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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. 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.

### **The Autumn Package This Year**

The evaluation of the 1999 Package has provided some useful suggestions for improvement for this year. The Package has been reduced in size and made much more focused, and the Interactive Version piloted last year has been further developed. 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 Office (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](http://www.standards.dfee.gov.uk/performance). The site also has the Interactive Version 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 Centre. 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

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

***By 2002:***

- 80 per cent of 11 year olds will reach Level 4 or above in English.
- 75 per cent of 11 year olds will reach Level 4 or above in mathematics;

This section enables you to compare the performance of your school with the national results and trends, providing a measure against which you can gauge how successfully your school is contributing towards the achievement of the National Targets. Your school's performance plays a vital part in enabling the nation to meet its targets.

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 2 National Curriculum assessment. Further information about the national summary results is available in the Technical Annex (page 21).

### How To Use The Information

By comparing your own school's results with the National Results you can examine in which areas your own results differ most markedly from the national picture, helping you to identify relative strengths and weaknesses within your school.

Using **Table 1.1** (page 3) you can compare your results with the national results for 11 year olds who achieved Level 4 or above in the English, Mathematics and Science 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 summary 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. Table 1.3 (page 5) shows the national information you will need. Please note that Table 1.3 does not include national figures for Speaking and Listening Teacher Assessment.

**Table 1.1: Percentage of All Pupils Achieving Level 4 or above in the 2000 Key Stage 2 National Curriculum Tests and Teacher Assessments:**

		<b>National Results (%)</b>	<b>Your School's Results<sup>1</sup> (%)</b>	<b>Difference in Percentage Points</b>
<b>ENGLISH</b>	<b>All Pupils</b>	<b>75</b>		
	<b>Boys</b>	<b>70</b>		
	<b>Girls</b>	<b>79</b>		
<b>Reading</b>	<b>All Pupils</b>	<b>83</b>		
	<b>Boys</b>	<b>80</b>		
	<b>Girls</b>	<b>86</b>		
<b>Writing</b>	<b>All Pupils</b>	<b>55</b>		
	<b>Boys</b>	<b>48</b>		
	<b>Girls</b>	<b>63</b>		
<b>MATHEMATICS</b>	<b>All Pupils</b>	<b>72</b>		
	<b>Boys</b>	<b>72</b>		
	<b>Girls</b>	<b>71</b>		
<b>SCIENCE</b>	<b>All Pupils</b>	<b>85</b>		
	<b>Boys</b>	<b>84</b>		
	<b>Girls</b>	<b>85</b>		
<b>ENGLISH</b> Teacher Assessment	<b>All Pupils</b>	<b>70</b>		
	<b>Boys</b>	<b>65</b>		
	<b>Girls</b>	<b>76</b>		
<b>MATHEMATICS</b> Teacher Assessment	<b>All Pupils</b>	<b>72</b>		
	<b>Boys</b>	<b>72</b>		
	<b>Girls</b>	<b>73</b>		
<b>SCIENCE</b> Teacher Assessment	<b>All Pupils</b>	<b>79</b>		
	<b>Boys</b>	<b>78</b>		
	<b>Girls</b>	<b>80</b>		

The completed table 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 figures. Answering the questions listed below will help you to identify areas for improvement.

**Some Questions For You To Consider:**

- Are results in any of the subjects 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 the different subjects?
- Are the results of the better performing subjects consistent with your school's previous years results?

<sup>1</sup> To calculate the percentage of pupils at a particular level, please see Example 1 on page 21.

- Have any subject results shown marked improvement over last year?
- For each of the subjects 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 subjects?
- Are any of the features particularly worthy of use across the school as a whole, and particularly in other subjects in the school where teachers consider pupils' achievements are below par?
- From the comparisons and discussions, what appear to be the emerging priorities for the school as a whole?
- How do the results of your ethnic minority, your SEN and FSM pupils compare with the National Results?

You should keep the above questions in mind when you are examining the remaining tables in this section.

The remaining tables (pages 4 to 7) in this section provide further breakdown of the 2000 end of Key Stage 2 National Curriculum Tests, Teacher Assessments and the trend in results over the last five years.

