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General enquiries about the *Autumn Package* should be addressed to the DfES Public Enquiry Unit. You can also e-mail enquiries to: [autumn.package@dfes.gsi.gov.uk](mailto:autumn.package@dfes.gsi.gov.uk)

Enquiries about PANDAs should be addressed to OFSTED. Please refer to *Section 6: Useful Contacts*.

## INTRODUCTION

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 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 for teachers and governors to use in the process of target setting and school improvement. It encourages schools to use pupil level data to understand differences in performance. Good schools will use this information to influence classroom practices and school strategies for raising pupil performance.

### Changes for this year's *Autumn Package*

In response to feedback on the 2000 package, and on the Interactive CD-ROM Version, which was sent to schools for the first time last year, some changes have been made to the layout and text of this year's package. Additional analyses are also being made available either in the paper version or on the Standards website. The changes include:

- short, worked examples in each Section
- last year's technical annex text and examples incorporated into the relevant sections. The Points Scores Equivalencies tables and Average Points Scores Calculation sheet remain in the section now entitled "Ready Reckoners"
- value added line graphs and progress charts disaggregated by gender available on the Standards website ([www.standards.dfes.gov.uk/performance](http://www.standards.dfes.gov.uk/performance))
- the PANDA report combined with the Pre-Inspection Context and School Indicators (PICSi) report. The PANDA will include an extra page of attainment statistics, as previously appeared in the PICSi. All other changes reflect the amendments made to the National Benchmark Information presented in Section 3.

### Using the *Autumn Package*

The *Autumn Package* includes 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. The data is presented in four sections: three contained in this document and the fourth – your school's PANDA – to follow in late October. The PANDA provides you with the appropriate benchmark tables (i.e. for all schools nationally and similar schools as defined in this document) from Section 3 pre-populated with your own school's data, together with other contextual data not used for benchmarking purposes.

The *Autumn Package* should help you answer the questions 'how well are we doing?' and 'what more should we aim to achieve?' If you are new to the *Package* you may find it useful to read the introduction to each of the sections first. This will give you an overview of the types of analysis you will be able to carry out without involving you in the detail of the data.

Each section sets out the steps you should follow to carry out the performance comparison it describes, and makes suggestions about the school data sets you might wish to use. However, your choice of data sets will depend upon the particular aspect of

your school's performance that you wish to explore, and the outcome of a comparison may point to areas for further investigation for which additional data sets might be needed. This year we have included short, worked examples in each section.

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.

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 Overview**

### *Section 1 – 2001 National Summary Results*

This section enables schools to compare their own performance with recent national results. School PANDAs also contain graphs showing trends in a school's results against national results for previous years.

### *Section 2 – National Value Added Information*

This section provides a means of searching for in depth answers to the question 'how well are we doing?' at the level of individual pupils rather than the whole school. It also helps answer the question 'what more should we aim to achieve?' by supporting the process of target setting. It includes two tools: Value Added Line Graphs and Progress Charts. Value Added Line Graphs are powerful tools for evaluating pupils' progress between key stages. They will 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. They make use of the same matched pupil data as the Value Added Line Graphs but present it in a different way.

### *Section 3 – National Benchmark Information*

This section enables you to make more detailed comparisons of your school's performance against national performance results and with similar schools grouped according to one measure of pupil disadvantage – free school meals. Your PANDA includes information about the performance of your school in relation to other schools that have similar proportions of pupils with free school meals.

### *Section 4 – Performance and Assessment Report (PANDA)*

The OFSTED PANDA report provides you with the appropriate school benchmark tables from Section 3 pre-populated with your own school's data. It also provides a broader overview of the school's context, including information that is not used for benchmarking purposes (such as the proportions of pupils with special educational needs), but which may influence pupil performance.

The PANDA also shows performance trends over time, and comparisons of the performance of boys and girls separately, all against national indicators.

Standards of pupil performance will depend on a variety of factors including the quality of teaching within the school. Inspection examines these factors and, for those schools inspected in the 2000/01 academic year, a summary of the most recent findings is shown, including comparison with other schools nationally.

Please note that the data shown in the PANDA does not reflect the outcomes of any re-markings or reviews, including changes requested by schools prior to publication of school performance tables. DfES review and validate the performance data, and once the revised data are provided to OFSTED, PANDAs will be made available to all schools where the new data significantly changes the interpretations shown.

PANDA reports will be available via the ePANDA website at [www.ofstedpandas.gide.net](http://www.ofstedpandas.gide.net) before printed copies are delivered to schools. As soon as PANDAs are available from the website, you will receive a letter with a unique password and some brief instructions to allow you to access your school's PANDA. Should the printed copy of your PANDA report not reach you within two weeks of receipt of that letter, a number will be provided for telephone queries relating to delivery.

The National Summary Data Report (NSDR) is an integral part of the PANDA, and will be made available to schools via the OFSTED website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)) during the autumn term. The extensive range of national information in the NSDR enables comparisons with other schools in terms of critical management statistics such as the pupil: teacher ratio and unit costs. The NSDR also gives information on the patterns of strengths and weaknesses nationally, as revealed by inspection evidence. The PANDA highlights where reference to the NSDR is particularly useful.

### Section 5 – Ready Reckoners

This section shows you how to allocate point scores to Key Stage performance levels and how to calculate average point scores for your pupils and for your school.

### Section 6 – Useful Contacts

Useful contact names and addresses are listed here.

## **Other Autumn Package Resources**

### Data and Tools for Further Analysis

- value added line graphs and progress charts disaggregated by gender can be found on the DfES Standards site ([www.standards.dfes.gov.uk/performance](http://www.standards.dfes.gov.uk/performance))
- a CD Interactive Version of the *Autumn Package* to be distributed to schools and available on the Standards site for schools to download
- data showing progress between KS1 tests and the optional tests in Years 3, 4 and 5; and between those years and KS2 tests will be available from December on the QCA website at [www.qca.org.uk/ca/tests/optional/index.asp](http://www.qca.org.uk/ca/tests/optional/index.asp)

### Guidance Materials

- a new website which will provide guidance with examples on the use of the [www.standards.dfes.gov.uk/performance](http://www.standards.dfes.gov.uk/performance)

*Autumn Package* at [www.updata.org.uk](http://www.updata.org.uk) (available by the end of October 2001)

- the *Autumn Package* as a read-only document, copies of circulars and other documents on target setting, and links to other websites on the Standards site
- the wall chart '*Recognising Progress - Getting the Most from Your Data*' produced by DfES and the Association of Assessment Inspectors and Advisers (AAIA) is available free from the DfES Publication Office (quoting ref: 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.
- the DfES's '*From Targets to Action*' contains advice on target-setting, and Circular 11/98 '*Target Setting in Schools*' provides guidance on the statutory requirements for target setting. DfES 0065/2001 *Supporting the Target Setting Process (revised March 2001)* gives guidance on target setting for pupils with special educational needs. These are all available free from the DfES Publication Centre.
- OFSTED's '*School Evaluation Matters*' booklet contains advice on the broader process of school self-evaluation.

## 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 summary information includes the results of all maintained schools (including special schools) in England, and those independent schools that took part in the 2001 KS1 National Curriculum assessments.

