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General enquiries about the *Autumn Package* should be addressed to the DfEE's Pupil Performance Team; please refer to *Section 6: Useful Contacts*. You can also email enquiries to: **autumn.package@dfee.gov.uk**.

INTRODUCTION

Raising educational standards is this Government's main priority. We want all children to leave school with the knowledge and skills to succeed in the world. This Government's strategy for raising standards requires all schools to have high expectations and to set high standards for all pupils, regardless of their background.

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 to teachers and governors for use with the process of target-setting and school improvement. Good schools will use this information to influence classroom practices and school strategies for raising pupil performance.

The Autumn Package This Year

The evaluation of the 1999 Package has provided some useful suggestions for improvement for this year. The size of the Package has been reduced, the Interactive Version piloted last year has been further developed and a new value added section has been introduced. We would welcome your feedback on the 2000 package, please visit our website at the address below to complete our online form.

The information in the Package will be further supplemented by your school's Performance and Assessment (PANDA) Report when it is produced at the end of October 2000 by OFSTED.

Accompanying this year's Package is a CD-ROM containing the Interactive Autumn Package. We hope teachers will find this a valuable tool for producing their own individual analyses as well as reducing the burden on their time. To use the interactive version, please follow the instructions with the CD-ROM disc.

The CD-ROM also contains an electronic copy of KS1, KS2 and KS3 Autumn Packages. These copies are stored as PDF files and can be used to print extra copies. You will need Adobe Acrobat Reader to access these files: to download a free copy, please visit our website at the address below for further information.

The wallchart '*Recognising Progress - Getting the Most from Your Data*' produced by DfEE and the Association of Assessment Inspectors and Advisers (AAIA) is available free from the DfEE Publication Centre (quoting ref: DfEE 0253/2000). It shows how you can use the *Autumn Package* to evaluate school performance and links the Five Stage School Improvement Cycle with the Performance Management Cycle.

Further Information

The *Autumn Package* is available as a read-only document on the Internet at **www.standards.dfee.gov.uk/performance**. The site also has the *Interactive Autumn Package* for schools to download if required.

The DfEE's "*From Targets to Action*" contains advice on target-setting, and Circular Number 11/98 "*Target Setting in Schools*" provides guidance on the statutory regulations. These are both available free from the DfEE Publication Office. OFSTED's *School Evaluation Matters* booklet contains advice on the broader process of school self-evaluation and QCA's *A Guide to Using National Curriculum Assessment Data in Primary Schools* includes advice on the more detailed interpretation of school statistics about pupil performance.

SECTION 1

NATIONAL SUMMARY RESULTS

The Purpose Of This Section

This section enables you to compare the performance of your school with national averages and trends. The national results provide a measure against which you can gauge how successfully your school is performing.

QCA's *2000 Key Stage 1 Assessment and Reporting Arrangements* booklet recommended that schools should regard Level 2B or above as the expected level of attainment for most children at the end of Key Stage 1.

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 2000 end of Key Stage 1 National Curriculum assessments. Further information about the national summary results is given in the Technical Annex (page 26).

How To Use The Information

You can use this section to develop a general impression of your school's performance relative to the results of schools nationally. You can examine in which areas your own results differ most markedly from the national picture, and this will help you to identify relative strengths and weaknesses in your school.

Using **Table 1.1** (page 3) you can examine your results alongside national results for 7 year olds who achieved Level 2 or above in each of the English and Mathematics National Curriculum Tests. The '**Your School's Results**' column in the table is provided for you to enter the relevant data for your school. The '**Difference**' column shows the variance between your school's results and the national results as '+' and '-' percentage points (e.g. +2 %).

Circulars 7/98 and 7/99, and QCA's *Assessment and Reporting Arrangements* booklet explain the requirement for head teachers and governors to report to parents the national percentages of pupils at each level of attainment on the National Curriculum scale. This information should be shown alongside the school's own results in reports to parents, the school prospectus and the governors' annual report. Tables 1.5 and 1.6 show the national information you will need.

Table 1.1: Percentage of All Pupils Achieving Level 2 or above in the 2000 Key Stage 1 National Curriculum Tests and Teacher Assessments:

		National Results (%)	Your School's Results¹ (%)	Difference in Percentage Points (+ or -)
READING Test/Task	All Pupils	83		
	Boys	79		
	Girls	88		
WRITING Task	All Pupils	84		
	Boys	80		
	Girls	89		
SPELLING Test	All Pupils	72		
	Boys	67		
	Girls	77		
MATHEMATICS Test/Task	All Pupils	90		
	Boys	89		
	Girls	91		
ENGLISH Teacher Assessment	All Pupils	84		
	Boys	80		
	Girls	88		
Speaking & Listening: Teacher Assessment	All Pupils	86		
	Boys	82		
	Girls	89		
Reading Teacher Assessment	All Pupils	84		
	Boys	80		
	Girls	88		
Writing Teacher Assessment	All Pupils	82		
	Boys	77		
	Girls	87		
MATHEMATICS Teacher Assessment	All Pupils	88		
	Boys	87		
	Girls	89		
SCIENCE Teacher Assessment	All Pupils	88		
	Boys	87		
	Girls	89		

¹ To calculate the percentage of pupils at a particular level, please see Example 1 on page 26.

Table 1.2: Percentage of All Pupils Achieving Level 2B or above in the 2000 Key Stage 1 National Curriculum Tests¹

		National Results (%)	Your School's Results (%)	Difference in Percentage Points (+ or -)
READING Test/Task	All Pupils	68		
	Boys	62		
	Girls	73		
WRITING Task	All Pupils	56		
	Boys	49		
	Girls	64		
MATHEMATICS Test/Task	All Pupils	73		
	Boys	72		
	Girls	74		

The completed tables can be helpful as a focus for discussions (*please note: in schools with small cohorts an individual pupil's results can have a big impact on the school's results*). It is important to probe for reasons that may lie behind the numbers. Answering the questions below will help you to identify areas for improvement.

Some Questions For You To Consider:

- Is the performance in English, Reading, Writing and Mathematics better or worse than the national average, both overall and in terms of the performances of boys and girls?
- Are the performances of boys and girls consistent across Reading, Writing and Mathematics?
- Are the results of the better performing aspects consistent with previous years?
- Have some aspects shown marked improvement this year?
- Where there are aspects with better than average results, can the teachers identify any features of subject organisation or teaching practices that they feel particularly contribute to their successful results?
- Are any of those features common across the different successful aspects?
- Are any of the features particularly worthy of use across the school as a whole, and particularly where performance is below the national average?
- From the comparisons and discussions, what appear to be the emerging priorities for the school as a whole?

¹ Teacher Assessments are not disaggregated into 2C, 2B or 2A, and therefore not included here.

