

Table 2.1.1: Percentage of All Pupils achieving Level 4 or above and Level 5 or above in the 2002 Key Stage 2 National Curriculum Tests and Teacher Assessments

		Level 4 National Results (%)	Your School's Results (%)	Difference in Percentage Points	Level 5 National Results (%)	Your School's Results (%)	Difference in Percentage Points
ENGLISH	All Pupils	75			29		
	Boys	70			24		
	Girls	79			34		
Reading	All Pupils	80			38		
	Boys	77			35		
	Girls	83			41		
Writing	All Pupils	60			17		
	Boys	52			12		
	Girls	68			22		
MATHEMATICS	All Pupils	73			28		
	Boys	73			30		
	Girls	73			25		
SCIENCE	All Pupils	86			38		
	Boys	86			38		
	Girls	87			37		
ENGLISH Teacher Assessment	All Pupils	73			24		
	Boys	67			19		
	Girls	78			29		
MATHEMATICS Teacher Assessment	All Pupils	74			27		
	Boys	74			28		
	Girls	75			26		
SCIENCE Teacher Assessment	All Pupils	82			31		
	Boys	82			31		
	Girls	83			30		

Table 2.1.2: Recent trends in the percentage of All Pupils achieving Level 4 or above and Level 5 or above in the 2002 Key Stage 2 National Curriculum Tests and Teacher Assessments

	Test					Teacher Assessment				
	1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
Level 4 or above										
ENGLISH	65	71	75	75	75	65	68	70	72	73
MATHEMATICS	59	69	72	71	73	65	69	72	74	74
SCIENCE	69	78	85	87	86	71	75	79	82	82
Level 5 or above										
ENGLISH	17	22	29	29	29	17	20	22	23	24
MATHEMATICS	17	24	25	25	28	18	22	24	26	27
SCIENCE	16	27	34	34	38	18	23	27	29	31

Table 2.1.3: Percentage of All Pupils, Boys and Girls achieving each Level in the 2002 Key Stage 2 Tests and Teacher Assessments in English, Mathematics and Science¹

	All Pupils													Boys													Girls												
ENGLISH	D	A	B	N	W	1	2	3	4	5	6	4+	D	A	B	N	W	1	2	3	4	5	6	4+	D	A	B	N	W	1	2	3	4	5	6	4+			
Test	1	1	3	2	-	-	1	17	46	29	0	75	1	1	4	3	-	-	1	20	46	24	0	70	0	1	2	1	-	-	1	15	46	34	0	79			
Reading	1	1	3	4	-	-	-	12	42	38	-	80	1	1	4	4	-	-	-	13	42	35	-	77	0	1	2	3	-	-	-	11	41	41	-	83			
Writing	1	1	3	4	-	-	-	31	43	17	-	60	1	1	4	5	-	-	-	37	40	12	-	52	0	1	2	2	-	-	-	26	45	22	-	68			
Teacher Assessment	0	0	-	-	1	1	5	21	49	24	0	73	0	0	-	-	1	1	6	24	48	19	0	67	0	0	-	-	0	1	3	17	49	29	0	78			
MATHEMATICS	D	A	B	N	W	1	2	3	4	5	6	4+	D	A	B	N	W	1	2	3	4	5	6	4+	D	A	B	N	W	1	2	3	4	5	6	4+			
Test	0	1	2	2	-	-	1	20	46	27	0	73	1	1	3	2	-	-	1	19	43	29	1	73	0	1	2	2	-	-	1	20	48	25	0	73			
Teacher Assessment	0	0	-	-	1	1	4	20	47	26	1	74	0	0	-	-	1	1	5	20	45	28	1	74	0	0	-	-	0	1	4	20	49	25	0	75			
SCIENCE	D	A	B	N	W	1	2	3	4	5	6	4+	D	A	B	N	W	1	2	3	4	5	6	4+	D	A	B	N	W	1	2	3	4	5	6	4+			
Test	0	2	1	0	-	-	0	9	49	38	0	86	1	2	2	0	-	-	0	9	48	38	0	86	0	1	1	0	-	-	0	10	49	37	0	87			
Teacher Assessment	0	0	-	-	0	0	2	14	52	30	0	82	0	0	-	-	1	1	3	14	51	31	0	82	0	0	-	-	0	0	2	14	53	30	0	83			

Notes to the tables

- 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 took the statutory tests but failed to register a level
- W represents pupils who are working towards Level 1

¹ Figures have been rounded and may not total 100%. Pupils were awarded a compensatory Level 2 in the statutory tests when they narrowly failed to achieve a Level 3.

Table 2.1.4: Recent trends in the percentage of All Pupils, Boys and Girls achieving each Level in Key Stage 2 English, Mathematics and Science Tests ¹

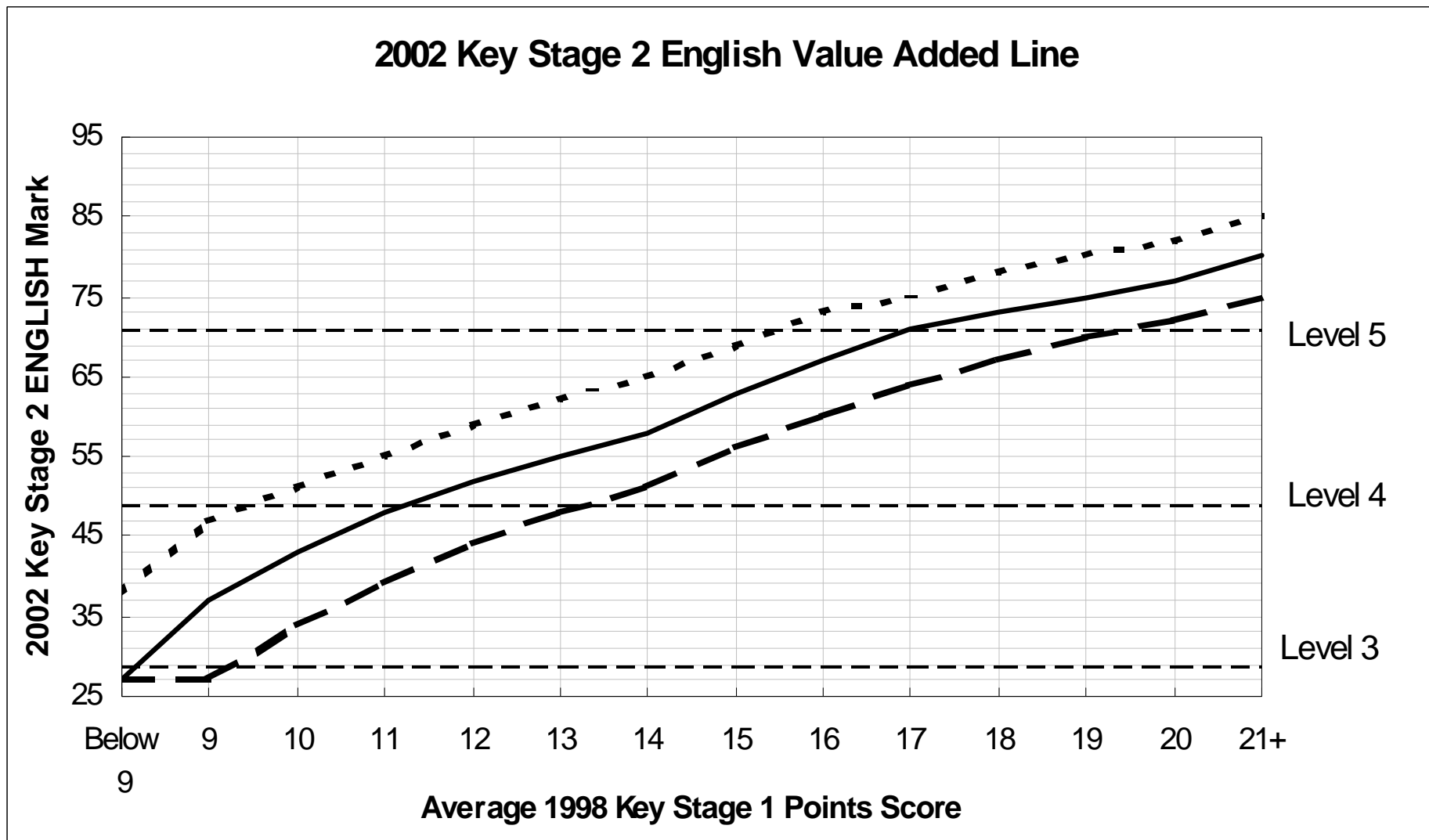
		All Pupils							Boys							Girls						
		A	B3	3	4	5	6	4+	A	B3	3	4	5	6	4+	A	B3	3	4	5	6	4+
ENGLISH	2002	1	6	17	46	29	0	75	1	8	20	46	24	0	70	1	4	15	46	34	0	79
	2001	1	6	17	46	29	0	75	2	7	20	47	22	0	70	1	4	14	45	35	0	80
	2000	2	6	17	46	29	0	75	2	8	20	47	23	0	70	2	4	14	45	34	0	79
	1999	2	7	20	48	22	0	71	2	9	23	48	17	0	65	2	5	17	49	27	0	76
	1998	2	6	26	48	17	0	65	3	9	31	45	12	0	57	2	4	20	50	23	0	73
		A	B3	3	4	5	6	4+	A	B3	3	4	5	6	4+	A	B3	3	4	5	6	4+
MATHEMATICS	2002	1	5	20	46	27	0	73	1	6	19	43	29	1	73	1	5	20	48	25	0	73
	2001	1	5	22	45	25	0	71	2	6	21	44	26	0	71	1	5	23	47	23	0	70
	2000	2	5	21	47	24	0	72	2	6	20	45	26	0	72	1	5	22	48	23	0	71
	1999	2	6	23	45	24	0	69	2	6	22	44	25	0	69	2	6	24	47	22	0	69
	1998	2	7	31	42	17	0	59	3	8	30	41	18	0	59	2	7	32	43	15	0	58
		A	B3	3	4	5	6	4+	A	B3	3	4	5	6	4+	A	B3	3	4	5	6	4+
SCIENCE	2002	2	2	9	49	38	0	86	2	2	9	48	38	0	86	1	2	10	49	37	0	87
	2001	2	1	9	53	34	0	87	2	2	8	52	34	0	87	2	1	9	54	33	0	88
	2000	2	3	11	50	34	0	85	2	3	11	51	33	0	84	2	2	10	50	35	0	85
	1999	2	3	16	51	27	0	78	2	3	16	50	28	0	79	2	3	17	52	26	0	78
	1998	3	4	23	53	16	0	69	3	5	22	53	17	0	70	3	4	24	54	15	0	69

¹ Figures will not total 100% because disapplied pupils are not shown. B3 includes the percentage of pupils in B, N and Level 2.

