 points score achieved <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	16.5	15.0	14.5	14.1	13.7	13.1	11.4
Writing task	15.7	14.2	13.6	13.2	12.8	12.1	10.2
Mathematics test/task	17.2	15.9	15.3	14.9	14.6	14.0	12.3
Overall	16.3	15.0	14.4	14.1	13.7	13.2	11.5

**Number of schools: 1529**

<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 1.3.6: All maintained mainstream schools in England with pupils known to be eligible for FSM of:**

*More than 50%*

**Percentage of pupils achieving Level 2 and above <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	92	80	75	71	67	61	45
Writing task	89	76	70	67	63	57	39
Mathematics test/task	97	88	84	82	79	73	58
Science teacher assessment	97	88	83	80	75	69	50

**Percentage of pupils achieving Level 2B and above <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	74	61	54	50	47	41	26
Writing task	69	54	47	43	39	33	17
Mathematics test/task	82	68	62	57	54	46	31

**Percentage of pupils achieving Level 3 and above <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	30	18	13	10	8	4	0
Writing task	21	11	7	5	3	0	0
Mathematics test/task	35	21	17	14	12	7	0
Science teacher assessment	35	18	11	7	3	0	0

**Average KS1 points score achieved <sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	16.1	14.5	13.9	13.5	13.1	12.4	10.7
Writing task	15.2	13.7	13.1	12.6	12.2	11.5	9.5
Mathematics test/task	16.8	15.4	14.8	14.5	14.1	13.5	11.8
Overall	15.9	14.5	13.9	13.5	13.1	12.6	10.9

**Number of schools: 823**

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

# **KS1 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 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.

(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
- Value Added data between Baseline and KS1
- KS1 Benchmark information

This is produced using the latest 2003 performance information.

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](http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3272)

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

- Analyse the school's performance in the national tests and teacher assessment and to compare it with national norms and with similar schools
- Evaluate your pupils' progress
- Ensure that your School Improvement Plan has a clear focus on pupil achievement
- 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 (Tables 1.1.5 and 1.1.6)
- 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
- The 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.

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 2 and above for All Pupils, Boys and Girls in 2003

- Reading, Writing, Speaking and Listening, Maths and Science (Teacher Assessment and Tests as appropriate)
- Recent trends in the above for the past 5 years (or as many as possible)

Percentages achieving Level 2B and above for All Pupils, Boys and Girls in 2003

- Reading, Writing, Maths Tests/Tasks

For more detailed analysis you may wish to look at numbers of pupils achieving each level and at breakdown your results into the different aspects in Maths and Science.

**TO ANALYSE YOUR PUPILS' PROGRESS OVER THE KEY STAGE:**

For individual pupils:

- Total Baseline Score (using a QCA approved Baseline scheme) in Autumn 2000
- Pupil levels and point scores for Reading, Writing and Maths

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

- Percentages of all pupils achieving Level 3 in Reading, Writing and Maths (Tests/Tasks) and Science (Teacher Assessment)
- The School Average Points Score for KS1 in 2003 for Reading, Writing, Maths and combined for all subjects (Overall)
- 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 those independent schools that took part in the 2003 KS1 National Curriculum assessments.

These are:

**Percentage of All Pupils, Boys and Girls achieving Level 2 or above** in the National Curriculum Key Stage 1 Tests/Tasks and Teacher Assessments in 2003 ([Table 1.1.1](#))

**Percentage of All Pupils, Boys and Girls achieving Level 2B or above** in the National Curriculum Key Stage 1 Tests/Tasks in 2003 ([Table 1.1.2](#))

**Recent trends** in the percentage of **All Pupils** achieving **Level 2 or above** in the National Curriculum Key Stage 1 Tests/Tasks and Teacher Assessments over the last five years ([Table 1.1.3](#))

**Recent trends** in the percentage of **All Pupils** achieving **Level 2B or above** in the National Curriculum Key Stage 1 Tests/Tasks over the last five years ([Table 1.1.4](#))

**Percentage of All Pupils, Boys and Girls achieving each Level** in the National Curriculum Key Stage 1 Tests/Tasks in 2003 ([Table 1.1.5](#))

**Percentage of All Pupils, Boys and Girls achieving each Level** in the National Curriculum Key Stage 1 Teacher Assessments in 2003 ([Table 1.1.6](#))