DfES circulars 7/98 and 7/99, and QCA's *Assessment and Reporting Arrangements* booklet explain the requirement for headteachers and governors to report to parents the national percentages of pupils at each level of attainment on the National Curriculum scale, in the school prospectus and in the governors' annual report. The national percentages that you will need are included in tables 1.5 and 1.6.

#### How To Use the Information

You can use this section to develop a general impression of your school's performance relative to the performance of schools nationally. By comparing your own school's results with the national results, both this year and over time, you can identify those areas where your own results differ most markedly from the national picture.

#### To Calculate Your School's Figures

When comparing your school's results to the national results you should include all pupils eligible for KS1 assessment in 2001. These include all pupils who were absent or who were disapplied from the tests/tasks. Most, but not all, of pupils eligible for the 2001 tests/tasks will have been aged 7 at the end of the 2000/2001 school year.

The proportion of pupils achieving performance of a particular level is defined as the number reaching that level divided by the number of pupils 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 and above (2+) is  $(32/40) \times 100 = 80\%$

The percentage achieving at level 3 is  $(8/40) \times 100 = 20\%$

Using **Table 1.1** (page 6), you can compare your results with the national results for all 7 year olds who achieved Level 2 or above in the National Curriculum tests/tasks 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 tables will be helpful as a focus for discussions on future school improvement strategies. (*Please note: in small schools, an individual pupil's results can have a big impact on the school's results*).

**Table 1.1: Percentage of All Pupils, Boys and Girls achieving Level 2 or above in the 2001 Key Stage 1 National Curriculum Tests/Tasks and Teacher Assessments:**

		<b>National Results (%)</b>	<b>Your School's Results (%)</b>	<b>Difference in Percentage Points (+ or -)</b>
<b>READING</b> Test/Task	<b>All Pupils</b>	<b>84</b>		
	<b>Boys</b>	<b>80</b>		
	<b>Girls</b>	<b>88</b>		
<b>WRITING</b> Task	<b>All Pupils</b>	<b>86</b>		
	<b>Boys</b>	<b>82</b>		
	<b>Girls</b>	<b>90</b>		
<b>SPELLING</b> Test	<b>All Pupils</b>	<b>75</b>		
	<b>Boys</b>	<b>70</b>		
	<b>Girls</b>	<b>80</b>		
<b>MATHEMATICS</b> Test/Task	<b>All Pupils</b>	<b>91</b>		
	<b>Boys</b>	<b>90</b>		
	<b>Girls</b>	<b>92</b>		
<b>ENGLISH</b> Teacher Assessment	<b>All Pupils</b>	<b>85</b>		
	<b>Boys</b>	<b>81</b>		
	<b>Girls</b>	<b>89</b>		
<b>Speaking &amp; Listening</b> Teacher Assessment	<b>All Pupils</b>	<b>86</b>		
	<b>Boys</b>	<b>83</b>		
	<b>Girls</b>	<b>90</b>		
<b>Reading</b> Teacher Assessment	<b>All Pupils</b>	<b>84</b>		
	<b>Boys</b>	<b>80</b>		
	<b>Girls</b>	<b>88</b>		
<b>Writing</b> Teacher Assessment	<b>All Pupils</b>	<b>83</b>		
	<b>Boys</b>	<b>79</b>		
	<b>Girls</b>	<b>88</b>		
<b>MATHEMATICS</b> Teacher Assessment	<b>All Pupils</b>	<b>89</b>		
	<b>Boys</b>	<b>87</b>		
	<b>Girls</b>	<b>90</b>		
<b>SCIENCE</b> Teacher Assessment	<b>All Pupils</b>	<b>89</b>		
	<b>Boys</b>	<b>88</b>		
	<b>Girls</b>	<b>90</b>		

**Table 1.2: Percentage of All Pupils, Boys and Girls achieving Level 2B or above in the 2001 Key Stage 1 National Curriculum Tests<sup>1</sup>**

		<b>National Results (%)</b>	<b>Your School's Results (%)</b>	<b>Difference in Percentage Points (+ or -)</b>
<b>READING</b> Test/Task	<b>All Pupils</b>	<b>69</b>		
	<b>Boys</b>	<b>64</b>		
	<b>Girls</b>	<b>74</b>		
<b>WRITING</b> Task	<b>All Pupils</b>	<b>59</b>		
	<b>Boys</b>	<b>51</b>		
	<b>Girls</b>	<b>66</b>		
<b>MATHEMATICS</b> Test/Task	<b>All Pupils</b>	<b>75</b>		
	<b>Boys</b>	<b>75</b>		
	<b>Girls</b>	<b>76</b>		

**Some Questions For You To Consider**

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:

- Is the performance in Reading, Writing and Mathematics better or worse than the national average, 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 consistent with previous years?
- Have some results shown a 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 raising pupil performance for the school?

<sup>1</sup> 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				
	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
<b>ENGLISH</b>	-	-	-	-	-	80	81	82	84	<b>85</b>
Speaking & Listening	-	-	-	-	-	83	84	84	86	<b>86</b>
Reading	80	80	82	83	<b>84</b>	80	80	82	84	<b>84</b>
Writing	80	81	83	84	<b>86</b>	77	79	80	82	<b>83</b>
Spelling	62	66	71	72	<b>75</b>	-	-	-	-	-
<b>MATHEMATICS</b>	84	84	87	90	<b>91</b>	84	85	86	88	<b>89</b>
<b>SCIENCE</b>	-	-	-	-	-	85	86	87	88	<b>89</b>

**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**

	Boys and Girls				
	1997	1998	1999	2000	2001
Reading	62	62	66	68	<b>69</b>
Writing task	47	49	53	57	<b>59</b>
<b>MATHEMATICS</b>	65	61	64	73	<b>75</b>

**Table 1.5: Percentage of All Pupils, Boys and Girls achieving each Level in the 2001 Key Stage 1 Tests/Tasks**

	X	A	D	W	L	1	2C	2B	2A	3	4+
	Percentage of <b>All Pupils</b> at each Level										
Reading Task	29	0	0	3	-	13	15	21	19	-	-
Reading Comprehension Test	15	0	0	-	2	-	13	20	20	29	0
Writing	-	0	0	5	-	9	27	30	19	9	0
Spelling	13	0	0	-	11	-	-	52	-	23	-
Mathematics	-	0	0	2	-	7	15	24	23	28	0
	Percentage of <b>Boys</b> at each Level										
Reading Task	25	0	1	4	-	15	17	21	18	-	-
Reading Comprehension Test	19	0	1	-	2	-	15	21	17	25	0
Writing	-	0	1	6	-	11	30	29	15	7	0
Spelling	17	0	0	-	12	-	-	50	-	21	-
Mathematics	-	0	1	2	-	7	15	23	22	30	0
	Percentage of <b>Girls</b> at each Level										
Reading Task	33	0	0	2	-	10	14	20	21	-	-
Reading Comprehension Test	12	0	0	-	2	-	11	20	23	33	0
Writing	-	0	0	3	-	7	24	31	23	12	0
Spelling	9	0	0	-	10	-	-	54	-	26	-
Mathematics	-	0	0	2	-	6	16	26	25	25	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 achieving each Level in the 2001 Key Stage 1 Teacher Assessments**