Table 1.3: Recent Trends in the Key Stage 1 National Summary Results over the last five years showing percentage of All Pupils achieving Level 2 or above in Tests/Tasks and Teacher Assessments

	Test/Task					Teacher Assessment				
	1996	1997	1998	1999	2000	1996	1997	1998	1999	2000
ENGLISH	-	-	-	-	-	79	80	81	82	84
Speaking & Listening	-	-	-	-	-	81	83	84	84	86
Reading	78	80	80	82	83	78	80	80	82	84
Writing	79	80	81	83	84	76	77	79	80	82
Spelling	-	62	66	71	72	-	-	-	-	-
MATHEMATICS	82	84	84	87	90	82	84	85	86	88
SCIENCE	-	-	-	-	-	84	85	86	87	88

Table 1.4: Recent trends in the Key Stage 1 National Summary Results over the last five years showing percentage of All Pupils achieving Level 2B or above in Tests/Tasks

	All Pupils				
	1996	1997	1998	1999	2000
Reading	60	62	62	66	68
Writing task	48	47	49	53	56
MATHEMATICS	63	65	61	64	73

Table 1.5: Percentage of All Pupils, Boys and Girls in England achieving each Level in the 2000 Key Stage 1 Tests/Tasks

	X	A	D	W	L	1	2C	2B	2A	3	4+
	Percentage of All Pupils at each Level										
Reading Task	28	0	0	3	-	13	16	21	19	-	-
Reading Comprehension Test	16	0	0	-	2	-	16	21	17	28	0
Writing	-	0	0	5	-	10	28	30	18	9	0
Spelling	14	0	0	-	14	-	-	50	-	22	-
Mathematics	-	0	0	2	-	7	17	23	25	25	0
	Percentage of Boys at each Level										
Reading Task	24	0	0	4	-	16	17	21	17	-	-
Reading Comprehension Test	20	0	0	-	2	-	17	20	15	24	0
Writing	-	0	1	7	-	12	31	28	15	6	0
Spelling	18	0	0	-	14	-	-	48	-	19	-
Mathematics	-	0	0	3	-	8	17	22	24	26	0
	Percentage of Girls at each Level										
Reading Task	32	0	0	2	-	10	14	21	21	-	-
Reading Comprehension Test	12	0	0	-	2	-	14	21	19	32	0
Writing	-	0	0	3	-	7	25	31	22	11	0
Spelling	10	0	0	-	13	-	-	52	-	25	-
Mathematics	-	0	0	2	-	6	17	24	26	24	0

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. There was no fine grading for Spelling, hence the figures have been shown under 2B. Schools were only required to administer the spelling test to pupils working at Levels 2 and 3.

- 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 / or the spelling 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 standard needed for Level 1
- L represents pupils who were statutorily entered for the reading comprehension test and / or the spelling test but who did not achieve at least Level 2 in the statutory tests.

Table 1.6: Percentage of All Pupils, Boys and Girls in England achieving each Level in the 2000 Key Stage 1 Teacher Assessments

	All Pupils					Boys					Girls				
	W	1	2	3	4+	W	1	2	3	4+	W	1	2	3	4+
ENGLISH	3	13	63	21	0	4	16	63	17	0	2	10	64	25	0
Speaking & Listening	2	12	63	23	0	3	15	63	20	0	1	9	63	26	0
Reading	3	13	55	28	0	4	16	56	24	0	2	10	55	33	0
Writing	5	13	70	12	0	6	16	68	9	0	3	10	71	15	0
MATHEMATICS	2	10	63	25	0	2	11	60	26	0	1	9	66	24	0
Using & Applying Mathematics	3	14	62	20	0	3	15	60	21	0	2	13	65	19	0
Number & Algebra	2	10	63	24	0	2	11	61	25	0	2	9	66	23	0
Shape, Space & Measure	2	12	64	21	0	3	13	62	22	0	2	11	67	21	0
SCIENCE	2	10	66	22	0	2	11	63	23	0	1	9	68	21	0
Experimental & Investigative Science	2	13	65	19	0	2	14	63	20	0	2	12	68	18	0
Life Processes & Living Things	1	8	64	26	0	2	9	63	26	0	1	7	66	26	0
Materials & their Properties	2	9	66	23	0	2	10	64	23	0	1	8	68	22	0
Physical Processes	2	11	66	21	0	2	12	63	22	0	1	11	68	20	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 1.7: Recent Trends in the percentage of All Pupils, Boys and Girls in England achieving each Level in Key Stage 1 Tests/Tasks

		All Pupils									Boys									Girls								
		X	D	A	W	L	1	2	3	4+	X	D	A	W	L	1	2	3	4+	X	D	A	W	L	1	2	3	4+
Reading Task	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	-	-
	1998	26	0	0	3	-	16	54	-	-	22	0	0	4	-	20	54	-	-	31	0	0	2	-	13	54	-	-
	1997	26	0	0	3	-	16	54	-	-	23	0	0	4	-	20	53	-	-	30	0	0	2	-	13	55	-	-
Reading Comprehension Test	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
	1998	19	0	0	-	3	-	51	26	0	24	0	0	-	3	-	50	22	0	15	0	0	-	2	-	51	31	0
	1997	19	0	1	-	5	-	49	26	-	24	0	1	-	5	-	47	23	-	15	0	1	-	4	-	50	30	-
	1996	-	0	0	3	-	18	48	30	-	-	0	0	4	-	22	48	25	-	-	0	0	2	-	14	48	34	-
Writing	2000	-	0	0	5	-	10	76	9	0	-	1	0	7	-	12	74	6	0	-	0	0	3	-	7	77	11	0
	1999	-	0	0	6	-	11	75	8	0	-	1	0	7	-	13	73	6	0	-	0	0	4	-	8	77	10	0
	1998	-	0	0	6	-	12	74	7	0	-	0	1	8	-	15	71	5	0	-	0	0	4	-	9	77	9	0
	1997	-	0	0	6	-	13	74	6	-	-	0	0	8	-	16	71	4	-	-	0	0	4	-	10	77	8	-
	1996	-	0	0	5	-	15	73	6	-	-	0	0	7	-	18	70	4	-	-	0	0	4	-	11	77	8	-
Spelling	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	-
	1998	10	0	1	-	24	-	48	18	-	12	1	1	-	26	-	45	15	-	7	0	1	-	20	-	51	21	-
	1997	7	0	1	-	30	-	47	14	-	8	0	1	-	34	-	44	12	-	5	0	1	-	26	-	51	17	-
	1996	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
MATHEMATICS	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
	1998	-	0	1	2	-	12	65	19	0	-	0	1	3	-	14	62	20	0	-	0	1	2	-	11	69	17	0
	1997	-	0	0	2	-	14	63	20	0	-	0	0	2	-	15	61	21	0	-	0	0	2	-	12	66	19	0
	1996	-	0	0	3	-	15	63	19	-	-	0	0	3	-	15	60	20	-	-	0	0	2	-	14	66	18	-

Please see page 6 for definitions of X, D, A, W and L.

Table 1.8: Recent Trends in the percentage of All Pupils, Boys and Girls in England achieving each Level in Key Stage 1 Teacher Assessments by subject and different aspects of the subject

	Year	% All Pupils					% of Boys					% of Girls				
		W	1	2	3	4+	W	1	2	3	4+	W	1	2	3	4+
ENGLISH	2000	3	13	63	21	0	4	16	63	17	0	2	10	64	25	0
	1999	3	14	62	20	0	4	18	62	16	0	2	11	63	24	0
	1998	3	16	63	18	0	4	19	61	15	0	2	12	64	22	0
	1997	3	17	63	17	0	4	20	61	14	0	2	13	64	21	0
	1996	3	18	62	17	0	4	22	60	14	0	2	14	63	21	0
Speaking & Listening	2000	2	12	63	23	0	3	15	63	20	0	1	9	63	26	0
	1999	2	13	62	22	0	3	16	62	19	0	2	10	63	25	0
	1998	2	14	63	20	0	3	17	62	18	0	2	11	64	23	0
	1997	2	15	63	19	0	3	18	62	17	0	2	12	64	22	0
	1996	2	16	63	19	0	3	19	62	16	0	2	13	64	21	0
Reading	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
	1998	3	16	54	27	0	4	20	54	22	0	2	12	54	31	0
	1997	3	17	54	26	0	4	20	53	22	0	2	13	54	31	0
	1996	3	18	51	27	0	4	22	51	23	0	2	14	51	32	0
Writing	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
	1998	5	16	68	11	0	7	20	66	8	0	3	12	70	14	0
	1997	5	17	68	10	0	7	21	65	7	0	3	13	71	12	0
	1996	5	18	67	9	0	7	23	64	7	0	3	14	70	12	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 1.8: (continued) Recent Trends in the percentage of All Pupils, Boys and Girls in England achieving each Level in Key Stage 1 Teacher Assessments by subject and different aspects of the subject