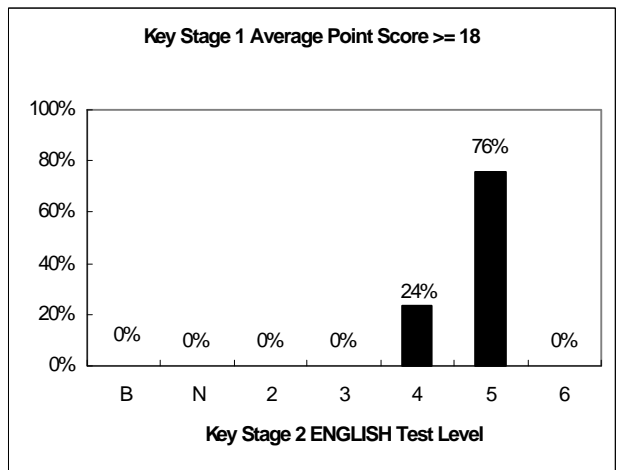
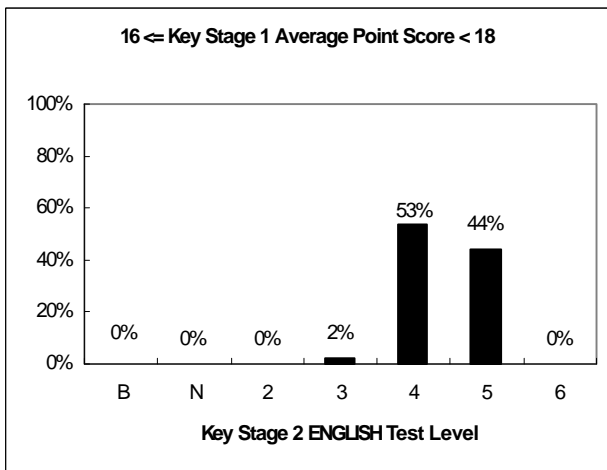
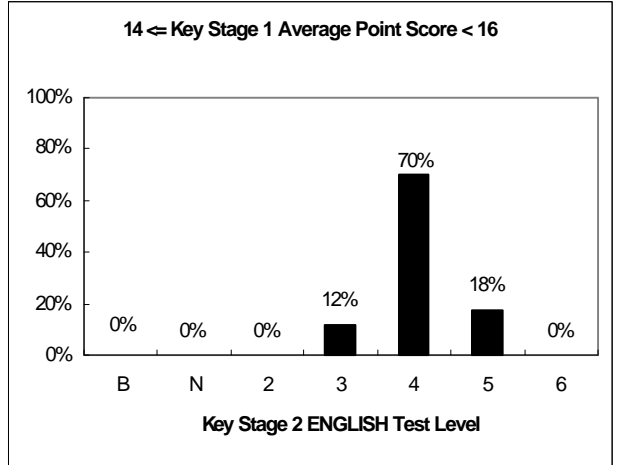
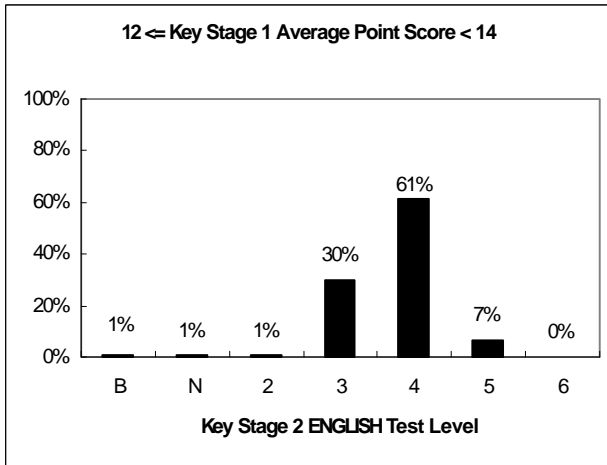
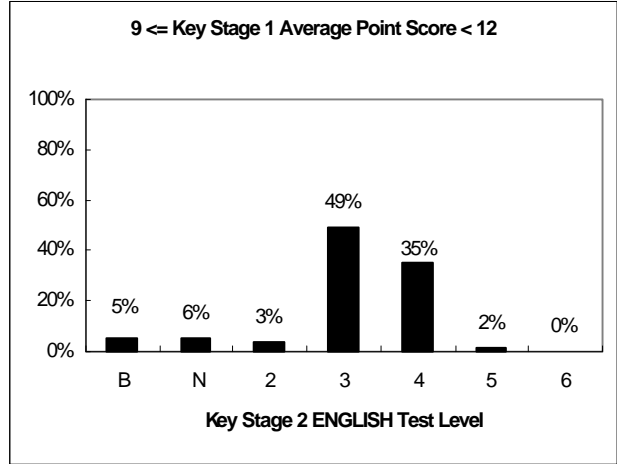
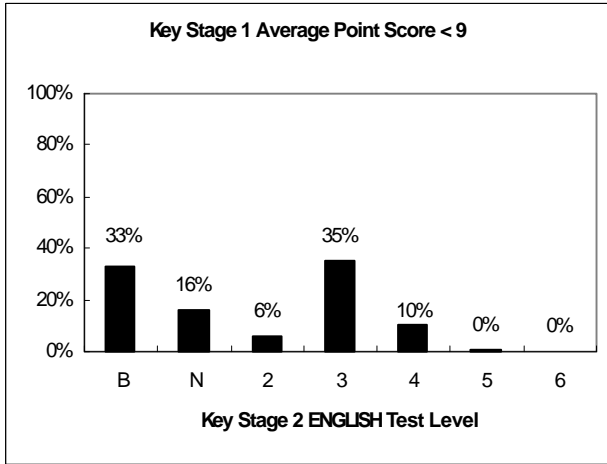
Table 2.1.5: Recent trends in the percentage of All Pupils, Boys and Girls achieving each Level in Key Stage 2 English, Mathematics and Science Teacher Assessments

		All Pupils								Boys								Girls							
		W	1	2	3	4	5	6	4+	W	1	2	3	4	5	6	4+	W	1	2	3	4	5	6	4+
ENGLISH	2002	1	1	5	21	49	24	0	73	1	1	6	24	48	19	0	67	0	1	3	17	49	29	0	78
	2001	0	1	5	21	49	23	0	72	1	1	6	25	49	18	0	67	0	1	3	18	49	28	0	78
	2000	1	1	5	23	49	22	0	70	1	1	7	26	48	17	0	65	0	1	4	19	49	26	0	76
	1999	0	1	6	25	48	19	0	68	1	1	8	28	47	15	0	62	0	1	4	21	50	24	0	74
	1998	0	1	6	27	48	17	0	65	1	1	8	31	45	13	0	59	0	1	4	23	50	22	0	72
		W	1	2	3	4	5	6	4+	W	1	2	3	4	5	6	4+	W	1	2	3	4	5	6	4+
MATHEMATICS	2002	1	1	4	20	47	26	1	74	1	1	5	20	45	28	1	74	0	1	4	20	49	25	0	75
	2001	0	1	4	21	48	25	1	74	0	1	5	21	46	26	1	73	0	1	4	21	50	24	0	74
	2000	0	1	5	22	48	23	0	72	1	1	5	22	47	24	0	71	0	1	4	22	50	23	0	73
	1999	0	1	5	24	48	22	0	69	0	1	5	24	46	22	0	69	0	1	4	24	49	21	0	70
	1998	0	1	6	28	47	18	0	65	0	1	6	28	45	19	0	64	0	1	5	28	49	17	0	66
		W	1	2	3	4	5	6	4+	W	1	2	3	4	5	6	4+	W	1	2	3	4	5	6	4+
SCIENCE	2002	0	0	2	14	52	30	0	82	1	1	3	14	51	31	0	82	0	0	2	14	53	30	0	83
	2001	0	0	2	15	53	29	0	82	0	1	3	15	52	29	0	81	0	0	2	14	54	29	0	83
	2000	0	1	3	17	52	27	0	79	0	1	3	17	51	27	0	78	0	0	2	16	53	27	0	80
	1999	0	1	3	20	53	23	0	75	0	1	4	20	51	24	0	75	0	0	3	20	54	22	0	76
	1998	0	1	4	24	53	18	0	71	0	1	4	24	51	19	0	70	0	0	3	23	55	17	0	72

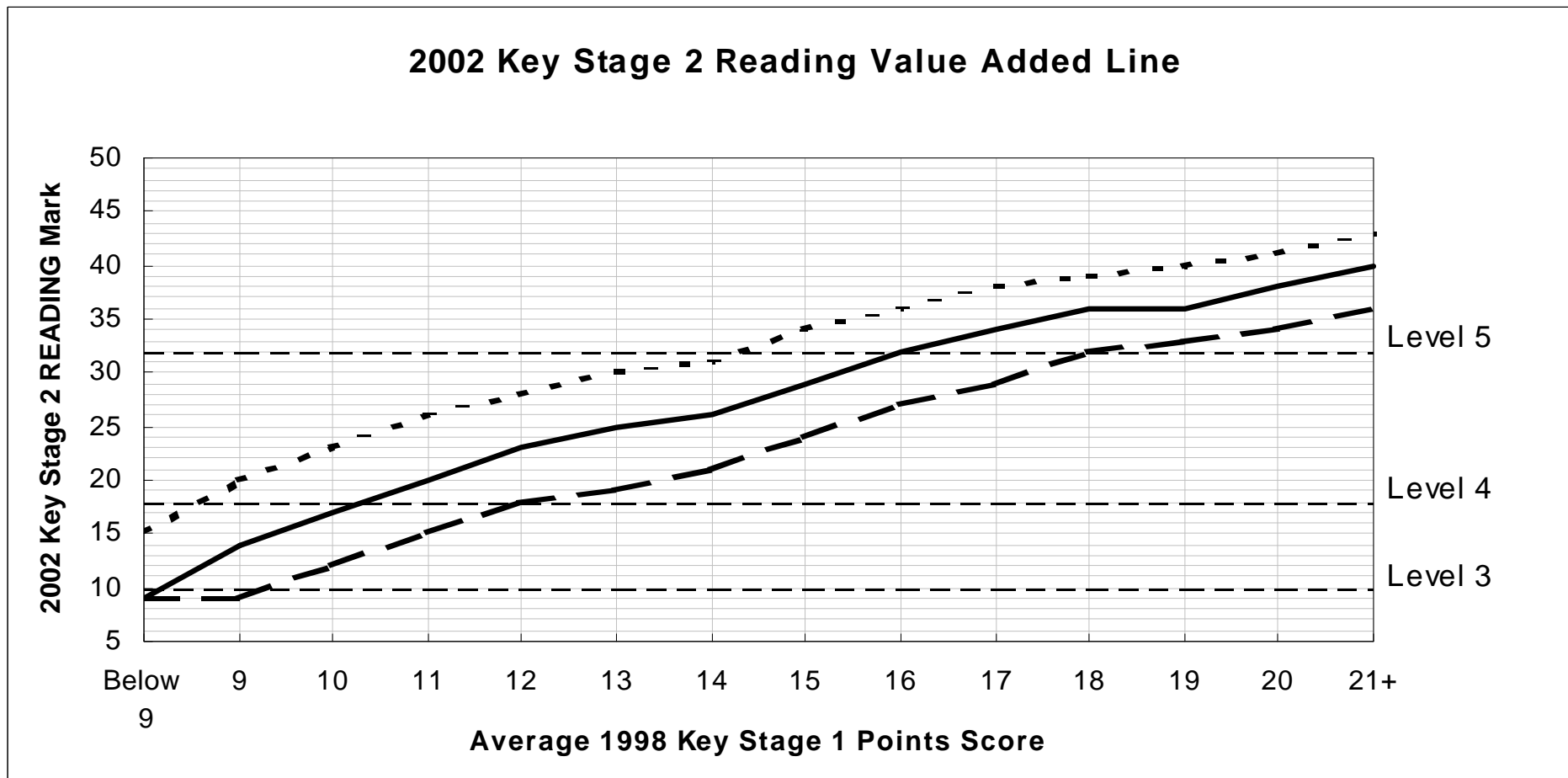
Graph 2.2.1: 2002 Key Stage 2 English Value Added Line & Charts