**Table 1.2: Recent Trends in the Percentage of All Pupils Achieving Level 4 or above in the 2000 Key Stage 2 National Curriculum Tests and Teacher Assessments:**

	Test					Teacher Assessment				
	1996	1997	1998	1999	2000	1996	1997	1998	1999	2000
<b>ENGLISH</b>	57	63	65	71	<b>75</b>	60	63	65	68	<b>70</b>
<b>MATHEMATICS</b>	54	62	59	69	<b>72</b>	60	64	65	69	<b>72</b>
<b>SCIENCE</b>	62	69	69	78	<b>85</b>	65	69	71	75	<b>79</b>

**Table 1.3: Percentage of All Pupils, Boys and Girls in England achieving each Level in the 2000 Key Stage 2 Tests and Teacher Assessments in English, Mathematics and Science<sup>1</sup>**

	All Pupils													Boys													Girls												
<b>ENGLISH</b>	D	A	B	N	W	1	2	3	4	5	6	4+	D	A	B	N	W	1	2	3	4	5	6	4+	D	A	B	N	W	1	2	3	4	5	6	4+			
Test	0	2	3	2	-	-	1	17	46	29	0	75	1	2	4	2	-	-	1	20	47	23	0	70	0	2	2	1	-	-	1	15	45	34	0	79			
Reading	0	1	3	3	-	-	-	9	41	42	0	83	1	1	4	3	-	-	-	10	42	38	0	80	0	1	2	2	-	-	-	9	39	46	0	86			
Writing	0	2	3	5	-	-	-	34	42	13	0	55	1	2	4	7	-	-	-	39	38	9	0	48	0	1	2	3	-	-	-	29	46	18	0	63			
Teacher Assessment	0	0	-	-	1	1	5	23	49	22	0	70	0	0	-	-	1	1	7	26	48	17	0	65	0	0	-	-	0	1	4	19	49	26	0	76			
<b>MATHEMATICS</b>	D	A	B	N	W	1	2	3	4	5	6	4+	D	A	B	N	W	1	2	3	4	5	6	4+	D	A	B	N	W	1	2	3	4	5	6	4+			
Test	0	2	3	2	-	-	1	21	47	24	0	72	0	2	3	2	-	-	1	20	45	26	0	72	0	1	2	2	-	-	1	22	48	23	0	71			
Teacher Assessment	0	0	-	-	0	1	5	22	48	23	0	72	0	0	-	-	1	1	5	22	47	24	0	72	0	0	-	-	0	1	4	22	50	23	0	73			
<b>SCIENCE</b>	D	A	B	N	W	1	2	3	4	5	6	4+	D	A	B	N	W	1	2	3	4	5	6	4+	D	A	B	N	W	1	2	3	4	5	6	4+			
Test	0	2	2	1	-	-	0	11	50	34	0	85	0	2	2	1	-	-	0	11	51	33	0	84	0	2	1	1	-	-	0	10	50	35	0	85			
Teacher Assessment	0	0	-	-	0	1	3	17	52	27	0	79	0	0	-	-	0	1	3	17	51	27	0	78	0	0	-	-	0	0	2	16	53	27	0	80			

**Notes to the tables**

- represents no pupils
- 0% represents some pupils but less than 0.5%
- D represents pupils who have been disapplied under sections 364 / 365 of the Education Act 1996
- A represents pupils who failed to register a level due to absence
- B represents pupils who were assessed by teacher assessment only
- N represents pupils who took the statutory tests but failed to register a level
- W represents pupils who are working towards Level 1

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

**Table 1.4: Recent Trends in the Percentage of All Pupils, Boys and Girls in England Achieving each Level in Key Stage 2 English, Mathematics and Science Tests <sup>1</sup>.**

		All Pupils							Boys							Girls						
		A	B3	3	4	5	6	4+	A	B3	3	4	5	6	4+	A	B3	3	4	5	6	4+
<b>ENGLISH</b>	<b>2000</b>	2	6	17	46	29	0	75	2	8	20	47	23	0	70	2	4	15	45	34	0	79
	1999	2	7	20	48	22	0	71	2	9	23	48	17	0	65	2	5	17	49	27	0	76
	1998	2	6	26	48	17	0	65	3	9	31	45	12	0	57	2	4	20	50	23	0	73
	1997	3	7	26	48	16	0	63	3	10	30	45	12	0	57	3	5	23	49	20	0	70
	1996	3	9	30	45	12	0	57	3	12	35	42	8	0	50	3	6	25	49	16	0	65
		A	B3	3	4	5	6	4+	A	B3	3	4	5	6	4+	A	B3	3	4	5	6	4+
<b>MATHEMATICS</b>	<b>2000</b>	2	5	21	47	24	0	72	2	6	20	45	26	0	72	1	5	22	48	23	0	71
	1999	2	6	23	45	24	0	69	2	6	22	44	25	0	69	2	6	24	47	22	0	69
	1998	2	7	31	42	17	0	59	3	8	30	41	18	0	59	2	7	32	43	15	0	58
	1997	3	7	28	44	18	0	62	3	7	27	43	19	0	63	3	7	29	44	17	0	61
	1996	3	8	34	40	14	0	54	3	8	34	39	15	0	54	3	8	35	41	13	0	54
		A	B3	3	4	5	6	4+	A	B3	3	4	5	6	4+	A	B3	3	4	5	6	4+
<b>SCIENCE</b>	<b>2000</b>	2	3	11	50	34	0	85	2	3	11	51	33	0	84	2	2	10	50	35	0	85
	1999	2	3	16	51	27	0	78	2	3	16	50	28	0	79	2	3	17	52	26	0	78
	1998	3	4	23	53	16	0	69	3	5	22	53	17	0	70	3	4	24	54	15	0	69
	1997	3	4	23	50	18	0	69	3	5	23	49	19	0	68	3	4	24	51	18	0	69
	1996	4	6	28	48	14	0	62	4	6	28	47	15	0	61	4	5	28	49	14	0	63