	All Pupils					Boys					Girls				
	W	1	2	3	4+	W	1	2	3	4+	W	1	2	3	4+
<b>ENGLISH</b>	3	12	64	21	0	4	15	63	17	0	2	9	64	25	0
Speaking & Listening	2	11	63	24	0	3	14	63	20	0	1	9	63	27	0
Reading	3	13	55	29	0	4	15	56	25	0	2	10	55	33	0
Writing	4	12	71	12	0	6	15	70	9	0	3	9	72	16	0
<b>MATHEMATICS</b>	2	9	63	26	0	2	10	60	28	0	1	9	66	23	0
Using & Applying Mathematics	2	13	62	22	0	3	14	59	24	0	2	13	66	19	0
Number & Algebra	2	9	63	26	0	2	10	60	28	0	1	9	66	23	0
Shape, Space & Measure	2	11	64	24	0	2	11	61	25	0	2	10	67	22	0
<b>SCIENCE</b>	1	9	65	24	0	2	10	62	26	0	1	8	67	23	0
Experimental & Investigative Science	2	12	65	21	0	2	13	62	23	0	1	11	68	20	0
Life Processes & Living Things	1	7	63	28	0	2	8	62	28	0	1	6	65	27	0
Materials & their Properties	1	8	65	25	0	2	9	63	26	0	1	7	67	24	0
Physical Processes	2	10	65	23	0	2	11	62	25	0	1	9	68	21	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 percentages of All Pupils, Boys and Girls 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	2001	29	0	0	3	-	13	55	-	-	25	1	0	4	-	15	55	-	-	33	0	0	2	-	10	55	-	-
	2000	28	0	0	3	-	13	55	-	-	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	-	-
		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 Comprehension Test	2001	15	0	0	-	2	-	53	29	0	19	1	0	-	2	-	52	25	0	12	0	0	-	2	-	54	33	0
	2000	16	0	0	-	2	-	53	28	0	20	0	0	-	2	-	53	24	0	12	0	0	-	2	-	54	32	0
	1999	18	0	0	-	3	-	50	29	0	22	0	0	-	3	-	50	24	0	13	0	0	-	2	-	49	35	0
	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	-
		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+
Writing	2001	-	0	0	5	-	9	76	9	0	-	1	0	6	-	11	75	7	0	-	0	0	3	-	7	78	12	0
	2000	-	0	0	5	-	10	76	9	0	-	1	0	7	-	12	74	6	0	-	0	0	3	-	7	77	12	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	-
		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+
Spelling	2001	13	0	0	-	11	-	52	23	-	17	0	0	-	12	-	50	21	-	9	0	0	-	10	-	54	26	-
	2000	14	0	0	-	14	-	50	22	-	18	0	0	-	14	-	48	19	-	10	0	0	-	13	-	52	25	-
	1999	15	0	0	-	13	-	47	24	-	19	0	0	-	14	-	45	21	-	11	0	0	-	12	-	48	28	-
	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	-
		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+
MATHEMATICS	2001	-	0	0	2	-	7	63	28	0	-	1	0	2	-	7	60	30	0	-	0	0	2	-	6	67	25	0
	2000	-	0	0	2	-	7	64	25	0	-	0	0	3	-	8	62	26	0	-	0	0	2	-	6	67	24	0
	1999	-	0	0	3	-	10	65	21	0	-	0	0	3	-	11	63	22	0	-	0	0	2	-	9	68	21	0
	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

Please see page 9 for definitions of X, D, A, W and L.

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

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

#### 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 percentages of All Pupils, Boys and Girls achieving each Level in Key Stage 1 Teacher Assessments by subject and different aspects of the subject**

	Year	All Pupils					Boys					Girls				
		W	1	2	3	4+	W	1	2	3	4+	W	1	2	3	4+
<b>MATHEMATICS</b>	<b>2001</b>	<b>2</b>	<b>9</b>	<b>63</b>	<b>26</b>	<b>0</b>	<b>2</b>	<b>10</b>	<b>60</b>	<b>28</b>	<b>0</b>	<b>1</b>	<b>9</b>	<b>66</b>	<b>23</b>	<b>0</b>
	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
<b>Using &amp; Applying Mathematics</b>	<b>2001</b>	<b>2</b>	<b>13</b>	<b>62</b>	<b>22</b>	<b>0</b>	<b>3</b>	<b>14</b>	<b>59</b>	<b>24</b>	<b>0</b>	<b>2</b>	<b>13</b>	<b>66</b>	<b>19</b>	<b>0</b>
	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
<b>Number &amp; Algebra</b>	<b>2001</b>	<b>2</b>	<b>9</b>	<b>63</b>	<b>26</b>	<b>0</b>	<b>2</b>	<b>10</b>	<b>60</b>	<b>28</b>	<b>0</b>	<b>1</b>	<b>9</b>	<b>66</b>	<b>23</b>	<b>0</b>
	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
<b>Shape, Space &amp; Measures</b>	<b>2001</b>	<b>2</b>	<b>11</b>	<b>64</b>	<b>24</b>	<b>0</b>	<b>2</b>	<b>11</b>	<b>61</b>	<b>25</b>	<b>0</b>	<b>2</b>	<b>10</b>	<b>67</b>	<b>22</b>	<b>0</b>
	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

**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 achieving each Level in Key Stage 1 Teacher Assessments by subject and different aspects of the subject**

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

**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**

The value added information in this section is retrospective as it shows the progress made between baseline assessment and KS1, by pupils who completed KS1 in 2001. The information is based on a relatively small sample of around 4100 pupils, although they are drawn from around 50 different local education authorities. 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 the sample of pupils between Baseline Assessment and KS1. By using the Value Added Line Graphs at the top of the following pages you should be able to identify areas for further investigation.
- 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. The five Progress Charts at the bottom of the pages will support you in this.

#### **Using Value Added Line Graphs to Evaluate Past Performance**

##### **What the Line Graphs Show**

**In Graphs 2.1- 2.3** (pages 19 to 21), the upper sections show the Value Added Line Graph relating pupils' total autumn 1998 Baseline Assessment score to their 2001 KS1 points score in Reading, Writing and Mathematics. The solid line on each graph (the median) shows the KS1 score achieved by a pupil at the middle of the distribution for any given Baseline Assessment score (i.e. half the pupils with a particular Baseline Assessment score achieved a KS1 score above the line and half achieved a score below it).

The two dotted lines provide similar information but divide the distribution at different points. The upper line (upper quartile) shows the KS1 score achieved by pupils three quarters of the way up the distribution, and the lower line (lower quartile) shows the score achieved by pupils a quarter of the way up it. Half of all pupils fall on or between the upper and lower quartile lines.

##### **Pupil Level Data You Will Need**

To use the value added line graphs for pupils who completed KS1 in 2001 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. The value added material in this section will not be suitable for all pupils who took KS1 tests in 2001. **Only pupils who had a baseline assessment in the autumn term of 1998, using a scheme that contained the QCA baseline scales, can be directly compared to the Value Added Line Graphs and Progress Charts.**

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.

To use the value added material you will need to use your pupils' attainment in the 2001 Key Stage 1 reading, writing and mathematics tests/tasks, converted into a points score using Tables 5.1 and 5.2 on page 33. For reading, the **task** result should be used unless the pupil achieved level 3 or 4 in the reading comprehension test, in which case the test result should be used. On the graphs the total baseline score is plotted from the horizontal axis. The KS1 test/task score is plotted from the vertical axis. 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.