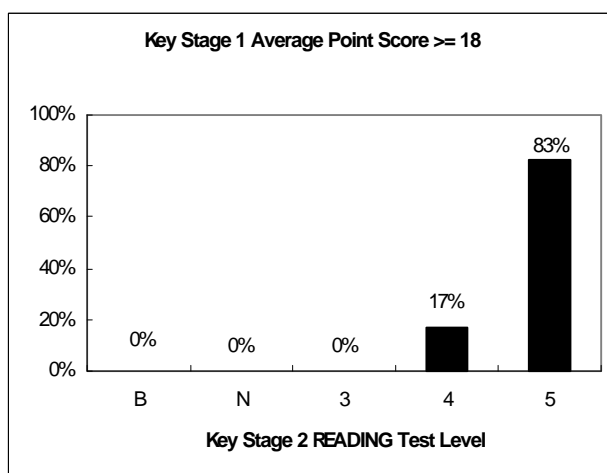
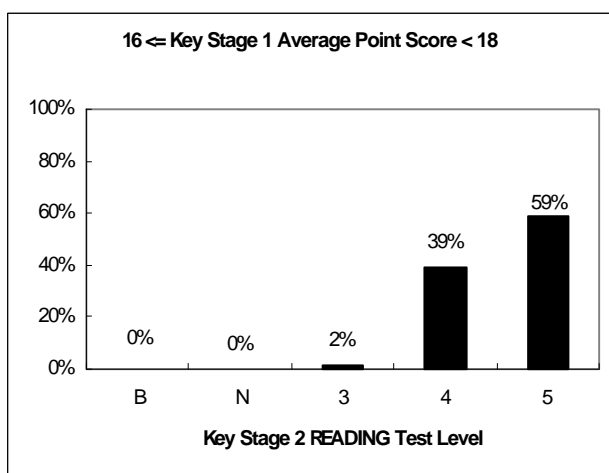
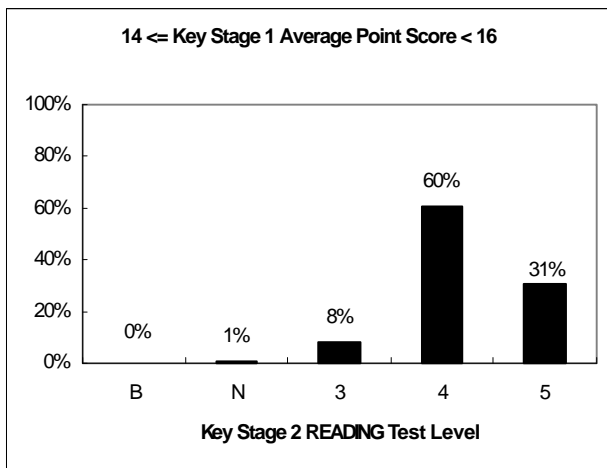
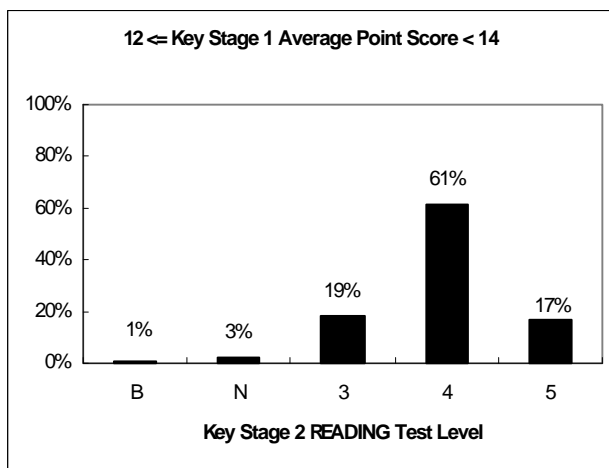
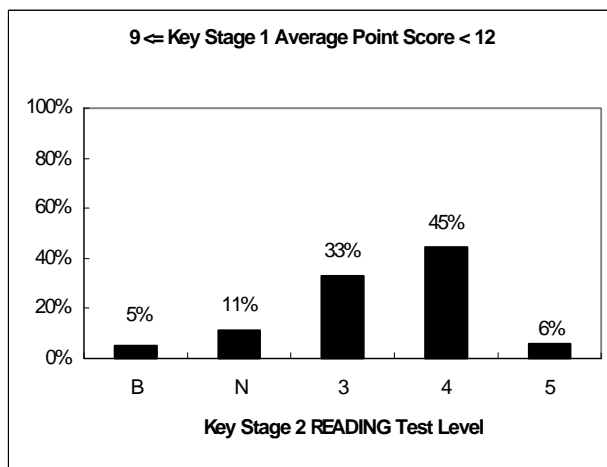
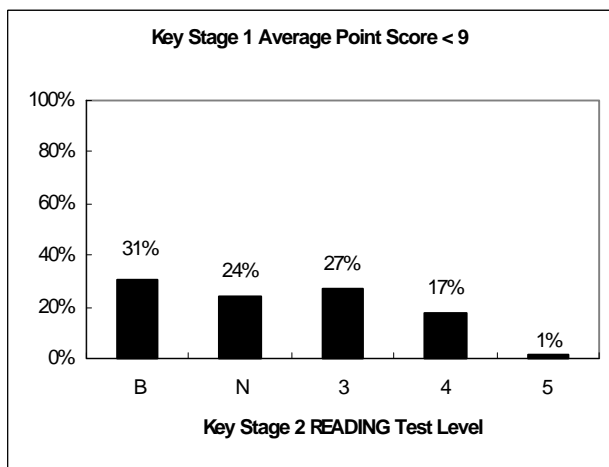
Graph 2.2.1: 2002 Key Stage 2 English Value Added Progress Charts (continued)



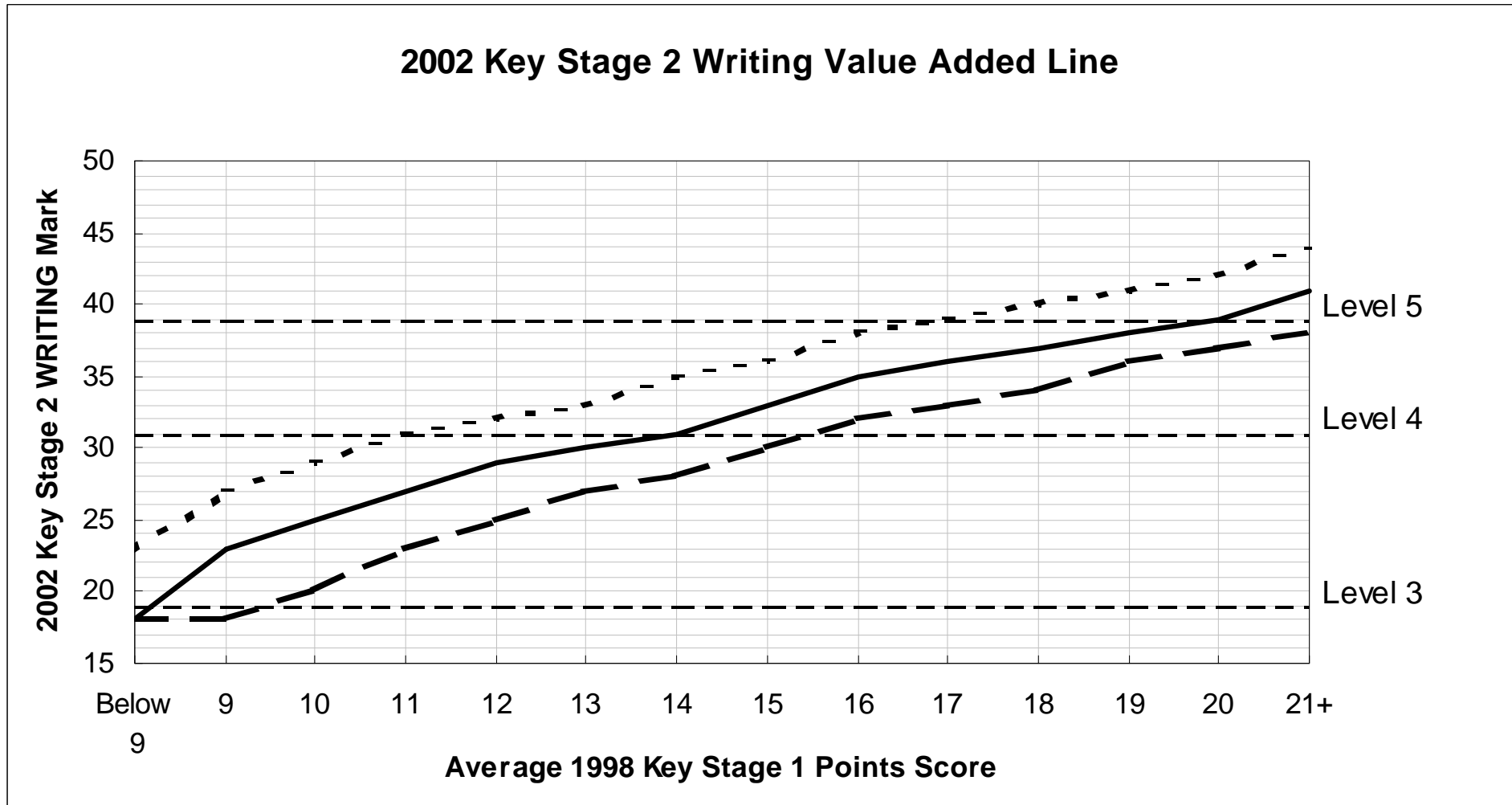
Graph 2.2.2: 2002 Key Stage 2 Reading Value Added Line & Charts