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

**Table 1.5: Recent Trends in the percentage of All Pupils, Boys and Girls in England achieving each Level in Key Stage 2 English, Mathematics and Science Teacher Assessments.**

		All Pupils								Boys								Girls							
		W	1	2	3	4	5	6	4+	W	1	2	3	4	5	6	4+	W	1	2	3	4	5	6	4+
<b>ENGLISH</b>	<b>2000</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>23</b>	<b>49</b>	<b>22</b>	<b>0</b>	<b>70</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>26</b>	<b>48</b>	<b>17</b>	<b>0</b>	<b>65</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>19</b>	<b>49</b>	<b>26</b>	<b>0</b>	<b>76</b>
	1999	0	1	6	25	48	19	0	68	1	1	8	28	47	15	0	62	0	1	4	21	50	24	0	74
	1998	0	1	6	27	48	17	0	65	1	1	8	31	45	13	0	59	0	1	4	23	50	22	0	72
	1997	0	1	7	28	46	17	0	63	1	1	9	32	44	13	0	57	0	1	5	24	49	21	0	70
	1996	0	1	8	30	45	15	0	60	1	2	10	34	42	11	0	53	0	1	6	25	48	20	0	68
		<b>W</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>4+</b>	<b>W</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>4+</b>	<b>W</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>4+</b>
<b>MATHEMATICS</b>	<b>2000</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>22</b>	<b>48</b>	<b>23</b>	<b>0</b>	<b>72</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>22</b>	<b>47</b>	<b>24</b>	<b>0</b>	<b>72</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>22</b>	<b>50</b>	<b>23</b>	<b>0</b>	<b>73</b>
	1999	0	1	5	24	48	22	0	69	0	1	5	24	46	22	0	69	0	1	4	24	49	21	0	70
	1998	0	1	6	28	47	18	0	65	0	1	6	28	45	19	0	64	0	1	5	28	49	17	0	66
	1997	0	1	6	28	46	18	0	64	0	1	6	29	44	19	0	63	0	1	5	28	48	17	0	65
	1996	0	1	7	31	44	16	0	60	0	1	8	32	42	16	0	58	0	1	6	31	46	15	0	62
		<b>W</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>4+</b>	<b>W</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>4+</b>	<b>W</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>4+</b>
<b>SCIENCE</b>	<b>2000</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>17</b>	<b>52</b>	<b>27</b>	<b>0</b>	<b>79</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>17</b>	<b>51</b>	<b>27</b>	<b>0</b>	<b>78</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>16</b>	<b>53</b>	<b>27</b>	<b>0</b>	<b>80</b>
	1999	0	1	3	20	53	23	0	75	0	1	4	20	51	24	0	75	0	0	3	20	54	22	0	76
	1998	0	1	4	24	53	18	0	71	0	1	4	24	51	19	0	70	0	0	3	23	55	17	0	72
	1997	0	1	4	25	51	18	0	69	0	1	5	25	50	19	0	68	0	0	4	25	53	17	0	70
	1996	0	1	6	28	50	15	0	65	0	1	6	29	48	16	0	64	0	1	5	27	52	15	0	67

## 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 pupils nationally between Key Stage 1 (KS1) and Key Stage 2 (KS2). 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 KS2 once KS1 attainment has been taken into account.