**Recent trends** in the percentage of **All Pupils, Boys and Girls** achieving **each Level** in National Curriculum Key Stage 1 Tests/Tasks over the last five years ([Table 1.1.7](#))

**Recent trends** in the percentage of **All Pupils, Boys and Girls** achieving **each Level** in the National Curriculum Key Stage 1 Teacher Assessments by subject and different aspects of the subject ([Table 1.1.8](#))

Note that Tables 1.1.5 and 1.1.6 show 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> QCA's "**Assessment and Reporting Arrangements**" ([www.qca.org.uk/ca/tests/ara](http://www.qca.org.uk/ca/tests/ara)) booklet explain the requirements.

## Using the National Summary Results

### **You should**

Complete Tables 1.1.1 and 1.1.2 for percentages of pupils achieving Levels 2+ and 2B+. 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 the different subject areas 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 school effectiveness over the key stage for different types of pupils.

### Data provided

The pupil progress information shows the progress made between Baseline and KS1 by pupils who completed KS1 in 2003.

It is presented in two different ways, for each of Reading, Writing and Maths:

- Value Added Line Graphs (e.g. [Graph 1.2.1](#)). 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 1.2.1](#)).

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

The value added information shows the progress made by pupils between Baseline Assessment and KS1, by pupils who completed KS1 in 2003. The information is based on a sample of around 11,500 pupils, although they are drawn from 5 different local education authorities. Baseline assessment will continue to be the starting point for the value added information in this section until 2004: from 2005 we will change to use the Foundation Stage Profile, since this will be the first year in which foundation stage profile information will be available for pupils completing KS1.

### Using Value Added Line Graphs to Evaluate Performance

The graphs relate pupils' Autumn 2000 Baseline score to their 2003 KS1 test results in Reading, Writing and Maths.

The solid line on each graph is the median line. About half the pupils with a particular total Baseline Score achieved a KS1 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)

#### **You should:**

- Collect the Total Baseline Scores (from a QCA approved scheme) of those pupils that were assessed at KS1 in 2003
- 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:**

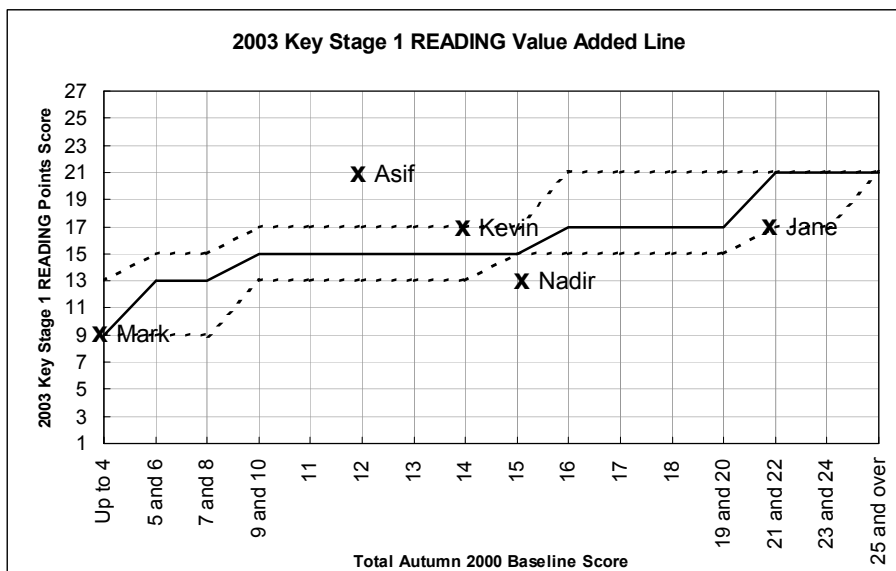
- Which pupils have made significantly better or worse progress than others? Can the reasons for this be identified?
- Are there noticeable differences in the progress made by boys and girls or between other groups, such as those from different ethnic groups?
- Is this related to pupils in any particular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

	Total Baseline Score Autumn 2000	KS1 Reading Point Score
Kevin	14	17
Nadir	15	13
Asif	12	21
Mark	4	9
Jane	21	17

These would be plotted on the KS1 Reading Value Added Line as follows:



Questions for discussion among staff that would arise would include:

- Why did Asif perform so much better than might have been expected?
- Why might the girls have performed relatively poorly this year? Is this part of a trend?
- Is there any reason why the pupils with lower Baseline totals appear to have made more progress than those with higher Baseline totals?
- What can we do address these issues for next year?
- Are there implications for teaching and learning strategies and Schemes of Work?