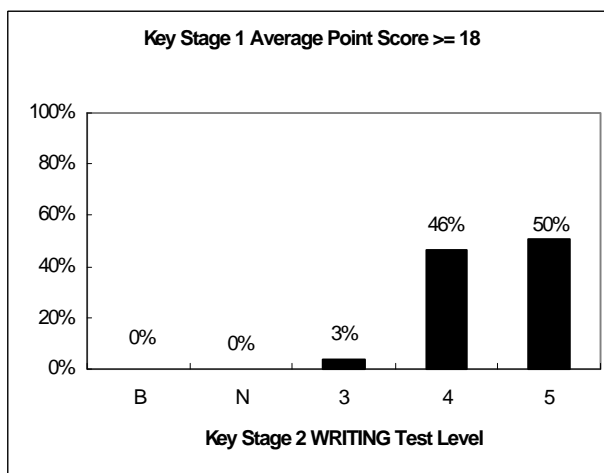
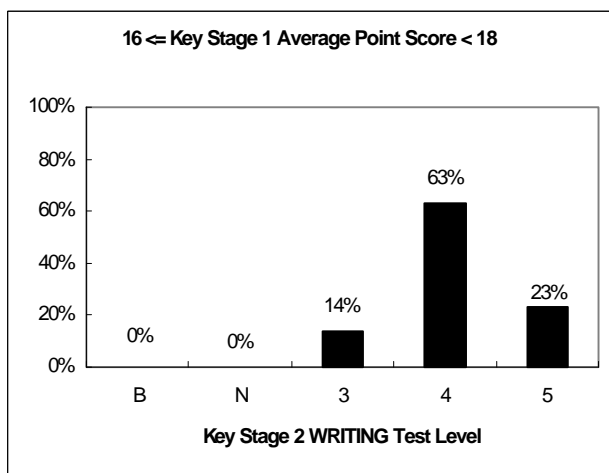
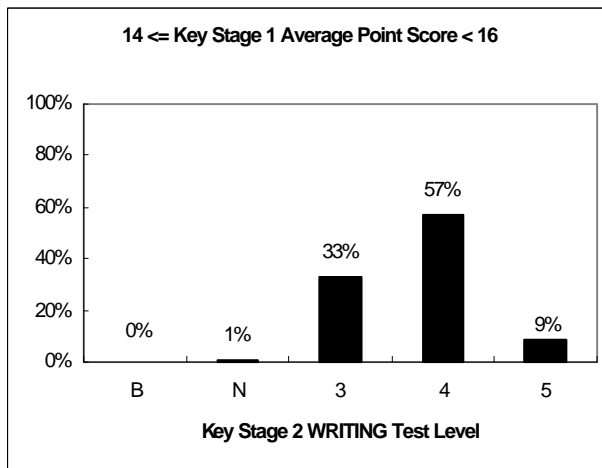
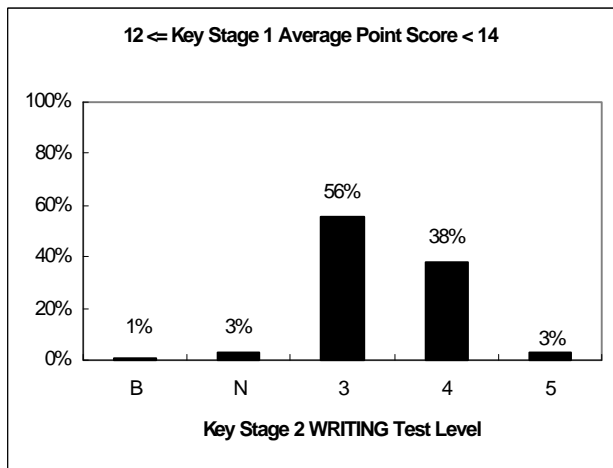
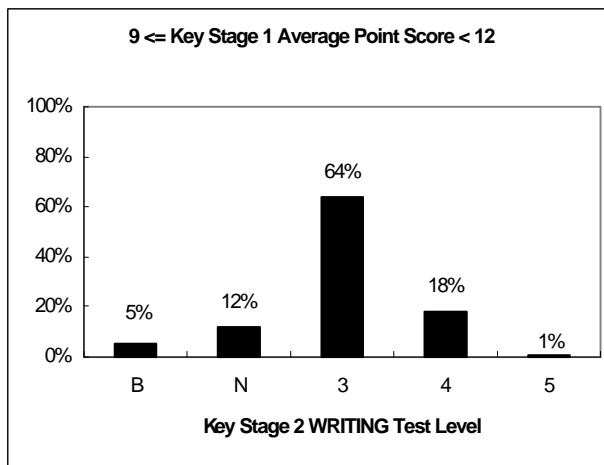
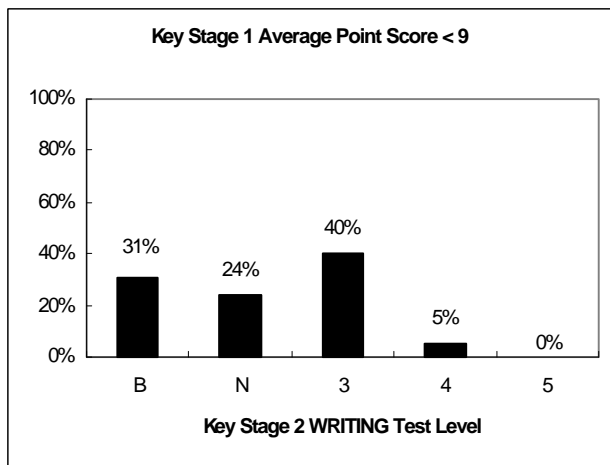
Graph 2.2.2: 2002 Key Stage 2 Reading Value Added Progress Charts (continued)



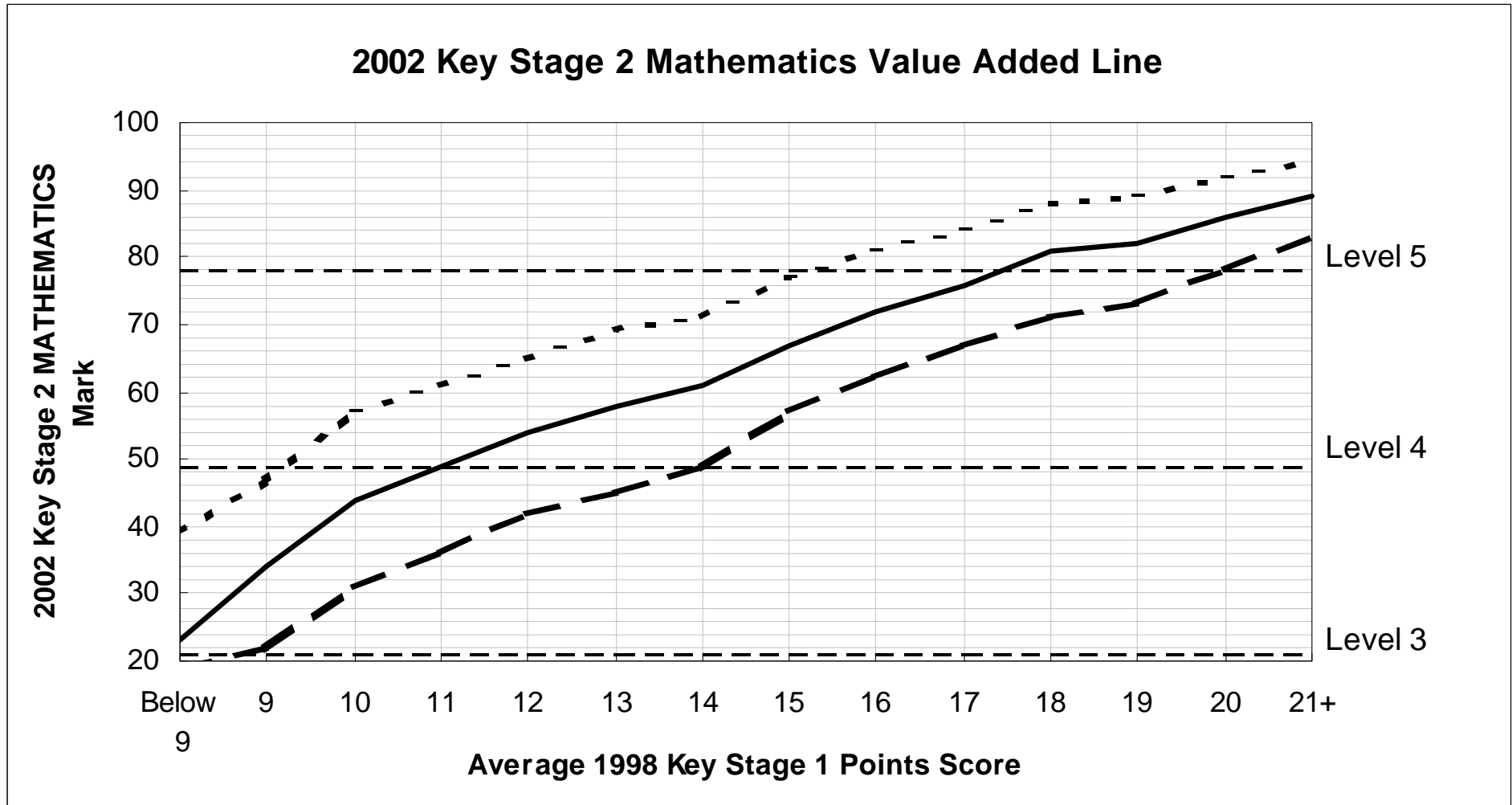
Graph 2.2.3: 2002 Key Stage 2 Writing Added Line & Charts