**Example 2:** A pupil has a total baseline score of 14. She was awarded a 2C in her KS1 reading task and did not achieve level 3 or 4 in the comprehension test. Her reading attainment is therefore 2C, which corresponds to 13 points. When plotted on the graph on page 19, this pupil is below the lower quartile line, and has therefore made relatively poor progress compared to pupils with a similar total baseline score.

The accompanying CD-ROM contains the Interactive Version, which will plot your pupils for you.

### Interpreting Your Results

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

To gain a more comprehensive picture of the school's overall performance, you could consider the performance of different groups of pupils within the cohort. For example, the progress of boys compared to girls, and the relative performances of pupils by their minority ethnic group with and without English as Additional Language (EAL) against progress made by the national sample, and then consider the impact this has on the school's overall performance. The better understanding you have of your school's performance, and the variations within it, the more information you will have to help you with the setting of challenging yet realistic targets.

### Some Questions For You to Consider:

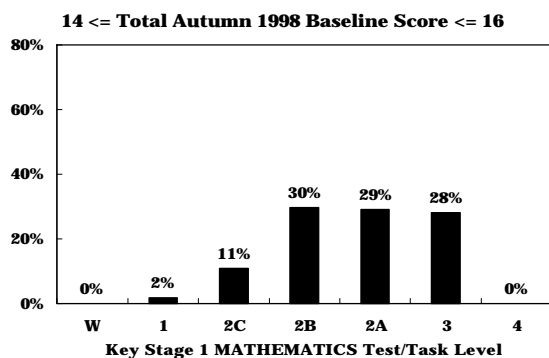
When analysing your school's performance, it is helpful to probe for reasons why pupils have made better or worse progress than expected. The questions listed below are useful for identifying priorities and strategies for school improvement.

- 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 1 and 2? 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?

### Using Progress Charts for Target Setting

Below each of the graphs are five Progress Charts. They show for pupils with similar attainments in the 1998 Baseline Assessments, the distribution of their attainment in the 2001 KS1 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 total baseline score.



This Progress Chart shows that, for pupils who had a similar total Baseline points score, 30% achieved Level 2B at KS1, 29% achieved Level 2A and 28% achieved Level 3

Knowing a pupil's total baseline 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.

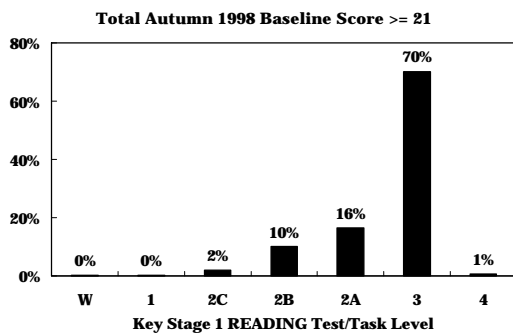
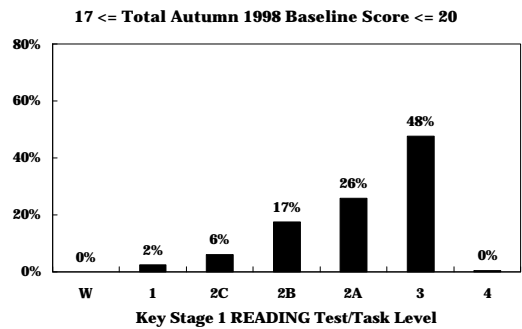
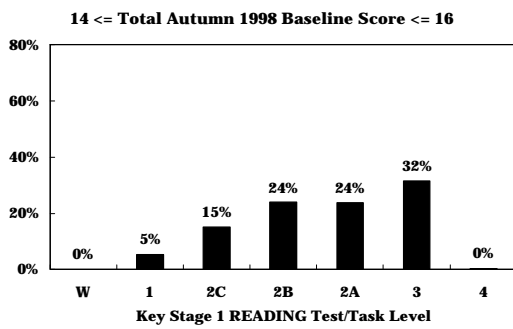
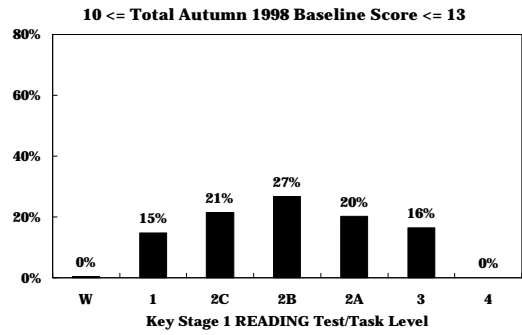
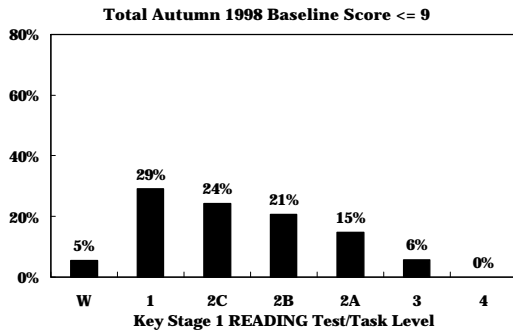
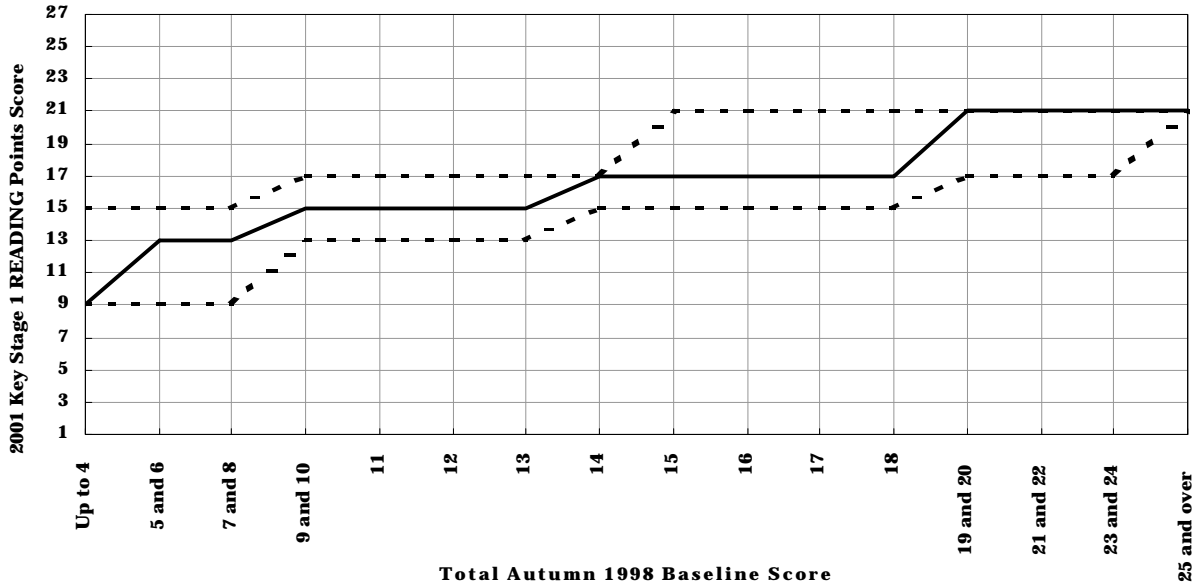
For an individual pupil you will also need to take account of any other information available to you. This might include evidence of the pupil's particular strengths and

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.