	Year	% All Pupils					% of Boys					% of Girls				
		W	1	2	3	4+	W	1	2	3	4+	W	1	2	3	4+
MATHEMATICS	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
	1998	2	13	65	20	0	2	14	62	21	0	1	12	69	18	0
	1997	2	14	65	18	0	2	16	63	19	0	1	13	68	17	0
	1996	2	16	66	16	0	2	17	63	17	0	2	15	69	15	0
Using & Applying Mathematics	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
	1998	3	18	64	15	0	3	19	61	16	0	2	17	67	14	0
	1997	2	19	64	14	0	3	20	62	15	0	2	18	67	13	0
	1996	3	20	64	13	0	3	22	61	14	0	2	19	67	12	0
Number & Algebra	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
	1998	2	13	66	19	0	2	15	63	20	0	2	12	69	17	0
	1997	2	15	65	18	0	2	16	63	18	0	1	14	68	17	0
	1996	2	17	66	15	0	2	18	63	16	0	2	16	69	14	0
Shape, Space & Measures	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
	1998	2	15	66	16	0	3	17	64	17	0	2	14	69	15	0
	1997	2	16	66	15	0	2	18	64	16	0	2	15	68	15	0
	1996	2	19	65	13	0	3	21	63	13	0	2	18	67	12	0

Notes to the table

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

Table 1.8: (continued) Recent Trends in the percentage of All Pupils, Boys and Girls in England achieving each Level in Key Stage 1 Teacher Assessments by subject and different aspects of the subject

	Year	% All Pupils					% of Boys					% of Girls				
		W	1	2	3	4+	W	1	2	3	4+	W	1	2	3	4+
SCIENCE	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
	1998	2	12	67	19	0	2	13	65	20	0	1	11	70	17	0
	1997	1	13	68	17	0	2	14	66	18	0	1	12	71	16	0
	1996	2	14	69	15	0	2	15	67	16	0	1	14	71	14	0
Experimental & Investigative	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
	1998	2	16	66	16	0	2	16	64	17	0	2	15	69	15	0
	1997	2	17	67	14	0	2	18	64	15	0	2	16	69	14	0
	1996	2	18	67	13	0	2	19	65	14	0	2	17	69	12	0
Life Processes & Living Things	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
	1998	1	9	67	22	0	2	10	65	22	0	1	8	69	22	0
	1997	1	10	68	21	0	2	11	66	21	0	1	9	69	21	0
	1996	1	11	68	19	0	2	12	67	19	0	1	10	70	19	0
Materials & Their Properties	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
	1998	2	11	69	19	0	2	12	66	20	0	1	10	71	18	0
	1997	2	11	70	17	0	2	12	68	18	0	1	10	72	16	0
	1996	2	12	70	16	0	2	13	68	16	0	1	11	72	15	0
Physical Processes	2000	2	11	66	21	0	2	12	63	22	0	1	11	68	20	0
	1999	2	13	66	18	0	2	14	64	20	0	1	12	69	17	0
	1998	2	14	67	17	0	2	15	64	19	0	1	13	70	15	0
	1997	2	15	67	15	0	2	16	65	17	0	1	15	70	14	0
	1996	2	18	66	14	0	2	18	65	15	0	2	17	68	12	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

SECTION 2

NATIONAL VALUE ADDED INFORMATION

Using Pupil Level Results

The Purpose Of This Section

This section enables you to compare the relative progress made by individual pupils in your school with the progress made by a sample of pupils between Baseline Assessment and Key Stage 1 (KS1). Many studies have confirmed that prior attainment is by far the best predictor of a pupil's ultimate performance. By comparing your pupils' results in this way, you can get an indication of how well your school is performing in KS1 once Baseline attainment has been taken into account.

How To Use The Value Added Lines And The Progress Charts

In Graphs 2.1- 2.3 (pages 14 to 16) the upper sections show the progress line relating pupils' total autumn 1997 Baseline Assessment score to their 2000 KS1 points score in reading, writing and mathematics. The five Progress Charts in each lower section show for each subject the distributions of the KS1 levels achieved across the range of Baseline scores. To use the line graphs, plot each pupil's total autumn 1997 Baseline score against the points score they achieved in the 2000 KS1 tests using guidance on page 26 of the Technical Annex. The solid line on each graph shows the median pupils' KS1 attainment for any Baseline average points score. The dotted lines either side show the KS1 attainment for pupils at the upper and lower quartiles. The accompanying CD-ROM contains the Interactive Version which will plot your pupils for you.

Please note: you will only be able to use the value added information in this section for pupils who were baseline assessed in the autumn term using a scheme which contained the QCA baseline scales.

Having plotted your results, you can identify those pupils who have made relatively good progress (i.e. those who appear at or above the upper quartile line), and others who have made relatively poor progress (i.e. those who appear below the lower quartile line).

To gain a full picture of the school's overall performance, it is useful to consider the performance of different groups of pupils within a year, as well as the performance of the complete year cohort. For example, you could consider the attainment of boys, ethnic minorities and English as Additional Language (EAL) pupils against progress made nationally, and the impact this has on the school's overall performance. By looking at the performance of different groups of pupils in this way, you can get a more complete picture of the school's overall performance, and this will help you with the setting of challenging yet realistic targets.

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 overleaf are useful for identifying priorities and strategies for school improvement.

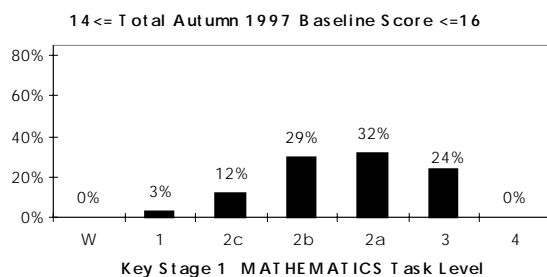
Some Questions For You to Consider Include:

- How does the progress made by pupils in different groups, sets or classes compare? Are there any noticeable differences in the progress made by boys, girls and ethnic minorities in each class?

- Have any pupils made unexpectedly good progress, or significantly less progress than expected? Are there any marked differences and if so can the teacher or the pupils, think of any reasons?
- 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?
- How do teachers set their expectations of pupils at the beginning of Years 1 & 2? Do pupils with high or low prior attainment make the progress expected of them?

This value added information is retrospective, revealing how much progress pupils have made in the past but it can also be used as a guideline to predict how individuals or groups of pupils might perform in the future, thus helping with the setting of targets. The Progress Charts are useful for this purpose. However, school improvements you have made could lead to higher levels of attainment. Therefore your targets for individuals or groups should include a degree of challenge.

Each set of Progress Charts shows, for pupils with similar attainments in the 1997 Baseline assessments, the distribution of their attainment in the 2000 KS1 statutory tests. The score is then used to select the appropriate Progress Chart. For example, if the pupil's total Baseline score level is 15 the following graph is appropriate when looking at their KS1 Mathematics level.