#### **How To Use The Value Added Lines And The Progress Charts**

**In Graphs 2.1- 2.3** (pages 10 to 12) the upper sections show the national progress line relating pupils' average 1996 KS1 test/task points score to their 2000 KS2 test marks in English, Mathematics and Science. The five Progress Charts in each lower section show for each subject the national distributions of the KS2 levels achieved across the range of KS1 average points scores. To use the line graphs, plot each pupil's 1996 KS1 average points score against the marks they achieved in the 2000 KS2 tests using the guidance on page 21 of the Technical Annex. The solid line on each graph shows the median pupils' KS2 attainment nationally for any KS1 average points score. The dotted lines either side show the KS2 attainment for pupils at the upper and lower quartiles. The accompanying CD-ROM contains the Interactive Version which will plot your pupils for you.

Having plotted your results, you can identify 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 below are useful for identifying priorities and strategies for school improvement.

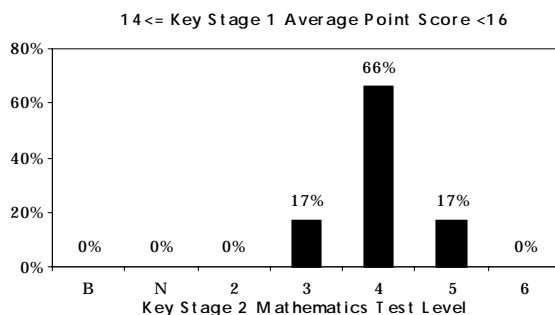
#### **Some Questions For You to Consider Include:**

- 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 have teachers set their expectations of pupils at the beginning of Years 3, 4 and 5? Do pupils with high or low prior attainment generally make the progress expected of them?

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 for predicting how individuals or groups of pupils might perform in the future, helping with the setting of targets. However, school improvements you have made could lead to higher levels of attainment than those shown in the past. Therefore, your targets for individuals or groups of pupils should include a degree of challenge. The Progress Charts are useful for this purpose.

Each set of Progress Charts shows, for pupils with similar attainments in the 1996 KS1 statutory tests/tasks, the distribution of their attainment in the 2000 KS2 statutory tests. The KS1 average is used to select the appropriate chart. For example, if the pupil's average KS1 points score level is 15 the following chart is appropriate when looking at their KS2 mathematics level.