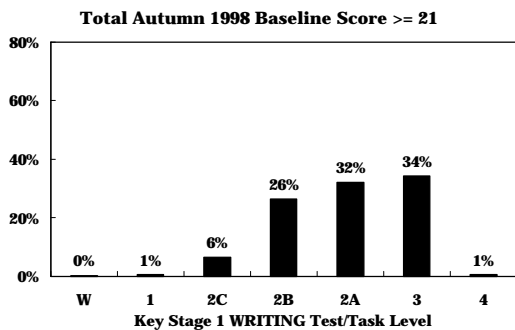
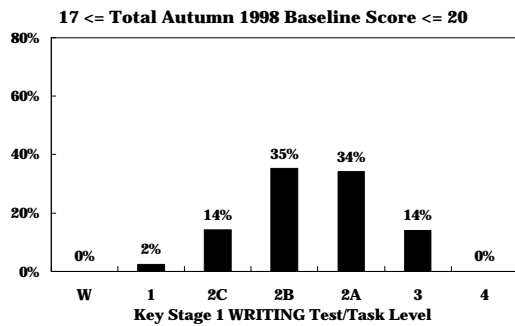
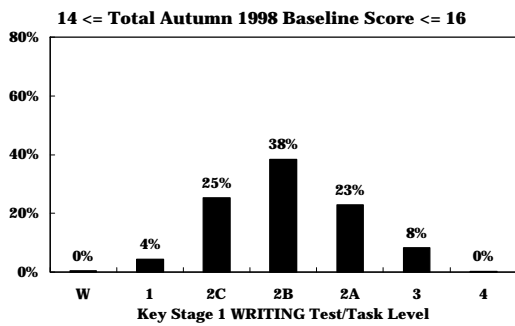
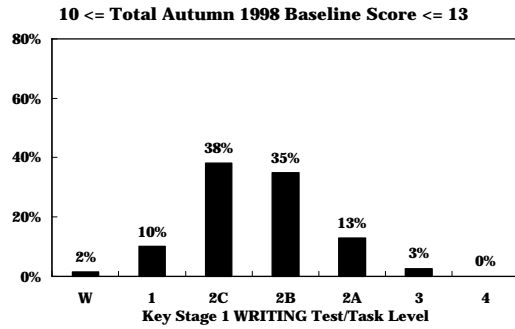
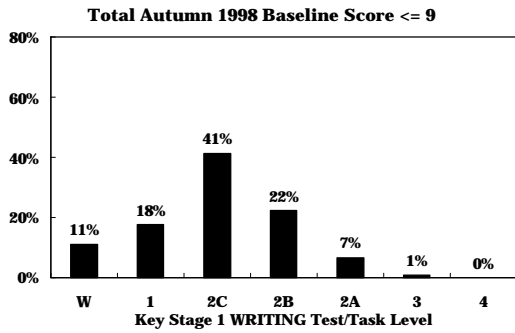
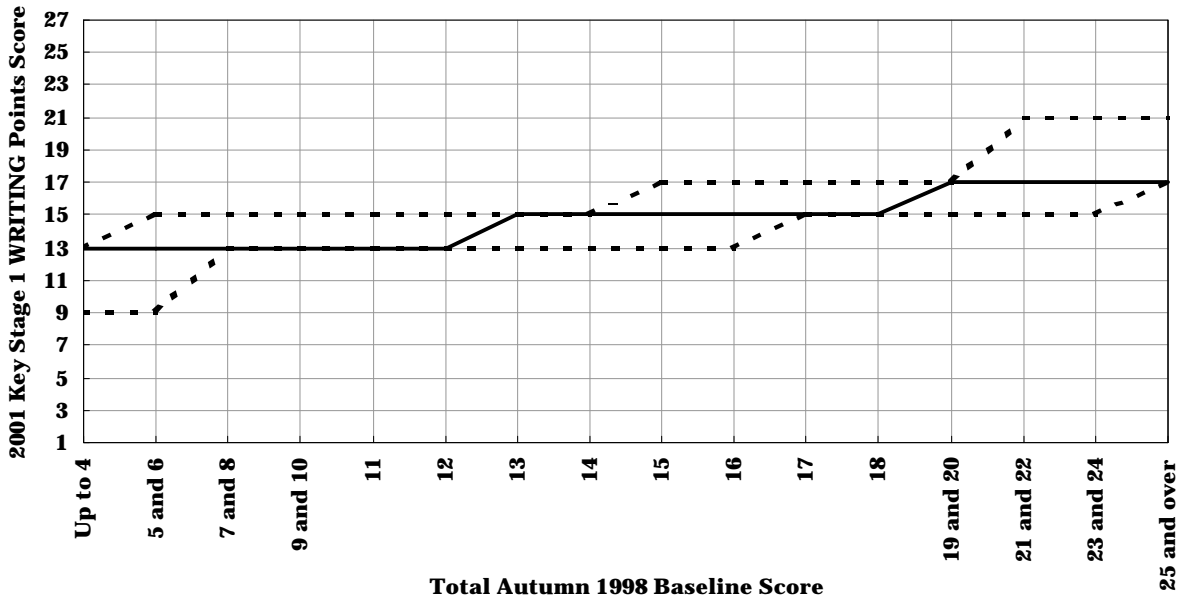
**Some Further Questions For You To Consider Include:**

- 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 pupils 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?