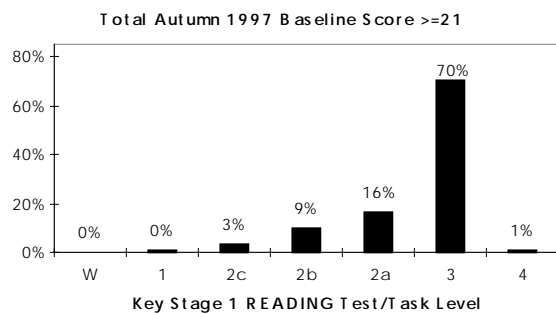
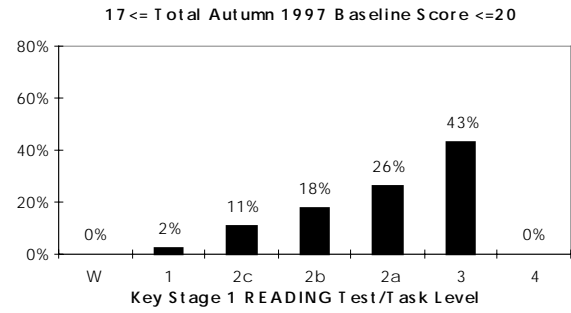
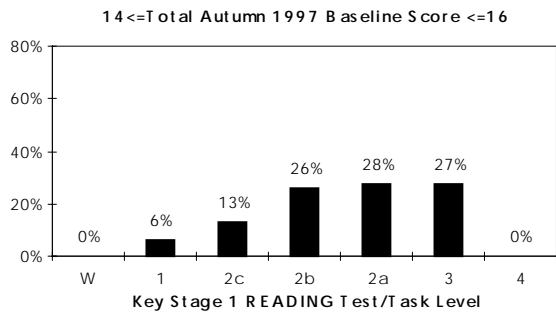
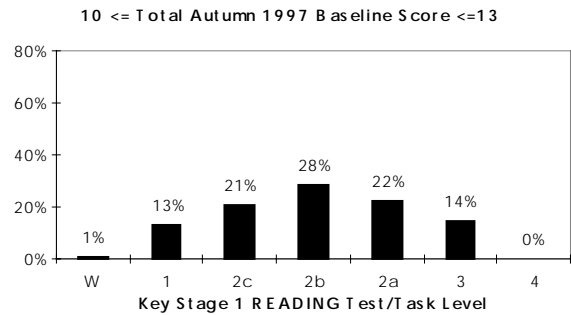
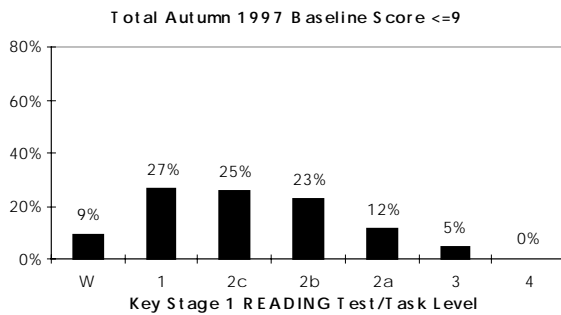
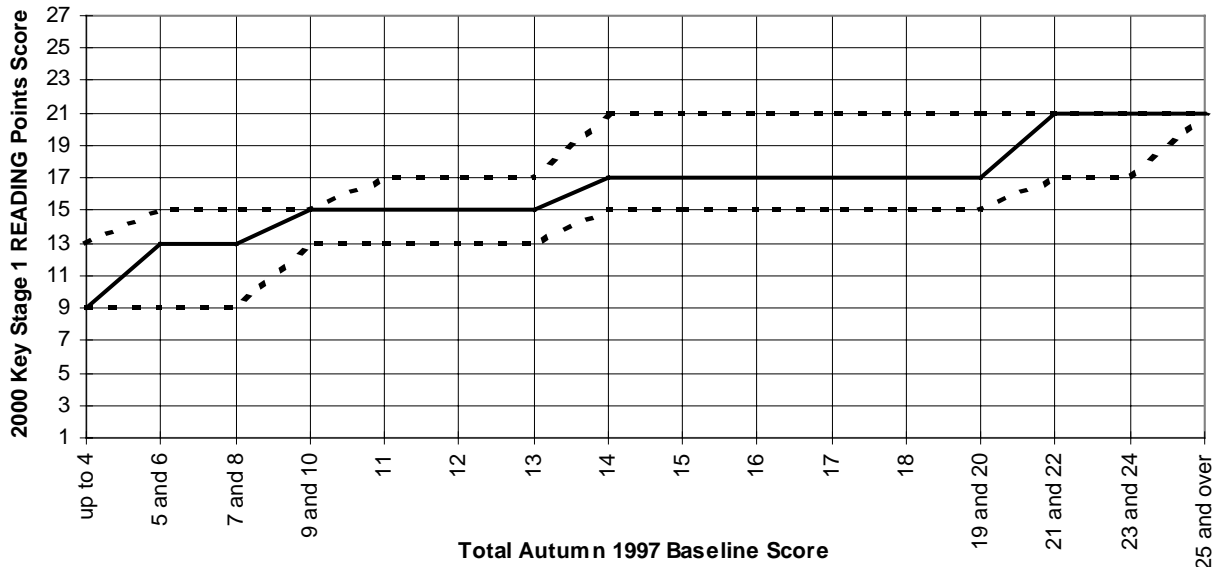
This Progress Chart shows that for pupils who had a similar total Baseline points score, 29% achieved Level 2B at KS1 and 32% achieved Level 2A.

Knowing their pupils' Baseline average points score, teachers can use the information in the Progress Charts and the Value Added Lines to establish their expectations about what their pupils should go on to achieve. This information can also be used in discussions with pupils' parents, as a focus for agreeing stretching expectations for their child and also helping to involve them in the setting of challenging targets. Sharing such information can be helpful for parents to enable them to know how they can support their children at home, and can be used by teachers when planning work for the child.

Some Further Questions For You To Consider Include:

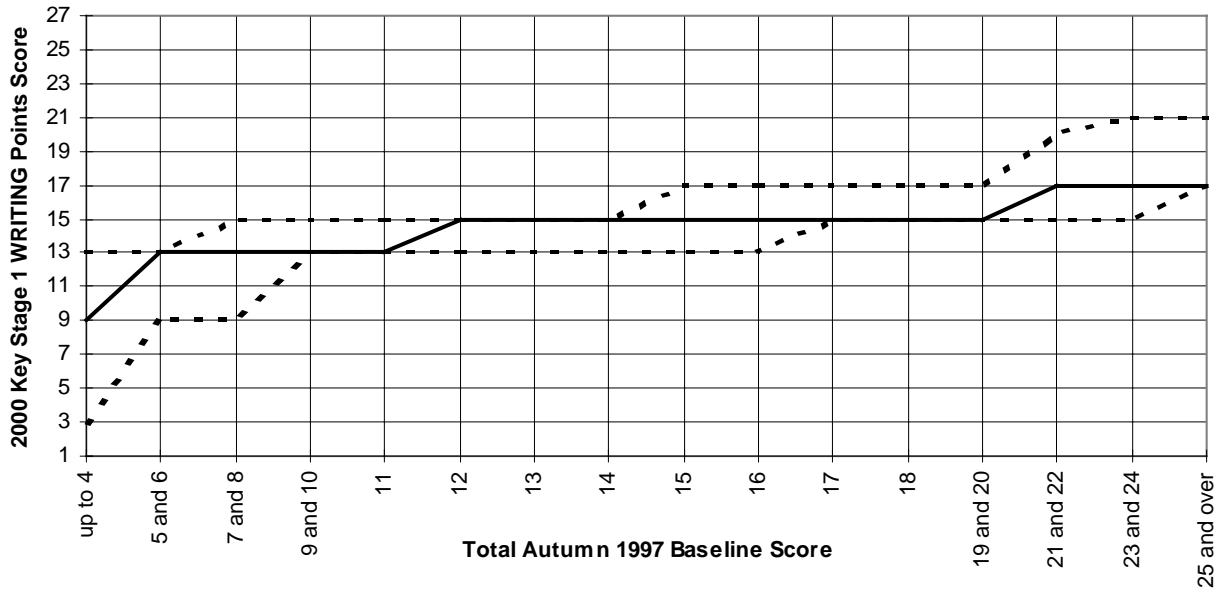
- How do parents' and pupils' expectations of future performance compare with the information shown in the Progress Charts?
- If parents' and pupils' own expectations are low, can they identify any particular aspects of work they find difficult and where they would benefit from extra help?
- How do teachers' 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?