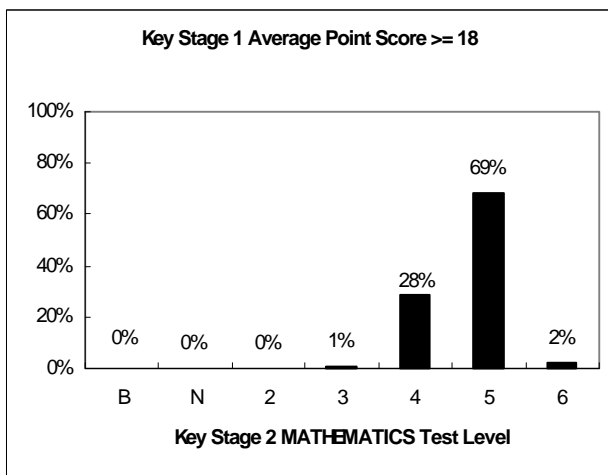
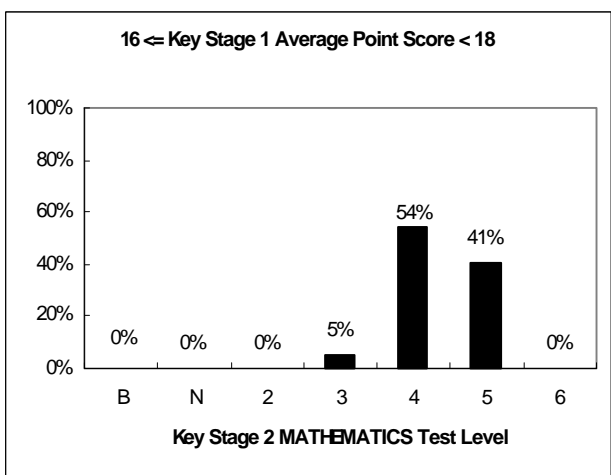
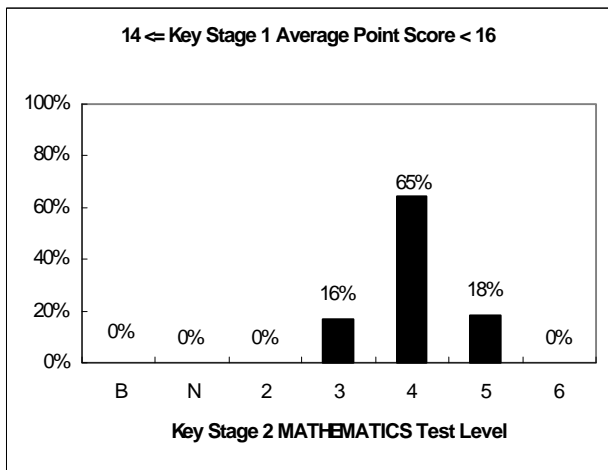
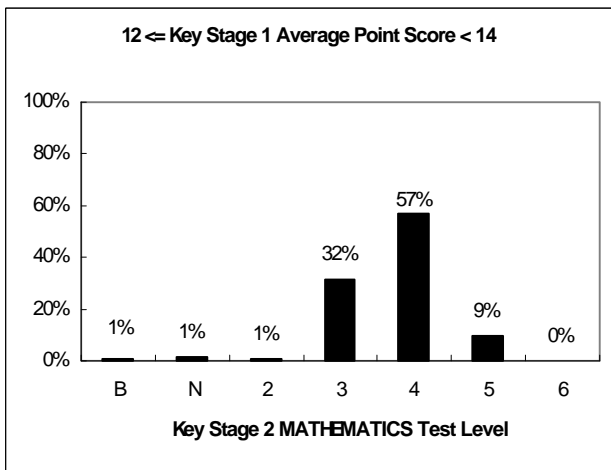
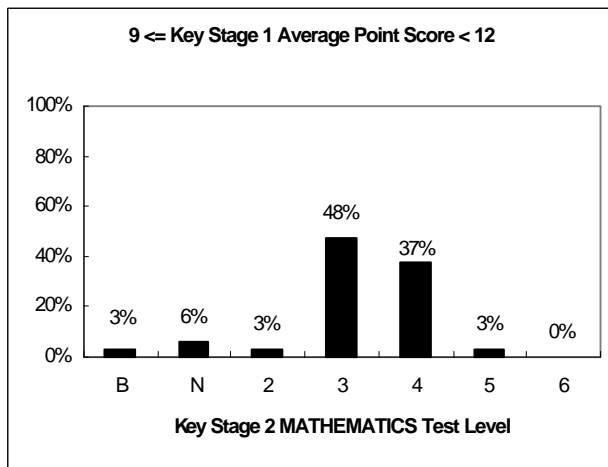
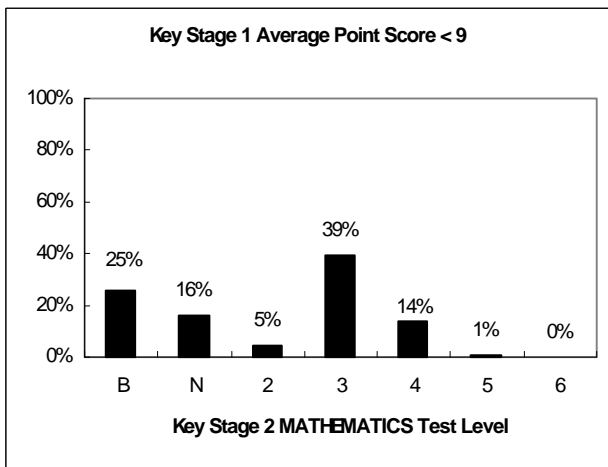
Graph 2.2.3: 2002 Key Stage 2 Writing Value Added Progress Charts (continued)



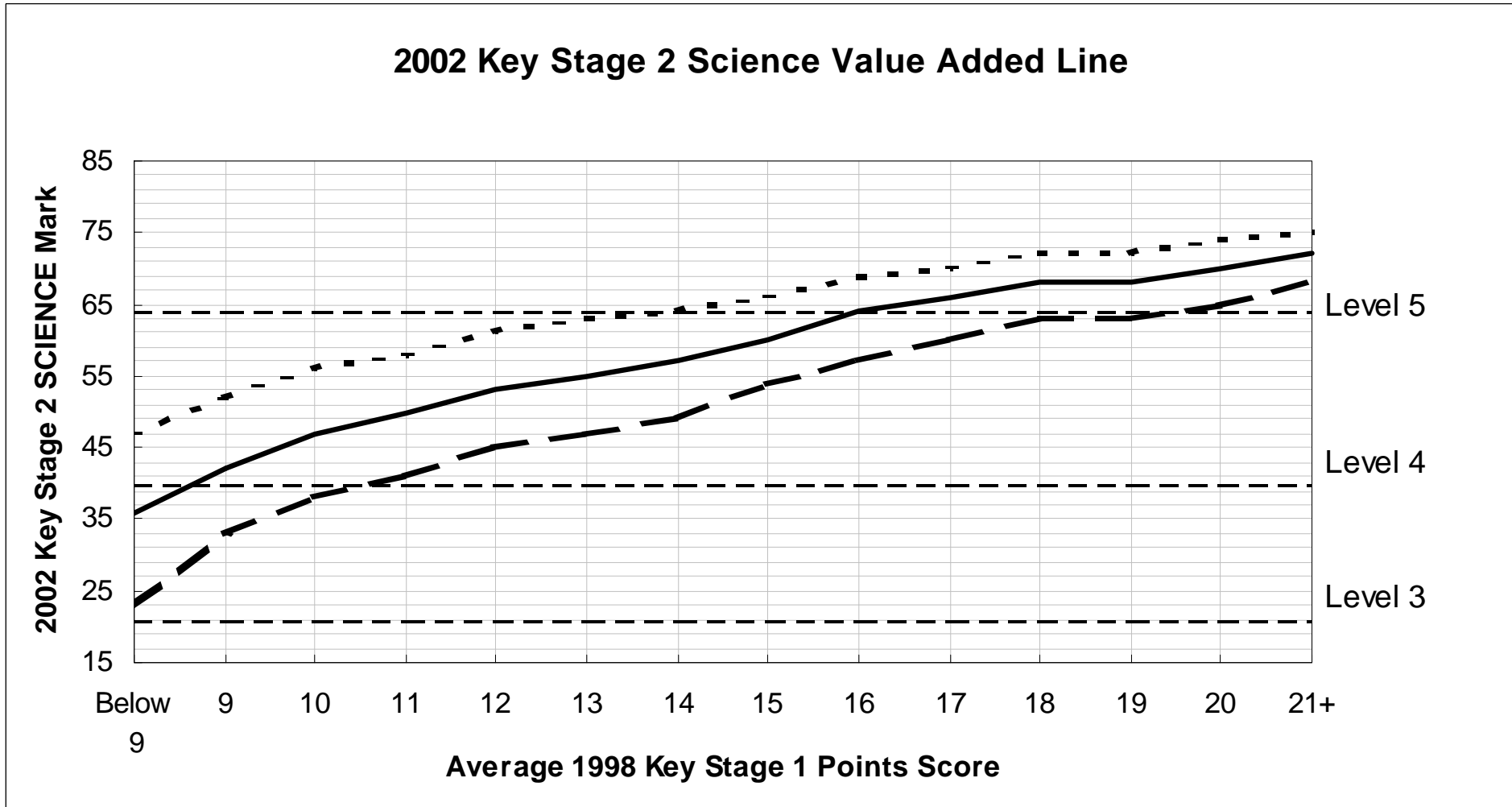
Graph 2.2.4: 2002 Key Stage 2 Mathematics Value Added Line & Charts



Graph 2.2.4: 2002 Key Stage 2 Mathematics Value Added Progress Charts
(continued)



Graph 2.2.5: 2002 Key Stage 2 Science Value Added Line & Charts



Graph 2.2.5: 2002 Key Stage 2 Science Value Added Progress Charts (continued)