Note that for Reading, the **task** result should be used unless the pupil achieved level 3 in the reading comprehension test, in which case the test result should be used.

### Progress Charts

The Progress Charts show for pupils with similar attainments in the 2000 Baseline Assessments, the distribution of their attainment in the 2003 KS1 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.

## **NATIONAL SCHOOL-LEVEL BENCHMARK INFORMATION**

This enables you to make more detailed comparisons of your school's KS1 performance in 2003 against national performance results and with similar schools. For this exercise "similar schools" are banded according the percentage of pupils known to be eligible for free school meals.

### **Data provided**

Tables are provided to show:

For KS1 in 2003:

- **Percentage** of pupils achieving **Level 2** and above in **Reading, Writing and Maths** (Tests/Tasks) **and Science** (Teacher Assessment)
- **Percentage** of pupils achieving **Level 2B** and above in **Reading, Writing and Maths** (Tests/Tasks)
- **Percentage** of pupils achieving **Level 3** in **Reading, Writing and Maths** (Tests/Tasks) **and Science** (Teacher Assessment)
- **Average KS1** points score achieved in **Reading, Writing, Maths and Overall**

All the above for:

- **All** schools ([Table 1.3.1](#))
- Schools within bands of percentages of pupils "known to be eligible for **Free School Meals**" (e.g. [Table 1.3.2](#))

All tables cover mainstream, maintained schools in England with KS1 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 KS1 results with the performance of schools nationally, and with other similar schools.

To compare with similar schools we use one measure of pupil socio-economic disadvantage – the percentage of pupils "known to be eligible for Free School Meals".

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
- Insert your own school's performance into the relevant FSM table
- Consider which table provides the most realistic picture of your school's performance

**Questions to consider:**

- Have your pupils have made as much progress as pupils nationally?
- How have they progressed taking into account 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**  
**Total Baseline Score**  
**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**

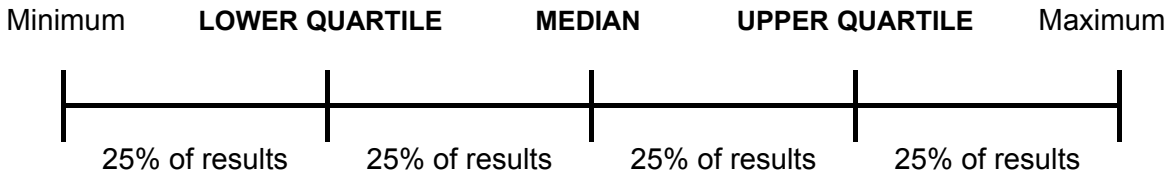
The **Lower Quartile** is the score or level for which about 25% of the results were lower than this value.

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 the results are between the upper quartile (UQ) and lower quartile (LQ).

So



**Percentages of Pupils Achieving Given Levels at KS1**

These are calculated using the number of pupils reaching or exceeding the appropriate levels, dividing by the number of pupils **eligible** for assessment and converting to a percentage.

Eligible pupils **include all pupils who were absent or disapplied** from the test. Most, but not all, of pupils eligible for the 2003 tests/tasks will have been aged 7 at the end of the 2002/2003 school year.

The calculation is illustrated in the example in the Average Points Scores section below.

**Total Baseline Score**

The QCA baseline assessment scales are divided into eight sections: Reading for meaning and enjoyment, letter knowledge, phonological awareness, writing, speaking and listening, number, using mathematical language and personal & social development. Four marks are available in each section. To calculate a pupil’s prior attainment measure, simply calculate the total baseline score out of a possible 32.

**Average Points Scores**

Two types of Average Points Score figure are used in the 2003 KS1 Autumn Package and these are both used to compare your school’s performance with other schools in the Benchmark Tables.