Graph 2.1 2000 Key Stage 1 READING Value Added Line & Progress Charts

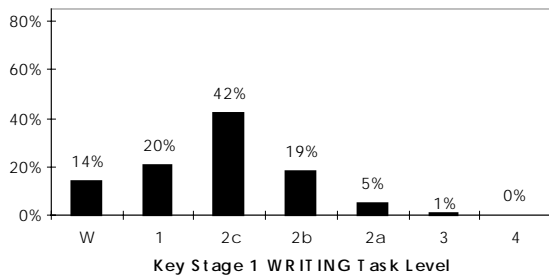


Please see pages 26 and 27 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

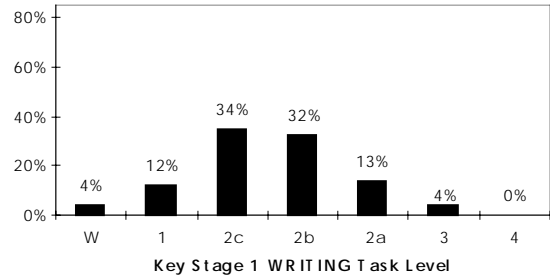
Graph 2.2 2000 Key Stage 1 WRITING Value Added Line & Progress Charts



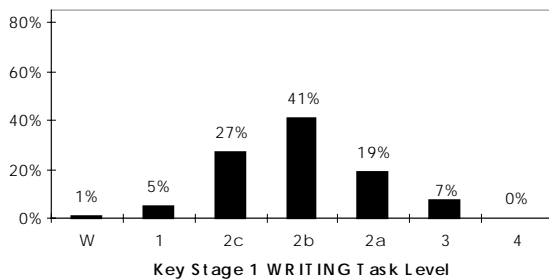
Total Autumn 1997 Baseline Score <=9



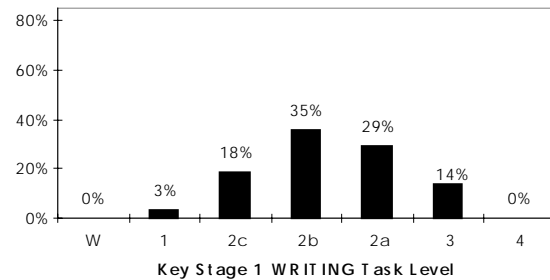
10 <= Total Autumn 1997 Baseline Score <=13



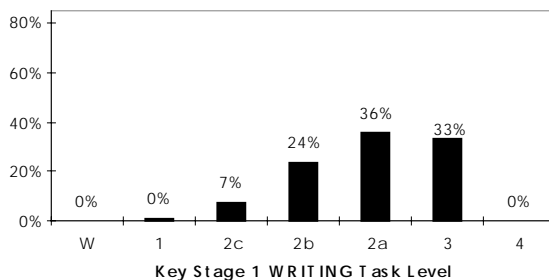
14 <= Total Autumn 1997 Baseline Score <=16



17 <= Total Autumn 1997 Baseline Score <=20

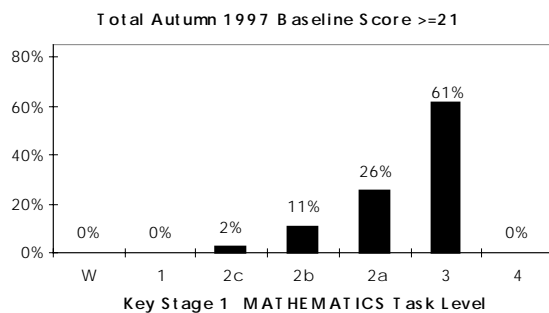
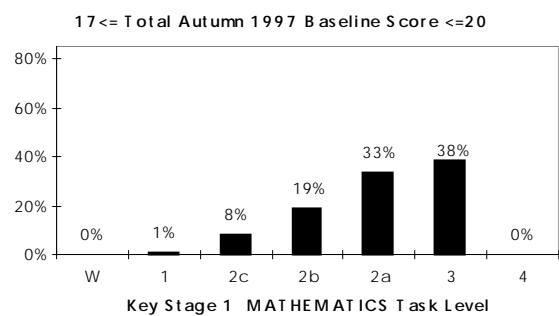
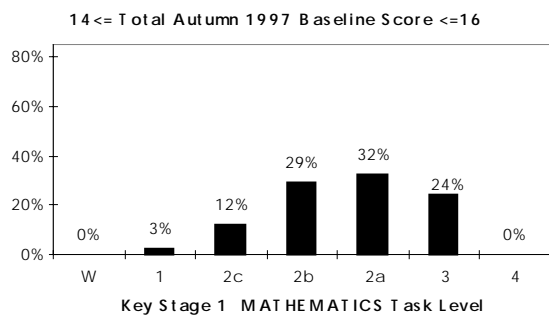
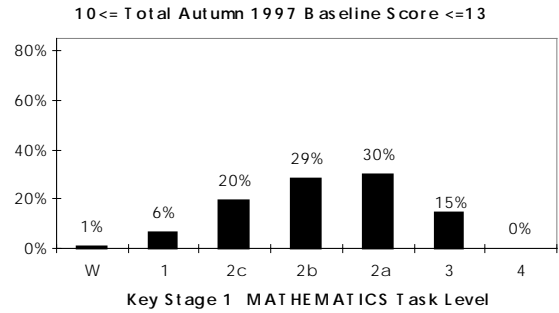
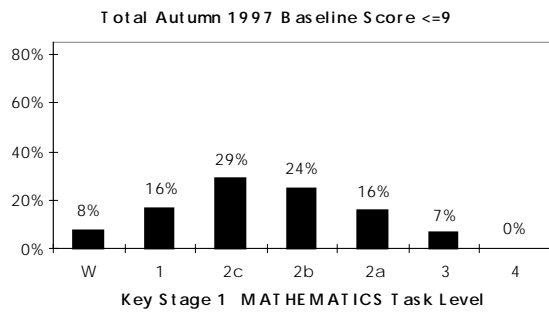
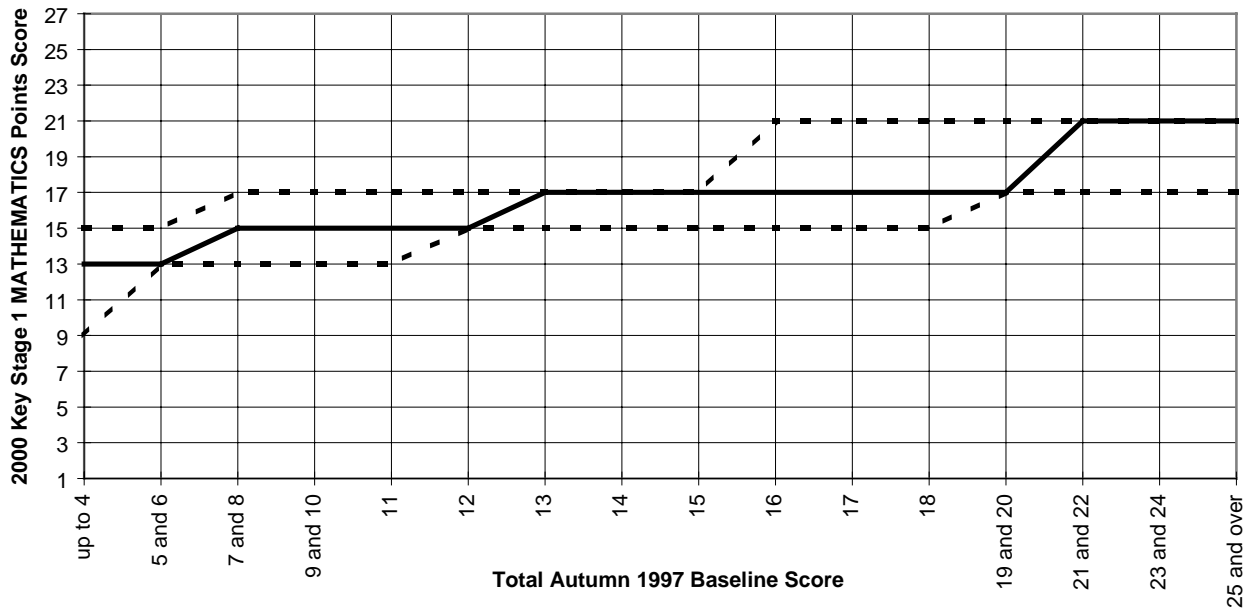