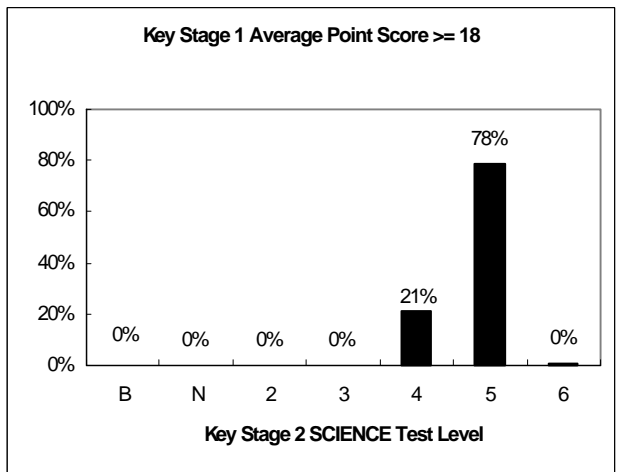
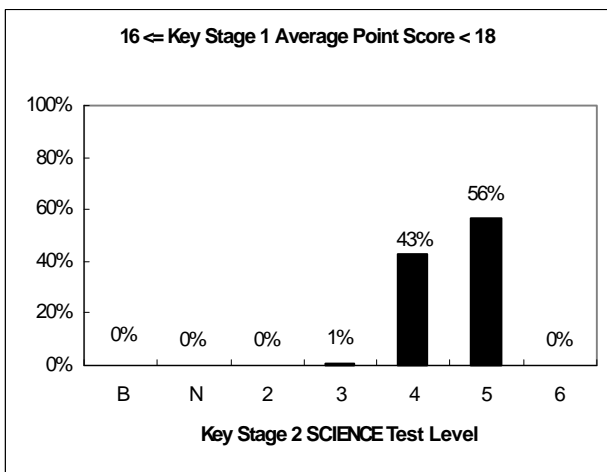
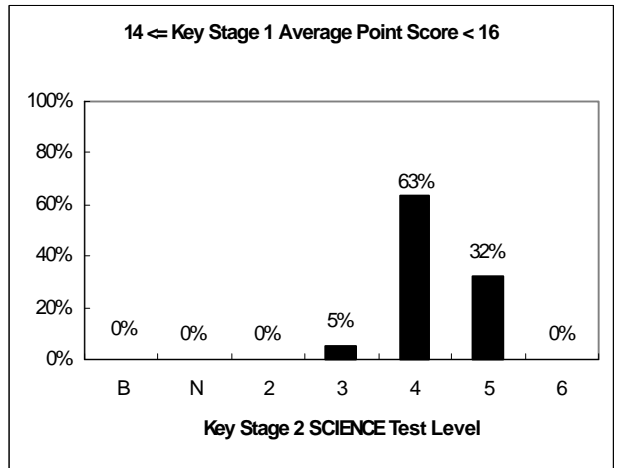
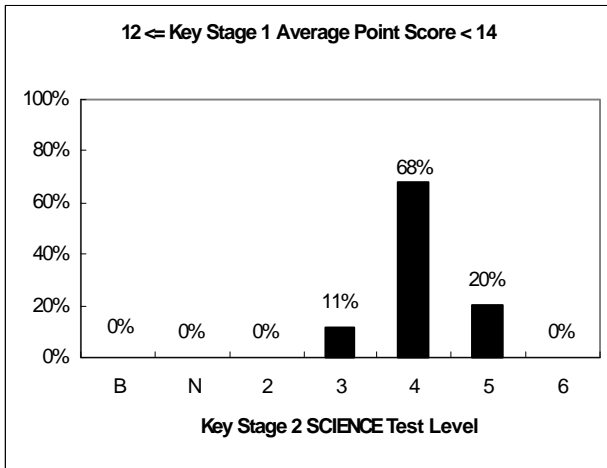
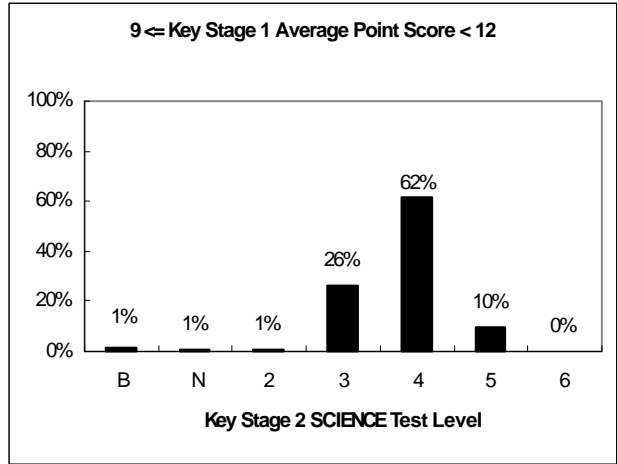
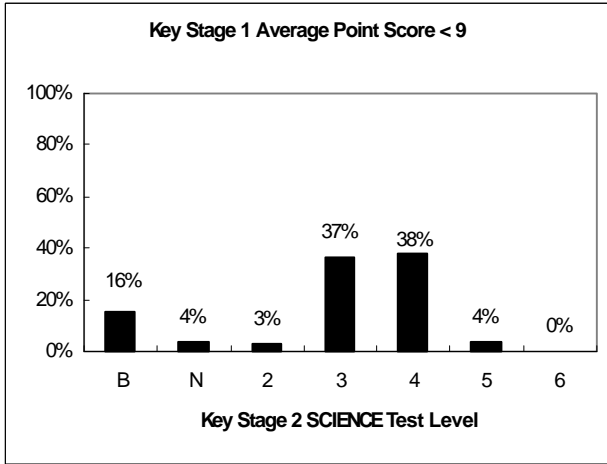


Table 2.3.1: All maintained, mainstream schools with Key Stage 2 pupils
Percentage of pupils achieving Level 4 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	97	87	82	78	73	66	46
Mathematics	98	86	80	76	72	64	45
Science	100	96	93	90	87	81	63

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	59	39	32	27	23	17	5
Mathematics	56	38	30	26	22	16	5
Science	71	50	41	36	31	23	8

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	30.2	28.5	27.7	27.2	26.6	25.7	23.4
Mathematics	30.0	28.3	27.6	27.0	26.5	25.7	23.5
Science	31.2	29.8	29.1	28.6	28.2	27.4	25.3
Overall	30.3	28.8	28.1	27.6	27.2	26.3	24.3

¹ Use 'Ready Reckoner' to calculate your school's average KS2 points score.

Table 2.3.2: Schools with 1998 Key Stage 1 average points score of:***Up to but not including 12******Percentage of pupils achieving Level 4 and above***

	95%	UQ	60%	Median	40%	LQ	5%
English	77	61	53	50	47	39	25
Mathematics	81	63	57	52	49	42	24
Science	98	83	77	73	68	59	38

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	27	14	11	9	7	4	0
Mathematics	28	16	12	10	8	5	0
Science	45	26	20	16	12	6	0

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	26.7	25.0	24.1	23.8	23.3	22.5	20.8
Mathematics	27.0	25.3	24.6	24.1	23.7	23.0	21.0
Science	29.0	27.5	26.7	26.1	25.7	24.8	22.6
Overall	27.3	25.8	25.1	24.7	24.3	23.6	21.6

¹ Use 'Ready Reckoner' to calculate your school's average KS2 points score.

**Table 2.3.3: Schools with 1998 Key Stage 1 average points score of:
at least 12 but less than 14**

Percentage of pupils achieving Level 4 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	88	75	69	66	62	56	42
Mathematics	88	75	69	65	61	55	40
Science	100	91	86	83	79	74	58

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	40	25	20	17	15	11	3
Mathematics	40	25	20	17	15	11	3
Science	56	37	29	25	21	16	6

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	28.3	26.7	26.0	25.6	25.2	24.5	22.9
Mathematics	28.4	26.7	26.1	25.7	25.3	24.6	23.0
Science	30.2	28.6	27.9	27.5	27.1	26.4	24.8
Overall	28.7	27.3	26.6	26.3	25.9	25.3	23.8

¹ Use 'Ready Reckoner' to calculate your school's average KS2 points score.

**Table 2.3.4: Schools with 1998 Key Stage 1 average points score of:
*at least 14 but less than 16***

Percentage of pupils achieving Level 4 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	96	88	83	80	77	72	60
Mathematics	97	86	82	79	76	70	57
Science	100	97	93	92	89	85	73

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	55	40	33	30	27	21	11
Mathematics	53	38	32	29	25	20	10
Science	69	51	43	39	35	28	14

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	29.9	28.5	27.9	27.5	27.2	26.6	25.1
Mathematics	29.8	28.4	27.8	27.4	27.0	26.4	24.9
Science	31.1	29.8	29.3	28.9	28.5	27.9	26.4
Overall	30.0	28.8	28.3	28.0	27.6	27.1	25.7

¹ Use 'Ready Reckoner' to calculate your school's average KS2 points score.

Table 2.3.5: Schools with 1998 Key Stage 1 average points score of:***at least 16 but less than 18******Percentage of pupils achieving Level 4 and above***

	95%	UQ	60%	Median	40%	LQ	5%
English	100	95	92	90	88	85	74
Mathematics	100	94	91	89	87	82	70
Science	100	100	98	97	95	92	83

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	73	56	50	45	42	36	21
Mathematics	67	52	45	42	39	33	20
Science	83	65	58	54	50	42	25

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	31.2	30.0	29.5	29.1	28.8	28.3	27.0
Mathematics	31.0	29.8	29.2	28.9	28.6	28.0	26.6
Science	32.0	30.8	30.4	30.0	29.7	29.2	27.9
Overall	31.1	30.1	29.6	29.4	29.1	28.6	27.4

¹ Use 'Ready Reckoner' to calculate your school's average KS2 points score.

**Table 2.3.6: Schools with 1998 Key Stage 1 average points score of:
*greater than or equal to 18***

Percentage of pupils achieving Level 4 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	100	100	100	100	96	91	75
Mathematics	100	100	100	94	93	88	74
Science	100	100	100	100	100	97	82

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	100	75	65	60	51	47	13
Mathematics	86	67	57	50	49	41	7
Science	100	78	68	67	57	50	25

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	33.0	31.5	30.7	30.3	30.0	29.0	27.0
Mathematics	32.5	31.0	30.1	30.0	29.5	28.2	27.0
Science	33.0	31.7	31.0	30.8	30.2	29.7	27.9
Overall	32.7	31.1	30.5	30.2	30.0	29.4	27.4

¹ Use 'Ready Reckoner' to calculate your school's average KS2 points score.

Table 2.3.7: Schools with percentage of pupils “known to be eligible for FSM” of:

up to and including 8%

Percentage of pupils achieving Level 4 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	100	92	89	86	84	79	65
Mathematics	100	91	87	84	81	76	60
Science	100	100	97	94	93	89	77

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	67	50	42	38	33	28	13
Mathematics	62	45	39	35	31	25	11
Science	78	59	51	47	41	33	16

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	30.8	29.4	28.8	28.4	28.0	27.4	25.7
Mathematics	30.6	29.2	28.5	28.2	27.8	27.0	25.3
Science	31.7	30.4	29.9	29.5	29.1	28.5	27.0
Overall	30.8	29.6	29.0	28.7	28.3	27.8	26.2

¹ Use ‘Ready Reckoner’ to calculate your school’s average KS2 points score.

Table 2.3.8: Schools with percentage of pupils “known to be eligible for FSM” of:***more than 8% and up to 20%*****Percentage of pupils achieving Level 4 and above**

	95%	UQ	60%	Median	40%	LQ	5%
English	94	85	80	77	75	69	56
Mathematics	95	84	79	76	73	67	52
Science	100	95	92	90	88	83	70

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	53	37	31	28	24	19	9
Mathematics	50	35	30	26	23	18	8
Science	67	48	41	37	33	26	11

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	29.7	28.1	27.5	27.2	26.8	26.2	24.6
Mathematics	29.6	28.1	27.4	27.0	26.6	26.0	24.3
Science	31.0	29.6	29.0	28.7	28.3	27.7	26.1
Overall	29.8	28.5	28.0	27.6	27.3	26.7	25.3

¹ Use 'Ready Reckoner' to calculate your school's average KS2 points score.

Table 2.3.9: Schools with percentage of pupils "known to be eligible for FSM" of:

more than 20% and up to 35%

Percentage of pupils achieving Level 4 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	89	77	71	68	64	59	45
Mathematics	90	78	71	67	64	58	43
Science	100	91	88	85	82	76	61

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	41	27	22	19	16	13	5
Mathematics	43	27	21	19	16	12	5
Science	58	39	32	28	24	18	7

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	28.6	27.0	26.4	25.9	25.5	24.9	23.3
Mathematics	28.8	27.1	26.4	26.0	25.6	24.9	23.4
Science	30.4	28.9	28.2	27.8	27.4	26.7	25.0
Overall	29.0	27.6	26.9	26.6	26.2	25.6	24.1

¹ Use 'Ready Reckoner' to calculate your school's average KS2 points score.