They are:

- Subject KS1 APS** for Reading, Writing and Maths in 2003
- Overall KS1 APS** in 2003

For these calculations relevant pupils are all pupils who have a result in one or more of the three subjects. (i.e. at least one result out of W, 1,2C, 2B, 2A or 3)

$$\begin{aligned} \text{Subject KS1 APS} &= \frac{\text{Total of all scores gained in the Subject by relevant pupils}}{\text{Number of relevant pupils}} \\ \text{Overall KS1 APS} &= \frac{\text{Total of all scores gained in Reading, Writing and Maths by relevant pupils}}{\text{Total number of relevant pupils}} \end{aligned}$$

These calculations are illustrated in the following example.

**AVERAGE POINTS SCORE CALCULATIONS EXAMPLE**

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

Name	KS1 Level			KS1 Points			
	Reading	Writing	Maths	Reading	Writing	Maths	
Abdul	2A	2A	2B	17	17	15	
Ben	2A	2C	2C	17	13	13	
Bethany	3	3	3	21	21	21	
Henry	A	D	D	-	-	-	
Jade	A	2B	2B	-	15	15	
Kylie	2A	2B	2C	17	15	13	
Sam	2B	2A	A	15	17	-	
Sophie	2B	1	D	15	9	-	
Tazik	3	3	2C	21	21	13	
Yasmin	D	D	2A	-	-	17	
Zak	1	A	1	9	-	9	
Zoe	2B	2C	2B	15	13	15	
Number of Pupils Eligible for KS1 Assessment in 2003	12	12	12				
Number of Pupils Achieving Level 2 and above	8	8	8				
Number of Pupils Achieving Level 2B and above	8	6	5				
Number of Pupils Achieving Level 3	2	2	1				
Percentage of pupils achieving Level 2 and above	67%	67%	67%				
Percentage of pupils achieving Level 2B and above	67%	50%	42%				
Percentage of pupils achieving Level 3	17%	17%	8%				
Total Points of Relevant Pupils in each subject and Overall				147	141	131	419
Total Numbers of Relevant Pupils in each subject and Overall				9	9	9	27

Note that **Henry** is included in the **Percentage at Levels** calculations, as he was eligible for assessment, but he is **excluded** from the **APS** calculations as he was either A or D for all three subjects.

The **Percentage of Pupils Achieving** Level 3 in Reading is derived by dividing the number achieving Level 3 by the number of **eligible** pupils:

$(2/12) \times 100 = 17\%$  (to the nearest whole number)

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

The **KS1 APS for Reading** is the total Reading point scores of relevant pupils divided by the number of relevant pupils:

$147/9 = 16.3$  (to 1 d.p.)

Similarly for the other subjects and 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 all relevant pupils divided by the number of relevant pupils:

$(147+141+131)/(9+9+9) = 419/27 = 15.5$  (to 1 d.p.)

So we need to use this figure 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.**

<b>KS1 Point Scores</b>			
<b>Test/task Outcomes</b>	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
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

**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 on our website:

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

**INDIVIDUAL SCHOOL AND PUPIL DATA REQUIRED IN THE KS1 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 KS1**

KS1 % in 2003	Level 2 and above			Level 2B and above		
	All	Boys	Girls	All	Boys	Girls
Reading (Test/Task)						
Writing (Task)						
Maths (Test)						
English (TA)						
Speaking and Listening (TA)						
Reading (TA)						
Writing (TA)						
Maths (TA)						
Science (TA)						

KS1 % in 2003	Level 3
Reading (Test/Task)	
Writing (Task)	
Maths (Test)	
Science (TA)	

**Recent Trends**

KS1 % at Level 2+	Test/Task					Teacher Assessment				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
English										
Sp + List										
Reading										
Writing										
Spelling*										
Maths										
Science										

\* From 2003 there are no separate levels awarded for spelling.

KS1 % at Level 2B+	Test/Task				
	1999	2000	2001	2002	2003
Reading					
Writing Task					
Maths					

For more detailed work you may wish to analyse percentages of pupils at all levels and in the different aspects of the subjects.

**INDIVIDUAL SCHOOL AND PUPIL DATA REQUIRED IN THE KS1 AUTUMN PACKAGE**

(Continued)

**PUPIL TOTAL BASELINE SCORES AND KS1 LEVELS**

For individual pupils	Total Baseline Score	KS1LEVEL 2003		
		Reading	Writing	Maths
Name				

**AVERAGE POINTS SCORES**

Average Points Scores for the School	KS1 2003			
	Reading	Writing	Maths	Overall

**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.