Total Autumn 1997 Baseline Score >=21



Please see pages 26 and 27 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

Graph 2.3 2000 Key Stage 1 MATHEMATICS Value Added Line & Progress Charts



Please see pages 26 and 27 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

SECTION 3

NATIONAL BENCHMARK INFORMATION

Using School Level Results

The Purpose Of This Section

This section enables you to compare your school's 2000 Key Stage 1 (KS1) test results with the performances achieved by other similar schools.

The benchmark information in this section represents the range of performance of similar schools, grouped together on the basis of one measure of pupil disadvantage. The proportion of pupils "known to be eligible for free school meals (FSM)" within a school is used as the measure of pupil disadvantage.

The Technical Annex on page 28, provides further information about definitions used to create the benchmark tables.

How To Use The Information

The following tables present the performances of schools at key points in the national distribution: for example, the '*median*' shows the results achieved by a school at the middle of the distribution (i.e. half of the schools achieved higher than this and half lower). The '*UQ*' (Upper Quartile) shows the results of a school which is three quarters the way up the national distribution. As no two schools are identical, schools should consider other contextual information to explain their position in the benchmark tables.

National Benchmarks

Table 3.1 (page 19) shows the distributions of performance for schools nationally enabling you to benchmark your school against national results. A 'ready reckoner' is provided on page 29, to show how to calculate your schools' average KS1 points score for each subject. The blank columns in the table allow you to insert your school's results so that you can position your performance in that distribution.

Free School Meals (FSM) Benchmarks

Tables 3.2 - 3.6, (pages 21 to 25) show performance distributions for groups of similar schools, categorised by intensity of FSM. You should choose the table(s) which most closely reflects the characteristics of your school. The flow chart in **Figure 1** (page 20) will help you identify which table(s) to use to assess your performance. Again blank columns have been provided for you to insert your school's results. The definition on page 28 shows how to calculate your school's FSM proportion. If your school straddles two benchmark groups, you may wish to look at your school's performances in the context of them both.

When analysing your school's performance using benchmark information, you need to probe for reasons that may lie behind the numbers. Answering the questions overleaf will help you to do this and enable you to identify priorities and strategies for school improvement.

Some Questions To Consider May Include:

- How does the school's performance in English, mathematics and science relate to the range of performance shown by other similar schools - particularly to performances at the upper quartile and 95th percentile?
- Where the position has improved over last year, what changes in teaching practice do teachers feel have helped?
- If there are significant differences between the performances of the three subjects, can teachers identify any features of organisation or teaching that contribute to success?
- Are any of the features particularly worthy of use across the school as a whole and, particularly, in the less successful subjects?
- Through locally formed associations of schools, or with the help of the LEA, can the school identify better performing schools in the group and ask "*how do they do that?*"
- In practice, how can networking with better performing schools best be built into the school's development plan?
- From the comparisons and discussions, what are the emerging priorities for each of the core subjects?
- Are any of these priorities worth adopting as a whole school issue?

Table 3.1: The range of performance in Key Stage 1 tests of all maintained schools in England, other than maintained special schools.

Percentage of pupils achieving Level 2 and above.

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	100	93	89	86	83	77	61
Writing task	100	94	90	88	85	78	60
Mathematics test/task	100	98	95	93	90	86	72
Science teacher assessment	100	98	94	92	89	83	65

Percentage of pupils achieving Level 2B and above.

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	92	80	74	70	66	58	41
Writing task	86	70	63	58	53	45	25
Mathematics test/task	98	85	79	76	71	64	46

Percentage of pupils achieving Level 3 and above.

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	56	38	31	27	23	17	3
Writing task	28	14	9	6	4	0	0
Mathematics test/task	54	35	28	24	20	14	4
Science teacher assessment	53	33	25	20	16	7	0

Average KS1 points score achieved¹.

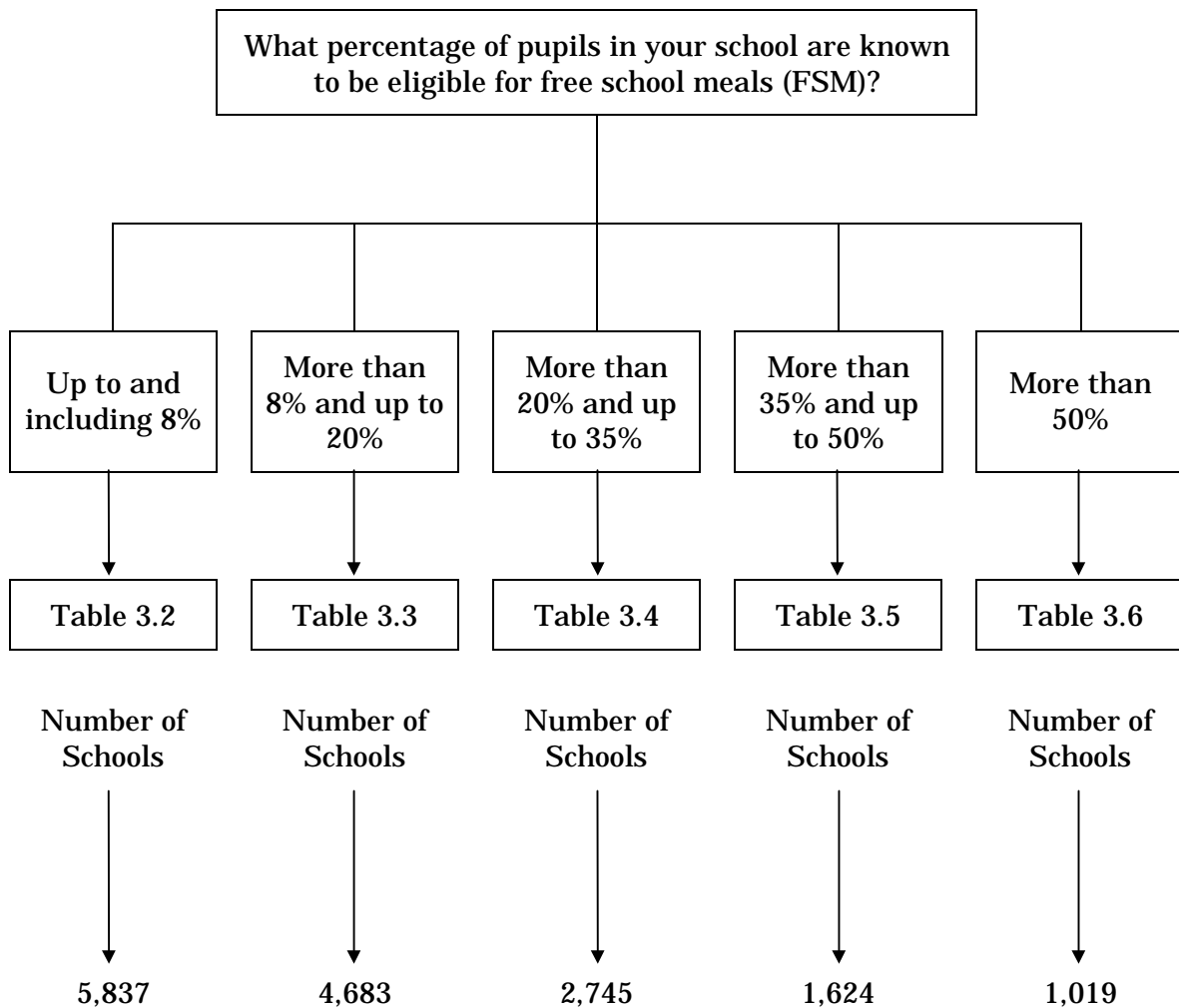
	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	18.3	16.9	16.2	15.8	15.4	14.6	12.7
Writing task	16.6	15.3	14.7	14.3	13.9	13.2	11.3
Mathematics test/task	18.5	17.1	16.5	16.1	15.8	15.1	13.3