Table 2.3.10: Schools with percentage of pupils “known to be eligible for FSM” of:***more than 35% and up to 50%******Percentage of pupils achieving Level 4 and above***

	95%	UQ	60%	Median	40%	LQ	5%
English	84	70	65	60	57	51	38
Mathematics	86	71	65	61	57	51	35
Science	97	88	82	79	75	69	53

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	33	21	17	14	12	8	2
Mathematics	36	22	17	15	13	9	2
Science	52	32	25	22	18	13	4

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	27.8	26.2	25.5	25.0	24.6	23.9	22.3
Mathematics	28.1	26.3	25.6	25.1	24.8	24.1	22.4
Science	29.9	28.2	27.4	27.0	26.6	25.8	24.1
Overall	28.4	26.8	26.1	25.7	25.3	24.7	23.2

¹ Use ‘Ready Reckoner’ to calculate your school’s average KS2 points score.

Table 2.3.11: Schools with percentage of pupils “known to be eligible for FSM” of:***more than 50%******Percentage of pupils achieving Level 4 and above***

	95%	UQ	60%	Median	40%	LQ	5%
English	84	69	61	55	51	45	31
Mathematics	87	70	64	60	55	47	31
Science	97	88	82	78	74	65	45

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	32	17	13	11	9	6	0
Mathematics	34	20	15	13	11	7	0
Science	54	31	23	20	15	11	2

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	27.4	25.8	25.0	24.4	23.9	23.1	21.4
Mathematics	27.9	26.2	25.4	24.9	24.4	23.6	21.7
Science	29.9	28.1	27.3	26.8	26.3	25.5	23.4
Overall	28.3	26.6	25.9	25.3	24.8	24.2	22.5

¹ Use 'Ready Reckoner' to calculate your school's average KS2 points score.

AUTUMN PACKAGE 2002 GUIDANCE

CONTENTS

Using the Autumn Package

Provides a short introduction to help those users who are new to the Autumn Package.

Section 1: National Summary Results

Enables easy comparisons of your school's performance with national averages and trends. You will be able to calculate where the greatest differences between the two occur. This provides a starting point in identifying the main issues for your school.

Section 2: National Value Added Information

Enables you to evaluate school effectiveness over the key stage for different types of pupils and to set expectations for pupils entering the key stage. The section provides two tools based on matched pupil level data: Value Added Line Graphs and Progress Charts. You can use Value Added Line Graphs to evaluate pupils' progress between key stages. The graphs enable you to compare the progress of your pupils with progress achieved nationally taking into account prior performance. The Progress Charts provide information to support schools in setting realistic but challenging targets.

Section 3: National Benchmark Information

Enables you to make more detailed comparisons of your school's performance against national performance results and with schools grouped in two different ways: on the basis of school level prior attainment and on one measure of pupil disadvantage – free school meals. These comparisons will provide you with information that can be used to help set targets.

USING THE AUTUMN PACKAGE

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

The autumn term is an important time for headteachers to lead a review of their school's performance. The Autumn Package of Pupil Performance Information will support headteachers with that review and provide information for teachers and governors to use in the process of target setting and school improvement. All schools should use this information to influence classroom practices and school strategies for raising pupil performance.

The Autumn Package

The *Autumn Package* provides the national data you will need to examine aspects of your school's performance in comparison with either all schools or a group of schools similar to yours. Throughout you should be looking for instances of where the performance in your school shows up as particularly different, whether better or worse. Four groups of data are available: three of these – national summary results, value added data and benchmarks – are provided online as the data become available in September and October and the fourth – your school's PANDA – is available online in late October.

The *Autumn Package* should help you answer the questions:

- how well have we done?
- what could we have done differently?
- what can we expect in the future?
- what more should we aim to achieve?

Each section sets out the steps you should follow to analyse the data for your school and carry out the performance comparison it describes. Having identified differences in performance it is important to look for the reasons why. There may well be differences from school to school and between groups of pupils within a school. Although the *Package* may not immediately provide you with the answers, each section includes a list of questions that you may find helpful as a starting point for further investigations. In a number of places there is reference to ready reckoners and reference tables. These can be found as a separate document available on the *Autumn Package* website.

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

SECTION 1

NATIONAL SUMMARY RESULTS

The Summary Results Available

The Government has set challenging national targets for pupils' attainment in literacy and numeracy for 2004 and 2006. These targets are:

- by 2004, 85 per cent of 11 year olds will reach Level 4 or above and 35% achieve Level 5 or above in each of English and mathematics, with this level of performance sustained to 2006;
- by 2006, the number of schools in which fewer than 65% of pupils achieve Level 4 or above in English and mathematics is significantly reduced.

The summary results enable you to compare the performance of your school with national averages and trends. They will provide you with a measure against which you can gauge how successfully your school is contributing towards the achievement of the National Targets.

The tables provided show:

- national summary results for all 11 year olds who achieved Level 4 or above, and Level 5 or above in the National Curriculum tests and teacher assessments. The results are shown for all pupils, for boys and for girls.
- trends in the national results over the last five years.
- a more detailed breakdown by level of the national results and of the trend data. Results for boys and for girls are shown separately.

The national summary information includes the results of all maintained schools (including special schools) in England, and includes those independent schools that took part in the 2002 KS2 National Curriculum assessments.

Table 2.1.3 shows the national percentages that you will need to include in the school prospectus and in the governors' annual report. DfES publication 0269/2002 *Governors' Annual Reports and School Prospectuses in Primary Schools*, and QCA's *Assessment and Reporting Arrangements* booklet explain the requirement for headteachers and governors to report to parents and governors the national percentages of pupils at each level of attainment on the National Curriculum scale.

Using The National Summary Results

The tables will help you to develop a general impression of your school's performance relative to the performance of schools nationally, both this year and over time. 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. Answering the questions below may help you identify priorities and strategies for school improvement.

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

Calculating The Figures For Your School

You should include all pupils eligible for KS2 assessment in 2002. These include all pupils who were absent or disapplied from the test. Most, but not all, of the pupils eligible for the 2002 tests will have been aged 11 at the end of the 2001/2002 school year.

The proportion of pupils achieving performance at a particular level is defined as the number reaching that level divided by the number of pupils eligible for assessment.

Example 1

KS2 results	Absent	Disapplied	L3	L4	L5	L6	Eligible	L4 and above
No. of pupils	2	3	3	23	8	1	40	32

The percentage achieving level 4 or above (4+) is $(32/40) \times 100 = 80\%$
 The percentage achieving at level 5 or above is $(9/40) \times 100 = 23\%$

Table 2.1.1 enables you to compare your results with the national results for 11 year olds who achieved Level 4 or above, and level 5 or above in the National Curriculum tests and teacher assessments. Comparisons can be made for boys and for girls separately.

The Your School's Results column in the table is provided for you to enter the relevant data for your school. The Difference column will show the difference between your school's results and the national results expressed in percentage points (e.g. +2). The completed table should be helpful as a focus for discussions on future school improvement strategies (please note: in schools with small cohorts an individual pupil's results can have a big impact on the school's results).

SECTION 2

NATIONAL VALUE ADDED INFORMATION

Using Pupil Level Results

The Information Provided

The value added information shows the progress made between KS1 and KS2, by pupils who completed KS2 in 2002. It can be used in two different ways:

- The Value Added Line Graphs can be used retrospectively, to compare the relative progress made by pupils in your school with the progress made by pupils nationally between KS1 and KS2.
- The Progress Charts can be used predictively, to assist in setting realistic but challenging targets for individual pupils, groups or classes and the whole school.

A Value Added Line Graph and its corresponding five Progress Charts have been provided for:

- English
- Reading
- Writing
- Mathematics
- Science

By using the Interactive Autumn Package (the IAP) you will be able to produce the results for your school much more quickly than by plotting the data yourself. The IAP takes your pupil data and produces pre-populated graphs.

Using Value Added Line Graphs to Evaluate Past Performance

The graphs relate pupils' average 1998 KS1 test/task points score to their 2002 KS2 test results in English, reading, writing, mathematics and science. The solid line on each graph is the median line. Half the pupils with a particular KS1 average points score achieved a KS2 result above the line and half achieved a result below it. The two dotted lines are the upper and lower quartile lines. Half of all pupils nationally fall on or between these two lines.

When analysing your school's performance, it is helpful to probe for reasons why pupils have made better or worse progress than expected. The questions listed below are useful for identifying priorities and strategies for school improvement. The **IAP** will help you to examine the performance of different groups of pupils.

- Are there noticeable differences in the progress made by boys and girls or between other groups, such as those from different ethnic groups? Is this related to pupils in any particular range of performance or to any particular class or set?
- Which pupils have made significantly better or worse progress than others? Can the reasons for this be identified?
- In classes or groups where the majority of pupils make better than average progress, can teachers identify any teaching practices that they think contribute to their success? From the comparisons and discussions, what are the emerging

priorities for the school?

- Is the progress made in different subjects comparable? If not, are there any reasons why this might be?
- Are the schemes of work in the various subjects appropriate to all pupils? Have the prior attainments and potential of pupils played a sufficient part in developing the teaching strategies?
- How have teachers set their expectations of pupils at the beginning of Years 3, 4 and 5? Do pupils with high or low prior attainment generally make the progress expected of them?
- How does the progress shown by pupils (and groups of pupils) relate to their prior performances? What does this tell you about the success of your existing strategies and your priorities for development?
- How far are the strengths and weaknesses identified specific to the particular year group or are they the same for other year groups or the school as a whole? How will you find out so that strengths can be built upon and weaknesses can be addressed?

Pupil Level Data You Will Need

For pupils who completed KS2 in 2002 you will need information about each pupil's 1998 KS1 results as well as their current attainment at KS2.

Each pupil should have 1998 KS1 results available for reading, writing, spelling and mathematics. Convert each of these to a "points score" using tables 2.5.1 and 2.5.2 in the Ready Reckoner. Take the average of these four points scores to get the prior attainment for the pupil. If one or two of the KS1 results are missing, take an average of the points scores for the remaining subjects, or the score for the sole subject.

A pupil's KS1 average points score should be truncated (e.g. 15.7 becomes 15) before plotting it on the line graph against the mark that pupil achieved in a particular KS2 test. On the graphs the KS1 average points score is plotted from the horizontal axis. The KS2 test mark is plotted from the vertical axis. Pupils whose test outcome was below the level 3 threshold - pupils with compensatory 2's, B or N - should be plotted at just below the level 3 threshold. Pupils who were absent or disapplied for a particular test cannot be plotted for that test, and where possible other information should be used to monitor their progress. The IAP will plot your pupils for you.