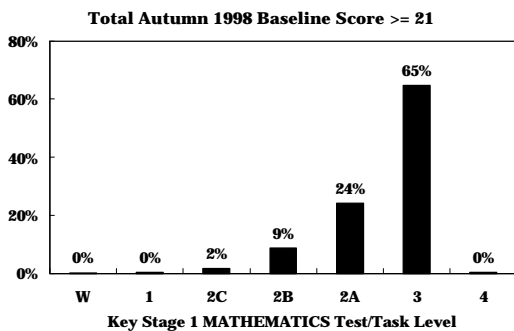
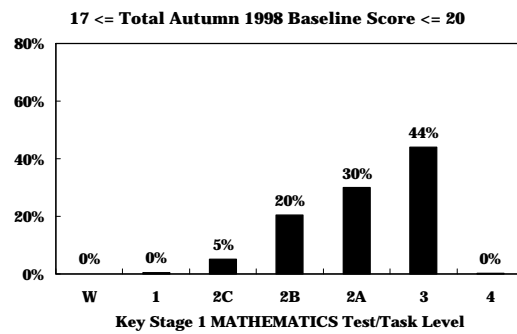
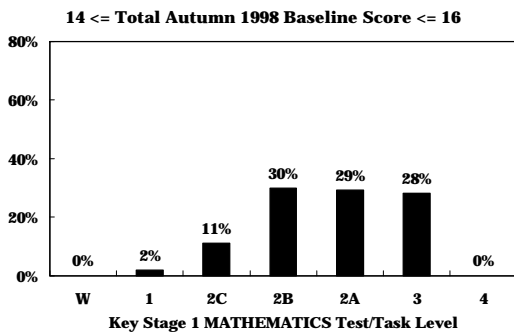
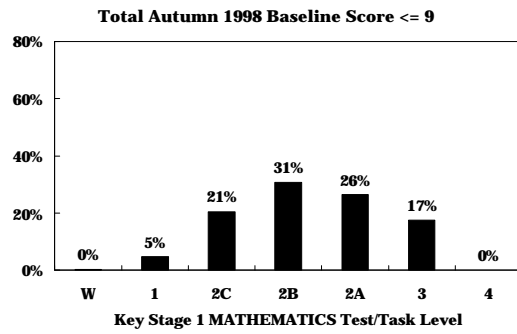
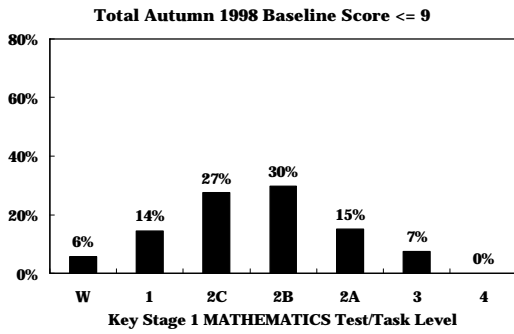
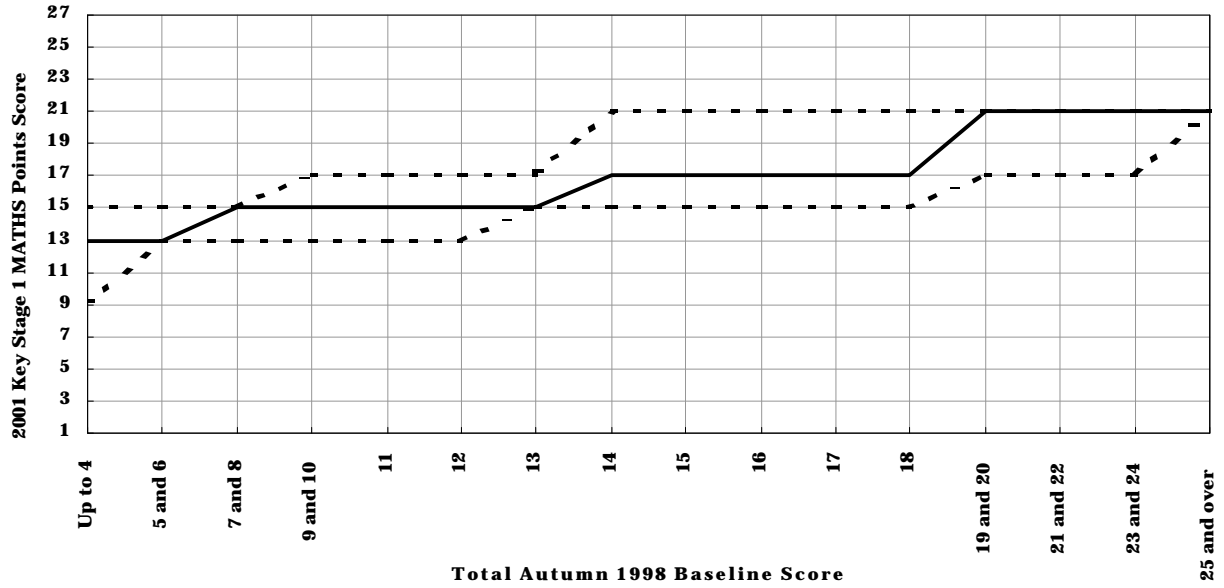
Graph 2.1 2001 Key Stage 1 READING Value Added Line & Progress Charts



Graph 2.2 2001 Key Stage 1 WRITING Value Added Line & Progress Charts



**Graph 2.3 2001 Key Stage 1 MATHEMATICS Value Added Line & 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 2001 KS1 results with the ranges of performance of schools nationally, and with those for particular sub-groups of schools. The benchmark tables cover maintained schools in England, excluding special schools and pupil referral units (PRUs).

The tables show the distribution of performance of schools grouped by one measure of pupil disadvantage: the proportion of pupils "known to be eligible for free school meals (FSM)". Part-time pupils (those below compulsory school age) have been excluded from the calculation of the FSM proportion. These pupils are known to be much less likely to be reported as being in receipt of a free meal and their absence from the calculation improves primary school comparisons.

#### **How To Use The Information**

The following tables present the performances of schools at key points in the national distributions. 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 levels of performance and half lower). The upper quartile (UQ) shows the results of a school that is three quarters of the way up the national distribution and the lower quartile (LQ) shows performance bettered by three quarters of all schools. Half of all schools fall on or between the upper and lower quartiles. The tables show what your school is achieving in different subjects relative to other schools, and will give an indication of relative strengths and weaknesses. No two schools have the same characteristics: you should consider other information – especially value added information from Section 2 – to help interpret your position in the tables.

#### **Pupil and School Data You Will Need**

To use the national benchmark tables you will need to calculate the percentage of pupils at level 2 (or 2B) and above, and your school's average points score for each of the KS1 subjects. The percentage of pupils at level 2 (or 2B) and above, for example, is defined as the number of pupils reaching level 2 (or 2B) and above, divided by the number of pupils eligible for assessment (including those absent or disapplied). This is the same definition as used in the national results section (see Example 1, page 5).

Your school's average points score for a KS1 subject is calculated by allocating the points score to the KS1 level achieved by each pupil in that subject (as shown in Tables 5.1 and 5.2 on page 33) and then taking the average of those points scores. Pupils who were absent or disapplied are excluded from your pupils' average points score calculation. The ready reckoner on page 34 is a template for you to use in this calculation.

**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

$[(8*21)+(9*17)+(7*15)+(8*13)+(3*9)+(1*3)]/36 = 560/36 = 15.6$  (rounded to one decimal place)

## National Benchmarks

**Table 3.1** (page 25) shows the distributions of performance for schools nationally enabling you to benchmark your school against national results. 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 27 to 31), show performance distributions for schools, grouped by proportions of pupils known to be eligible for free school meals. The flow chart in **Figure 1** (page 26) will help you identify which table(s) to use to assess your performance. You should choose the table(s) that most closely reflects the characteristics of your school. Blank columns have been provided for you to insert your results.

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 2001 Annual Schools 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).

## Some Questions To Consider:

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.

- How does the school's performance in reading, writing, mathematics and science relate to the range of performance shown by other similar schools?
- Where performances have improved over last year, what changes in teaching practice do teachers feel have contributed?
- If there are significant differences between the performances of pupils in the three subjects, can teachers identify any features of organisation or teaching that contribute to success?
- Are any of the features contributing to success transferable across the school as a whole and, particularly, in the less successful subjects?