¹ Use 'Ready Reckoner' provided on page 29, to calculate your school's average KS1 point score.

Key Stage 1 National Benchmarks based on Free School Meals (FSM)

Table 2.1 shows national benchmarks for all maintained, mainstream schools. The tables that follow group schools according to the proportions of **full-time** pupils “known to be eligible for free school meals”.

Figure 1: Tables of Key Stage 1 National Benchmarks for Schools Based on School Census (Form 7) Information



Total number of schools = 15,908

Table 3.2: Schools with pupils known to be eligible for FSM of:***up to and including 8%******Percentage of pupils achieving Level 2 and above***

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	100	98	94	92	90	86	75
Writing task	100	98	95	93	91	87	73
Mathematics test/task	100	100	98	97	95	92	81
Science teacher assessment	100	100	99	97	94	91	78

Percentage of pupils achieving Level 2B and above

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	97	86	81	78	75	70	54
Writing task	91	78	71	68	64	57	38
Mathematics test/task	100	90	86	83	80	74	58

Percentage of pupils achieving Level 3 and above

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	63	47	40	36	33	27	10
Writing task	33	18	13	10	8	3	0
Mathematics test/task	60	42	33	30	26	20	7
Science teacher assessment	61	40	32	27	22	13	0

Average KS1 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	19.0	17.7	17.1	16.8	16.5	15.9	14.4
Writing task	17.1	15.9	15.4	15.1	14.8	14.3	12.8
Mathematics test/task	19.0	17.7	17.2	16.9	16.6	16.0	14.6

¹ Use 'Ready Reckoner' provided on page 29, to calculate your school's average KS1 point score.

Table 3.3: Schools with pupils known to be eligible for FSM of:***more than 8% and up to 20%******Percentage of pupils achieving Level 2 and above***

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	100	93	89	87	85	80	67
Writing task	100	94	91	89	86	81	67
Mathematics test/task	100	98	95	93	91	88	77
Science teacher assessment	100	97	94	93	90	86	73

Percentage of pupils achieving Level 2B and above

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	90	79	74	71	68	63	49
Writing task	83	70	63	60	56	49	32
Mathematics test/task	96	85	80	76	73	67	50

Percentage of pupils achieving Level 3 and above

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	50	37	32	29	25	20	8
Writing task	27	14	10	7	5	2	0
Mathematics test/task	52	34	28	25	21	16	6
Science teacher assessment	50	33	26	22	18	11	0

Average KS1 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	17.9	16.8	16.3	16.0	15.6	15.1	13.7
Writing task	16.4	15.2	14.7	14.4	14.1	13.6	12.1
Mathematics test/task	18.4	17.1	16.6	16.2	15.9	15.4	14.0

¹ Use 'Ready Reckoner' provided on page 29, to calculate your school's average KS1 point score.

Table 3.4: Schools with pupils known to be eligible for FSM of:***more than 20% and up to 35%******Percentage of pupils achieving Level 2 and above***

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	96	87	83	80	78	73	59
Writing task	97	89	85	82	79	74	59
Mathematics test/task	100	94	91	89	86	82	70
Science teacher assessment	100	93	89	87	84	79	63

Percentage of pupils achieving Level 2B and above

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	82	70	65	62	59	53	40
Writing task	75	60	53	50	45	39	23
Mathematics test/task	89	78	72	69	65	59	42

Percentage of pupils achieving Level 3 and above

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	41	28	23	20	17	13	3
Writing task	19	9	6	4	2	0	0
Mathematics test/task	43	28	22	19	16	11	3
Science teacher assessment	43	26	19	16	11	4	0

Average KS1 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	17.0	15.8	15.3	14.9	14.6	14.0	12.6
Writing task	15.6	14.4	13.9	13.6	13.3	12.7	11.1
Mathematics test/task	17.7	16.4	15.8	15.5	15.1	14.5	13.2

¹ Use 'Ready Reckoner' provided on page 29, to calculate your school's average KS1 point score.

Table 3.5: Schools with pupils known to be eligible for FSM of:***more than 35% and up to 50%******Percentage of pupils achieving Level 2 and above***

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	94	84	79	75	72	67	52
Writing task	95	85	80	77	74	68	50
Mathematics test/task	100	92	88	85	83	78	64
Science teacher assessment	98	90	85	82	79	72	55

Percentage of pupils achieving Level 2B and above

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	78	65	60	56	52	46	32
Writing task	70	54	47	43	39	31	16
Mathematics test/task	88	74	67	63	59	53	36

Percentage of pupils achieving Level 3 and above

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	38	23	18	15	13	9	0
Writing task	16	6	3	2	0	0	0
Mathematics test/task	40	24	19	16	13	8	2
Science teacher assessment	38	22	15	11	7	0	0

Average points KS1 score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	16.6	15.1	14.6	14.2	13.8	13.3	11.5
Writing task	15.1	13.9	13.3	12.9	12.6	11.9	10.2
Mathematics test/task	17.4	16.0	15.3	14.9	14.5	13.9	12.5

¹ Use 'Ready Reckoner' provided on page 29, to calculate your school's average KS1 point score.

Table 3.6: Schools with pupils known to be eligible for FSM of:***more than 50%******Percentage of pupils achieving Level 2 and above***

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	89	79	74	71	68	61	46
Writing task	92	81	76	73	69	62	44
Mathematics test/task	98	89	85	82	79	73	58
Science teacher assessment	97	87	81	78	74	67	49

Percentage of pupils achieving Level 2B and above

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	73	59	54	51	48	42	29
Writing task	64	49	42	38	34	28	13
Mathematics test/task	85	71	65	60	56	50	32

Percentage of pupils achieving Level 3 and above

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	32	19	15	13	10	6	0
Writing task	14	5	2	0	0	0	0
Mathematics test/task	37	22	17	14	11	7	0
Science teacher assessment	35	19	12	6	3	0	0

Average KS1 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	15.8	14.6	14.0	13.7	13.3	12.6	11.0
Writing task	14.8	13.4	12.9	12.5	12.1	11.5	9.6
Mathematics test/task	17.1	15.6	15.0	14.6	14.2	13.6	12.0

¹ Use 'Ready Reckoner' provided on page 29, to calculate your school's average KS1 point score.