Example 2

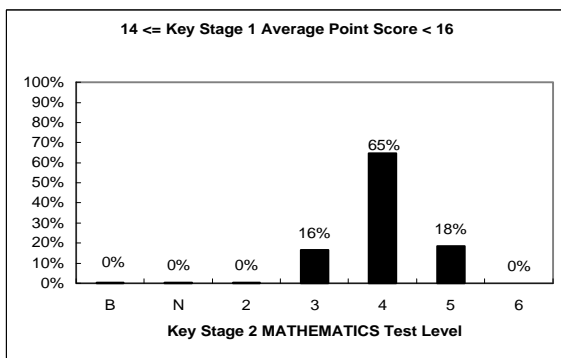
KS1test/task	Reading	Writing	Spelling	Mathematics
Pupil A outcomes	2A	2B	2	3
Pupil A points scores	17	15	15	21
Pupil B outcomes	2C	1	L	Absent
Pupil B points scores	13	9	9	Disregard

Pupil A: prior attainment is $(17+15+15+21)/4 = 68/4 = 17$ and the pupil should be plotted on the vertical grid line of 17.

Pupil B: Prior attainment is $(13+9+9)/3 = 31/3 = 10.3$ and the pupil should be plotted on the vertical grid line of 10.

Using Progress Charts for Target Setting

Below each of the graphs are Progress Charts. They show for pupils with similar attainments in the 1998 KS1 statutory tests/tasks, the distribution of their attainment in the 2002 KS2 statutory tests. All such charts that relate pupils' performance at one point in time with their performance at a later stage will show a range of outcomes. To select the appropriate chart for a pupil, use that pupil's average KS1 points score.



This Progress Chart shows that for the pupils who had a similar KS1 points score, 16% achieved Level 3 at KS2, 65% achieved Level 4 and 18% achieved Level 5.

Interpreting Your Results

Knowing a pupil's KS1 average points score, you can use the information in the Progress Charts and your own wider knowledge of that pupil to establish high expectations and to set realistic but challenging targets. In doing so you will need to take account of the fact that the charts are retrospective - they represent the relationships between assessments that have already taken place. At a national level these relationships will necessarily change as standards rise, and in individual schools the change may be greater as a result of particular school improvement strategies.

All of these changes must be borne in mind when using the charts to set challenging targets for the future. Achieving the proposed KS2 national targets for 2004 of 85% at Level 4 and 35% at Level 5 will require a substantial improvement in the progress made between KS1 and KS2. For an individual pupil you will also need to take account of any other information

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

Some Further Questions For You to Consider Include:

- How do parents' and pupils' expectations of future performance compare with the information shown in the Progress Charts?
- If parents' and pupils' own expectations are low, can they identify any particular aspects of work they find difficult and where they would benefit from extra help?
- How do teachers' forecasts and expectations for their pupils compare to what the Progress Charts suggest they could achieve? What are the reasons behind any low teacher expectations - what needs to be done, in the classroom or in other ways, to counter low expectations?
- How have pupils' performed in different aspects of the KS2 tests when compared with pupils' nationally as set out in the QCA Standards Reports?

SECTION 3

NATIONAL BENCHMARK INFORMATION

Using School Level Results

The Information Available

The benchmark information enables you to compare your school's 2002 KS2 results with the performance of schools nationally, and with the distributions of groups of schools banded by levels of their pupils' attainment at KS1 and by proportions of their pupils 'known to be eligible for free school meals (FSM)'. These comparisons can help you to reflect in aggregate, on your pupils' recent performances and assist with your target-setting process. All tables cover maintained schools in England (with KS2 results in 2002), but exclude special schools and pupil referral units (PRUs).

Each table shows performance distributions of:-

- the proportions of pupils achieving level 4 and above and level 5 and above in the English, mathematics, and science tests.
- the KS2 Average Points Scores (APS) in English, mathematics and science.
- (new for this year) an overall (composite) KS2 APS for English, mathematics and science on the basis of the measure shown in Primary School Performance Tables.

Using The Benchmark Information

Each table shows the performance of schools at key points of distribution. The performance shown at the median, for example, is that achieved by the 'average' school: approximately half of schools achieved a result higher than this and half lower. Approximately half of schools achieved performance between the upper (UQ) and lower quartile (LQ).

You can insert your own school's performance into the national table and into those covering groups of schools that have broadly the same levels of FSM and KS1 prior attainment. This information gives an indication of relative performance, and hints about your school's and your pupils' recent strengths and weaknesses.

But no two schools are the same. The benchmarks provide a series of general, overall, pictures of your school's performance. They give a start point for you to use with other information – especially pupil progress data from the value added section in this package - in interpreting your school's performance.

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

- Does the comparison of overall school performance indicate that your pupils have made as much progress as pupils nationally given prior attainment?
- Where pupil (and school) performances have changed since last year, what changes in school organisation or teaching and learning practices might have contributed?

- Where there are differences you feel are significant between the school's performance in the three subjects, what features, or change in features, of organisation or teaching and learning practices may have caused them?

Pupil and School Data You Will Need

Performance Measures

School performance in core subjects

This measure is defined as the number of pupils reaching or exceeding the appropriate levels divided by the number of pupils eligible for assessment. The national results section explains how to calculate these percentages.

Subject APS measure

The APS for each KS2 subject is calculated by allocating the points score appropriate to the KS2 level achieved by each pupil in the 2002 tests in that subject, as shown in table 2.5.3 in the Ready Reckoner, and then taking the average of those points scores.

Overall APS measure

This new measure of performance is an average of scores in English, mathematics and science as defined in the Primary School Performance Tables. You will have been notified of the overall average for your school as part of the checking process for this year's performance tables.

Prior attainment benchmarks

Both the coverage of the schools within the **prior attainment** benchmarks and the calculation of the school-level KS1 prior attainment scores that underpin the KS2 performance distributions are different to last year:-

The 2001 KS2 prior attainment benchmarks covered primary schools (with 2001 KS2 results) that had also returned 1997 KS1 tests/tasks results under the same DfES LEAESTAB number (after adjustment for LEA re-organisation and changes in maintained school type). The KS2 performances of many junior schools with no infant departments - and the contributions of pupil achievements at KS1 in infant schools - were therefore excluded from those benchmarks

The 1997 KS1 APS (for schools within scope of the prior attainment benchmarks) was based on the performance of pupils in those tests/tasks in that year. Many pupils change school between their KS1 and KS2 assessments, and consequently the KS1 prior attainment score for many schools did not relate to pupils included in their 2001 KS2 results

This year, as a consequence of the introduction of Unique Pupil Number (UPN) within 2002 PLASC, the Department has been able to match the 2002 KS2 results of pupils with their achievements in the 1998 KS1 assessments. It is thus possible to construct the prior attainment benchmarks for all schools with KS2 results this year according to the achievements of the same pupils in the 1998 KS1 tests/tasks irrespective of the school in which they took those assessments.

Last year, for schools with 2001 KS2 results, you calculated your 1997 KS1 APS for the prior attainment benchmarks as the average of the separate APS for reading, writing spelling and maths for pupils who took those assessments in your school in that year. **This year**, because of the availability of matched pupil data, and irrespective of whether you had any or the same pupils who took KS1 assessments in 1998 in your school, you should:-

- Calculate the KS1 APS over the four subject components for each pupil who took KS2 tests in your school. For this, you should adopt the method shown in Section 2 of this Guidance (under “Pupil Level Data You Will Need”); and then
- Calculate the average of those pupil APS values to give the school average KS1 APS.

Note: If you had any pupils who were either Absent (A) or Disapplied (D) in each of the English, mathematics and science 2002 KS2 tests, you should exclude their contribution to your KS1 calculation (given, of course, that they had KS1 results that qualified for inclusion in that calculation).

On the other hand, pupils who were ‘A’ or ‘D’ from all of the 1998 KS1 reading, writing, spelling and maths tests/tasks - but had at least one result in the 2002 KS2 English, mathematics and science tests that was not and ‘A’ or a ‘D’ (the majority of your pupils) - will automatically be excluded from your 1998 KS1 school-level APS calculation.

Calculation of Free School Meals (FSM) proportions

Tables 2.3.7 to 2.3.11 show the performance distributions for schools grouped by proportions of pupils ‘known to be eligible for free school meals (FSM)’.

The information for this measure is derived from your 2002 PLASC return to the department. You should note that the calculation covers all full-time day pupils on your register. If you have any ‘boarding’ pupils you should exclude them from the calculation, and you should also exclude all part-time pupils. We know that part-time pupils are very rarely reported as being ‘known to be eligible for a free meal’ and their exclusion from the calculation improves comparisons between primary schools. The calculation you need is thus:-

- the numbers of full-time day pupils ‘known to be eligible for free school meals’ divided by the total numbers of full-time day pupils.

READY RECKONERS

Tables of Point Score Equivalencies

Please Note: For a full explanation of the derivation of points scores, please consult the Technical Annex in the *1999 Autumn Package*.

Table 2.5.1: KS1 1997, 1998, 1999, 2000, 2001, 2002 Reading Comprehension Test/Task Point Scores

Test Level	Task Level	Points
-	A – Absent	Disregard
-	D – Disapplied	Disregard
-	W – Working towards Level 1	3
-	Level 1	9
-	Level 2C	13
-	Level 2B	15
-	Level 2A	17
Level 3	-	21
Level 4+	-	27

Table 2.5.2: KS1 1997, 1998, 1999, 2000, 2001, 2002 Point Scores

Test/task Outcomes	Writing	Spelling	Mathematics
A – Absent	Disregard	Disregard	Disregard
D – Disapplied	Disregard	Disregard	Disregard
W – Working towards Level 1	3	-	3
L – Lower than Level 2	-	9	-
X - Not required to take the test			
Level 1	9	-	9
Level 2C	13	-	13
Level 2B or undifferentiated Level 2	15	15	15
Level 2A	17	-	17
Level 3	21	21	21
Level 4+	27	-	27

Table 2.5.3: KS2 1997, 1998, 1999, 2000, 2001, 2002 Point Scores			
Test Outcome	English	Mathematics	Science
A – Absent	Disregarded	Disregarded	Disregarded
D – Disapplied	Disregarded	Disregarded	Disregarded
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

2002 Key Stage 2 Ready Reckoner

Calculate your school's average points score for each subject at KS2: English, mathematics and science

Use a copy of this page to calculate averages for each test.

Name of Test:

Possible Outcome	A	D	N	B	2	3	4	5	6
Points Score	Disregard	Disregard	15	15	15	21	27	33	39

Number of pupils at each level ¹	X	X							
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= Total number of relevant pupils³

Total points score for that level ²	X	X							
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= Overall total points score³

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

= =

¹ Record the number of pupils at each level - each pupil should not appear more than once.
² Calculate the points score total for each level by multiplying the number of pupils at each level by the points score for that level.
³ Sum both the total number of relevant pupils and the overall total points score.
⁴ The school's points score average is the overall total points score divided by the total number of relevant pupils.