- With the help of the LEA, can any better performing schools in the same or adjacent FSM group be identified?
- In practice, how can networking with better performing schools best be built into the school's development plan?
- How does the information about pupil progress from Section 2 fit with the school's performance relative to other schools with similar levels of pupils with FSM?
- Does the comparison of current relative school performance indicate that you have been stretching enough in your expectations of pupils?
- 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, other than maintained special schools****Percentage of pupils achieving Level 2 and above.**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	100	94	90	87	84	78	62
Writing task	100	95	92	89	86	80	63
Mathematics test/task	100	99	96	93	91	87	75
Science teacher assessment	100	100	95	93	90	85	68

**Percentage of pupils achieving Level 2B and above.**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	92	80	75	71	67	60	43
Writing task	87	72	65	60	56	47	27
Mathematics test/task	100	87	82	78	74	67	50

**Percentage of pupils achieving Level 3 and above.**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	56	39	32	28	24	18	3
Writing task	29	15	10	7	5	0	0
Mathematics test/task	55	38	31	26	23	17	6
Science teacher assessment	55	35	27	23	18	10	0

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

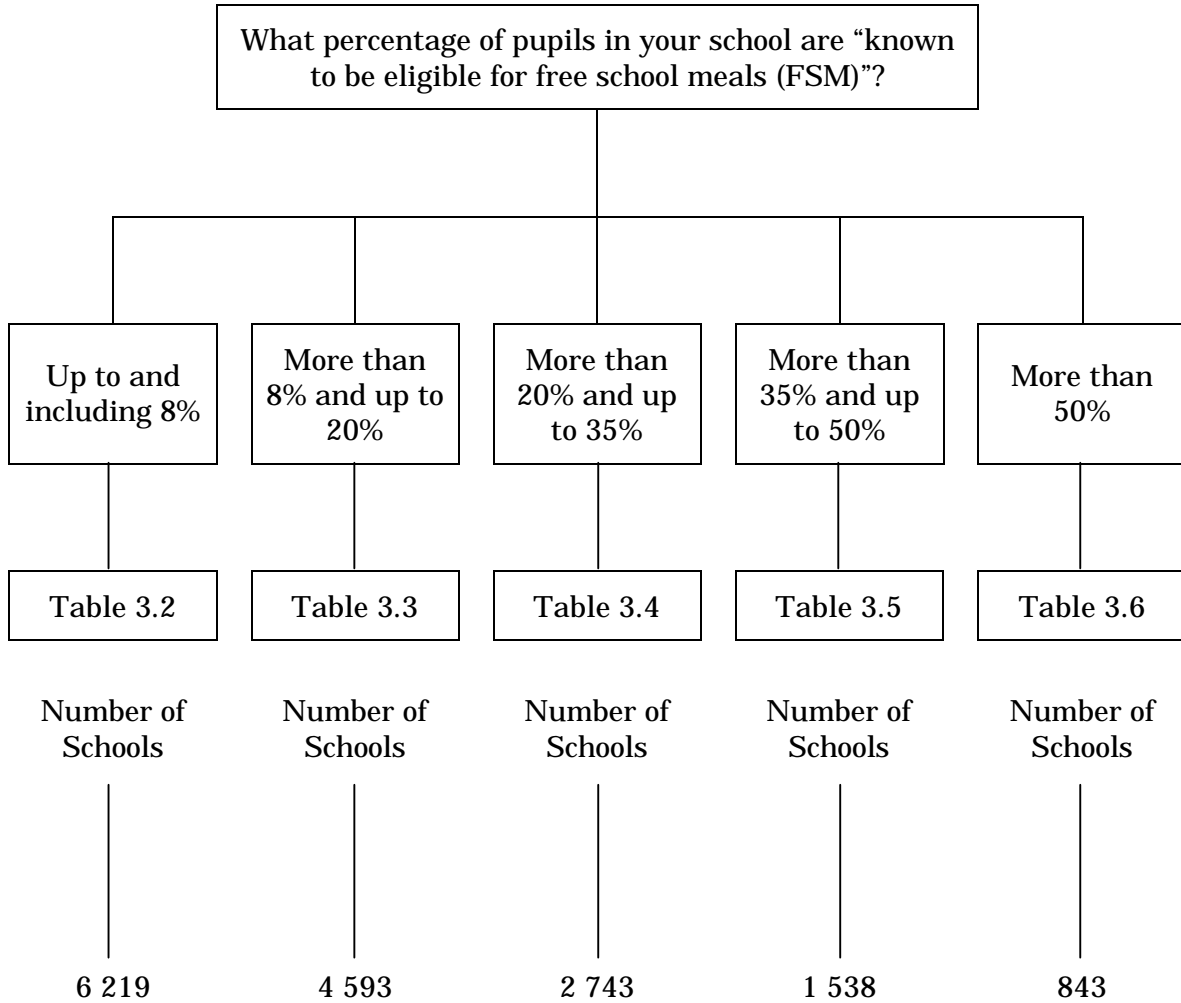
	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	18.3	17.0	16.3	15.9	15.5	14.8	12.9
Writing task	16.7	15.4	14.8	14.5	14.1	13.4	11.6
Mathematics test/task	18.6	17.3	16.7	16.4	16.0	15.3	13.7

<sup>1</sup> Use 'Ready Reckoner' provided on page 34, to calculate your school's average KS1 point score.

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

Table 3.1 shows national benchmarks for all maintained schools, excluding special schools and PRUs. 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 grouped by the percentage of pupils “known to be eligible for free school meals (FSM)”**



Total number of schools = 15 936

**Table 3.2: Schools with percentage of 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	97	94	92	90	86	74
Writing task	100	100	96	94	92	88	75
Mathematics test/task	100	100	99	97	95	92	83
Science teacher assessment	100	100	100	97	95	92	80

**Percentage of pupils achieving Level 2B and above**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	97	86	82	79	76	70	55
Writing task	92	79	73	70	66	59	40
Mathematics test/task	100	92	88	85	82	76	61

**Percentage of pupils achieving Level 3 and above**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	63	47	41	37	33	27	12
Writing task	34	20	14	11	9	4	0
Mathematics test/task	61	44	37	33	30	24	10
Science teacher assessment	63	42	34	30	25	17	0

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

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	18.8	17.7	17.2	16.9	16.5	16.0	14.5
Writing task	17.1	16.0	15.5	15.2	15.0	14.4	13.0
Mathematics test/task	19.0	17.9	17.4	17.1	16.8	16.3	14.9

<sup>1</sup> Use 'Ready Reckoner' provided on page 34, to calculate your school's average KS1 point score.

**Table 3.3: Schools with percentage of 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	81	68
Writing task	100	95	91	89	87	83	68
Mathematics test/task	100	98	95	94	92	89	78
Science teacher assessment	100	98	95	93	91	87	74

**Percentage of pupils achieving Level 2B and above**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	90	79	74	71	68	63	50
Writing task	83	71	65	61	57	50	33
Mathematics test/task	97	86	81	78	75	70	56

**Percentage of pupils achieving Level 3 and above**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	51	38	32	29	26	20	7
Writing task	28	14	10	8	6	2	0
Mathematics test/task	52	36	30	27	24	19	8
Science teacher assessment	52	34	28	24	20	13	0

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

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	18.0	16.8	16.3	16.0	15.7	15.1	13.7
Writing task	16.5	15.3	14.8	14.5	14.3	13.7	12.3
Mathematics test/task	18.4	17.2	16.7	16.4	16.1	15.6	14.3

<sup>1</sup> Use ‘Ready Reckoner’ provided on page 34, to calculate your school’s average KS1 point score.