SECTION 5 - TECHNICAL ANNEX

How To Use The Autumn Package

Part A: Guidance to the Autumn Package Sections

Introduction

This section explains the calculations you will need to carry out on your school's data if you want to use particular sections of the Autumn Package. Where it refers to tables of points scores these are given in Part B on page 30.

i) The National Results Section

When comparing your school's results to the national results section you should include all pupils eligible for assessment, defined as all pupils who have reached the end of Key Stage 1, including those who were absent, those who were disapplied from the test and pupils with special educational needs. This should be all pupils who are moving on to a Key Stage 2 programme of study in the next school year. Most, but not all, will have been aged 7 at the end of the school year.

The percentage of pupils at a particular level is defined as the number reaching that level, as a percentage of the number eligible for assessment.

Example 1: 32 out of the 40 eligible pupils in a school attained test level 2 or better (8 reached level 3; 9 reached level 2A, 7 reached level 2B and 8 reached level 2C) while 3 reached level 1, one was working below level 1 (W), one was absent and 3 disapplied.

The percentage achieving level 2 or above (2+) is $(32/40) \times 100 = 80\%$
The percentage achieving at level 3 is $(8/40) \times 100 = 20\%$

ii) The Value Added Section - Evaluating your 2000 Results

To use the value added section for pupils who completed KS1 in 2000 you will need to have information about each pupil's baseline assessment results on entry to the school as well as their current attainment at KS1. This Value Added (VA) material will **not** be suitable for all pupils who took Key Stage 1 tests in 2000. Only pupils baseline assessed in the autumn term of 1997, and whose baseline assessment used a scheme which contained the QCA baseline scales can be directly compared with the value added lines and graphs.

The VA materials are based on a relatively small sample of around 4300 pupils, although they are drawn from around 100 different local education authorities.

The National Results Section starts on page 2

Compare your school's % reaching Level 2+ in reading, writing, spelling, maths and science using Table 1.1 on page 3

You can also compare the attainment of boys and girls using the same Table.

The Value Added Information section starts on page 12

Calculating prior attainment

You may be able to evaluate the progress of pupils who were assessed using other types of schemes, by adapting the baseline assessment scores you have to correspond to the QCA scales. However, the results of such analyses should be viewed with caution. Similarly, the progress of pupils who completed KS1 in 2000 but whose baseline assessment was carried out before or after Autumn 1997 cannot be directly compared to these materials since their progress is being measured over a different length of time.

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.

Calculating current attainment and using the Value Added Line Graphs

To use the Value Added (VA) material you will need to use your pupils' attainment in the 2000 Key Stage 1 reading, writing and mathematics tests/tasks, converted into a points score using Tables 5.1 and 5.2 in Part B (page 30). For reading, the **task** result should be used unless the pupil achieved level 3 or 4 in the reading comprehension test. On the VA line graphs the prior attainment measure, total baseline score, is plotted on the horizontal axis. Current attainment in the Key Stage 1 test/task is plotted on the vertical axis. Pupils who were absent or disappplied for a particular test cannot be plotted for that test, and where possible other information should be used to monitor their progress.

Example 2: A pupil has a total baseline score of 14. She was awarded a 2B in her reading task and did not achieve level 3 or 4 in the test. Her reading attainment is therefore 2B, which corresponds to 13 points. When plotted on the graph on page 14, this pupil is below the lower quartile line, and has therefore made poor progress compared to pupils with similar total baseline score.

Progress Charts can be found on pages 14 to 16

iii) The Value Added Section - use for target-setting

For target-setting you may want to use the VA material for pupils who have not yet taken KS1 tests/tasks. For these pupils you will need to have information about each pupil's baseline assessment results (their "prior attainment") for a year from 1998 to 2000. As noted above the VA material can only be reliably used for pupils baseline-assessed in the autumn term using a scheme which contained the QCA baseline scales.

Using the Progress Charts

The Progress Charts and VA lines show what pupils in 2000 achieved at KS1 from particular prior attainment: they can be used as guidelines to predict how pupils will perform in the future. However, future patterns of attainment may not repeat what has happened in the past and school improvements you have made could lead to higher levels of attainment. Therefore, your targets (for individuals or groups of pupils or school level) should include a degree of challenge.

The National Benchmark Section starts on page 17

iv) School Level Benchmarks

The school level benchmarks allow you to compare your school's results to the distribution of schools nationally and to the results of "similar" schools.

The performances of maintained schools in England other than maintained special schools and PRUs are covered in the benchmark tables. In calculating the proportion of pupils "known to be eligible for FSM" part-time pupils have been excluded. Since these pupils are less likely to be reported as "known to be eligible for FSM", their absence from the FSM calculation is designed to improve school comparisons.

To use the benchmark tables you will need to calculate several measures of your school's 2000 KS1 results.

Calculation of your school's current attainment for benchmarks

The percentage of pupils at level 2 (or 2B) and above is defined as the number of pupils reaching level 2 (or 2B) or above, divided by the number of pupils eligible for assessment. This is the same definition as used in the national results section (see Example 1, page 26).

Your school's average points score for a KS1 subject is calculated by allocating the points score to each pupil's KS1 level (shown in Tables 5.1 and 5.2 on page 30), and taking the average of the points score over all pupils other than those who were absent or disapplied. You can use the ready reckoner on page 29 for this calculation.

Calculating School Average Points Score at KS1 for use in the National Benchmarking Section

Example 3: In Mathematics, using Example 1 pupil numbers, 8 pupils reached level 3; 9 reached level 2A, 7 reached level 2B and 8 reached level 2C while 3 reached level 1, one was working below level 1 (W), one was absent and 3 disapplied.

Therefore, 32 of the 40 eligible pupils (80%) attained test level 2 or above, and 24 out of 40 (60%) achieved Level 2B or better.

The school average points score for Mathematics is

$$[(8*21) + (9*17) + (7*15) + (8*13) + (3*9) + (1*3)]/36 = 530/36 = 15.6$$

Photocopy and use the Ready Reckoner on page 29 for each subject

Selection of benchmark groups - free school meals benchmarks

To use the FSM benchmarks you will need to calculate the percentage of pupils known to be eligible for free school meals in your school. You gave the information for this calculation in your January 2000 Annual School Census return. You should divide the numbers of **full time** pupils 'known to be eligible for free school meals' by the total **full time** pupils on roll, less boarding pupils (if any).

Calculating the school's FSM proportion

2000 Key Stage 1 Ready Reckoner

Use this ready reckoner to determine your school's average points score for Key Stage 1 reading, writing and mathematics. Photocopy this sheet to calculate averages for each task/test.

Special note for reading test/task: Please note that if a pupil achieved Level 3 or 4 in the comprehension test then you should record them at their reading test level, otherwise you should record them at their reading task level.

Each pupil should not appear more than once.

Possible Outcome	A	D	W	1	2C	2B	2A	3	4
Points Score	Disregard	Disregard	3	9	13	15	17	21	27

Number of pupils at each level ¹	X	X							
---	----------	----------	--	--	--	--	--	--	--

= Total number of relevant pupils³

Total points score for that level ²	X	X							
--	----------	----------	--	--	--	--	--	--	--

= Overall total points score³

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

$$= \frac{\text{[]}}{\text{[]}} = \text{[]}$$

¹ Record the number of pupils at each level

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 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

Part B: Tables of Points Score Equivalencies

Please Note: For a full explanation of Points Scores, please consult the Technical Annex in *1999 Autumn Package of Pupil Performance Information*. A copy of the 1999 package is also available from our website at the address at the foot of the page.

Table 5.1: KS1 1997, 1998, 1999, 2000 Reading Comprehension Test/Task Points 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 5.2: KS1 1997, 1998, 1999, 2000 Points 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 X - Not required to take the test	-	9	-
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

SECTION 6

USEFUL CONTACTS

General Information

For general information please contact:

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Qualifications and Curriculum Authority (QCA)

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

www.standards.dfee.gov.uk/performance

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