**Table 3.4: Schools with percentage of 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	95	87	83	81	78	73	61
Writing task	97	90	86	83	80	75	60
Mathematics test/task	100	95	91	89	87	83	73
Science teacher assessment	100	94	90	88	85	80	66

**Percentage of pupils achieving Level 2B and above**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	82	71	66	63	59	54	41
Writing task	76	62	56	51	47	41	25
Mathematics test/task	90	80	75	71	68	62	47

**Percentage of pupils achieving Level 3 and above**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	42	29	24	21	18	13	2
Writing task	20	10	6	4	2	0	0
Mathematics test/task	43	29	23	21	18	14	5
Science teacher assessment	45	27	20	17	13	5	0

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

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	17.0	15.8	15.3	15.0	14.7	14.1	12.8
Writing task	15.6	14.5	14.0	13.8	13.4	12.8	11.4
Mathematics test/task	17.6	16.5	16.0	15.7	15.3	14.8	13.5

<sup>1</sup> Use 'Ready Reckoner' provided on page 34, to calculate your school's average KS1 point score.

**Table 3.5: Schools with percentage of 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	93	83	78	75	72	67	53
Writing task	95	86	81	78	75	68	53
Mathematics test/task	100	93	89	86	83	79	66
Science teacher assessment	100	90	86	83	79	73	56

**Percentage of pupils achieving Level 2B and above**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	79	65	59	56	53	47	33
Writing task	71	54	48	44	40	33	18
Mathematics test/task	90	75	69	66	62	56	40

**Percentage of pupils achieving Level 3 and above**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	38	24	19	15	13	9	0
Writing task	16	7	4	2	0	0	0
Mathematics test/task	40	24	20	17	14	10	2
Science teacher assessment	39	22	15	11	7	0	0

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

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	16.5	15.1	14.6	14.2	13.9	13.2	11.8
Writing task	15.1	13.9	13.4	13.0	12.7	12.1	10.6
Mathematics test/task	17.3	16.0	15.4	15.1	14.7	14.2	12.6

<sup>1</sup> Use 'Ready Reckoner' provided on page 34, to calculate your school's average KS1 point score.

**Table 3.6: Schools with percentage of 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	90	79	74	71	68	63	47
Writing task	93	83	77	73	70	64	48
Mathematics test/task	98	90	86	83	81	76	61
Science teacher assessment	97	88	84	79	76	69	52

**Percentage of pupils achieving Level 2B and above**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	75	61	55	51	48	42	29
Writing task	68	51	45	40	35	29	12
Mathematics test/task	85	73	67	62	58	52	36

**Percentage of pupils achieving Level 3 and above**

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	33	19	14	12	9	5	0
Writing task	14	5	3	0	0	0	0
Mathematics test/task	38	23	18	15	12	8	0
Science teacher assessment	34	19	11	7	2	0	0

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

	95%	UQ	60%	Median	40%	LQ	5%
Reading test/task	16.1	14.6	14.0	13.6	13.3	12.6	11.2
Writing task	14.8	13.7	13.1	12.6	12.2	11.6	9.9
Mathematics test/task	17.0	15.7	15.1	14.7	14.4	13.8	12.3

<sup>1</sup> Use 'Ready Reckoner' provided on page 34, to calculate your school's average KS1 point score.

**SECTION 4****OFSTED'S  
PERFORMANCE AND  
ASSESSMENT REPORT  
(PANDA)**

**To be distributed to schools by late October.**

**Online PANDA reports will be available before the printed copies are delivered to schools, via the ePANDA website:**

**[www.ofstedpandas.gide.net](http://www.ofstedpandas.gide.net)**

**As soon as the online PANDAs are available, you will receive a letter with a unique password and some brief instructions about how you can access your school's PANDA.**

**Should the printed copy of your PANDA report not reach you within two weeks of receipt of that letter, a number will be provided for telephone queries relating to delivery.**

## SECTION 5

### ***Tables of Points Score Equivalencies***

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

A copy of the 1999 package is available from our website at the address at the foot of the page.

<b>Table 5.1: KS1 1997, 1998, 1999, 2000 and 2001 Reading Comprehension Test/Task Points Scores</b>		
<b>Test Level</b>	<b>Task Level</b>	<b>Points</b>
-	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

**N.B. Pupils who achieved below Level 3 in their Reading Comprehension test should be awarded points based on the Level they achieved in their Reading task.**

<b>Table 5.2: KS1 1997, 1998, 1999, 2000 and 2001 Points Scores</b>			
<b>Test/task Outcomes</b>	<b>Writing</b>	<b>Spelling</b>	<b>Mathematics</b>
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

**Calculate your school's average points score for KS1 reading, writing and mathematics.**

**Photocopy this sheet to calculate averages for each task/test.**

**Each pupil should only appear once in each row.**

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

Number of pupils at each level	<b>X</b>	<b>X</b>							
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=  Total number of relevant pupils

Total points score for that level <sup>1</sup>	<b>X</b>	<b>X</b>							
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=  Overall total points score<sup>2</sup>

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

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

<sup>1</sup> Calculate the points score total for each level by multiplying the number of pupils at each level by the points score for that level

<sup>2</sup> The school's points score average is the overall total points score divided by the total number of relevant pupils

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

## SECTION 6

### USEFUL CONTACTS

#### General Information

For general information please contact:

##### **DfES**

##### Public Enquiry Unit

PO Box 12

Runcorn

Cheshire

WA7 2GJ

Telephone number: 0870 000 2288

email: [autumn.package@dfes.gsi.gov.uk](mailto:autumn.package@dfes.gsi.gov.uk)

#### **Qualifications and Curriculum Authority (QCA)**

##### Assessment Division:

83 Piccadilly,

London.

W1J 8QA

Telephone number: 020 7509 5555

#### **OFSTED**

Alexandra House,

33 Kingsway,

London.

WC2B 6SE

General Enquiries: 020 7421 6800

Email: [RAI\\_Helpdesk@ofsted.gov.uk](mailto:RAI_Helpdesk@ofsted.gov.uk)

PANDA Helpline: 020 7421 6840 or  
020 7421 6633

Electronic versions of each school's PANDA can be accessed via the Internet website address at:  
**[www.ofstedpandas.gide.net](http://www.ofstedpandas.gide.net)**

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

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

#### Publication Offices

If you would like copies of any of the additional publications mentioned in the *Autumn Package* please contact the relevant Publication Office:

##### **DfES Publications,**

PO Box 5000,

Sudbury,

Suffolk.

CO10 6YJ

Telephone number: 0845 602 2260

Fax: 0845 603 3360

##### **OFSTED Publications Centre,**

51 Nine Elms Lane

London

SW8 5DR

Free Publications: 07002 637833

Fax: 07002 693274

Email: [freepublications@ofsted.gov.uk](mailto:freepublications@ofsted.gov.uk)

Priced Publications: 0870 600 5522

Fax: 0870 600 5533

***N.B. Please note that PANDA reports are not available from the Publications Centre. Schools are responsible for creating extra copies of their PANDA report.***

##### **QCA Publications,**

PO Box 99,

Sudbury,

Suffolk.

C010 6SN

Telephone number: 01787 884 444

Fax: 01787 312 950

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DfES Publications (*at the above address*)

Ref number: **DfES 0708/2001**

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