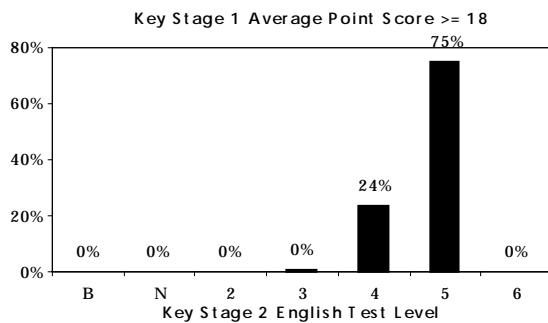
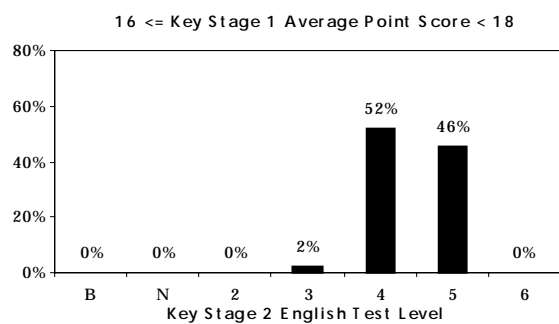
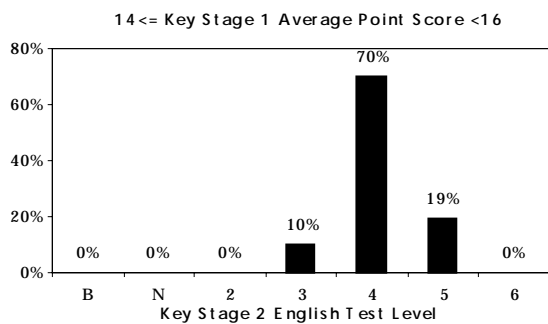
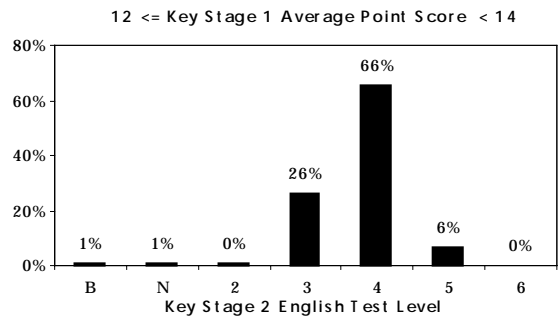
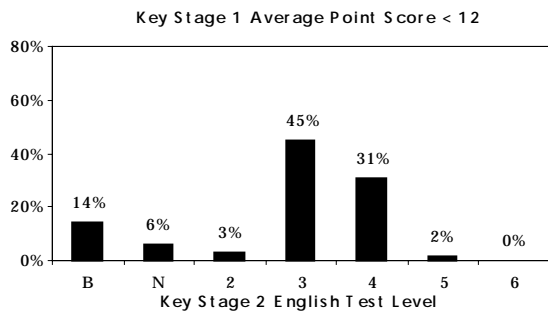
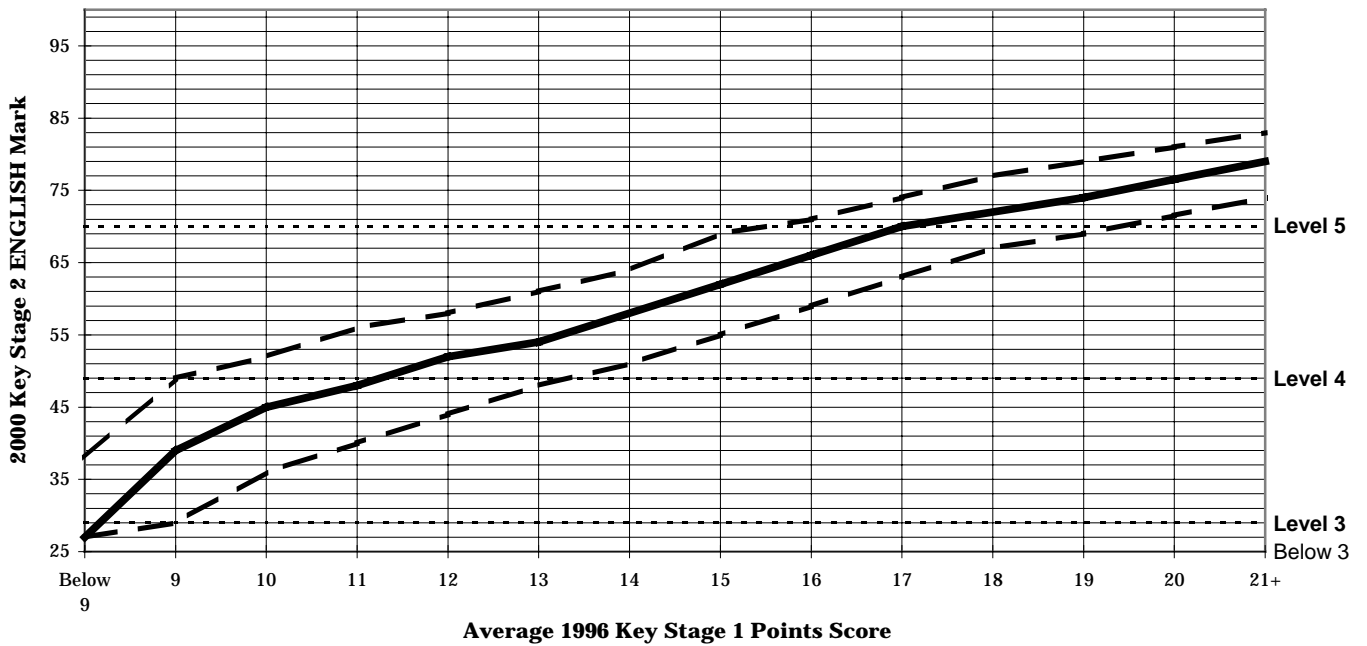
This Progress Chart shows that for the pupils who had a similar KS1 points score, 66% achieved Level 4 at KS2 and 17% achieved Level 5.

Knowing their pupils' KS1 average points score, teachers can use the information in the Progress Charts, the National Value Added Lines and their own individual experience of their pupils to establish high expectations about what these 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:

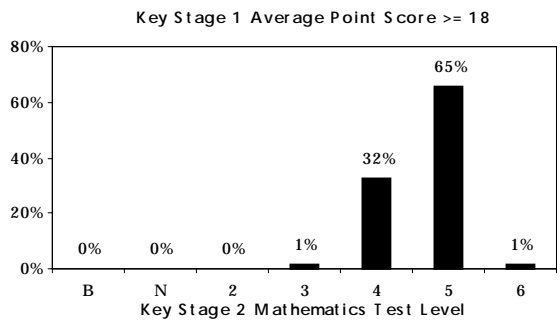
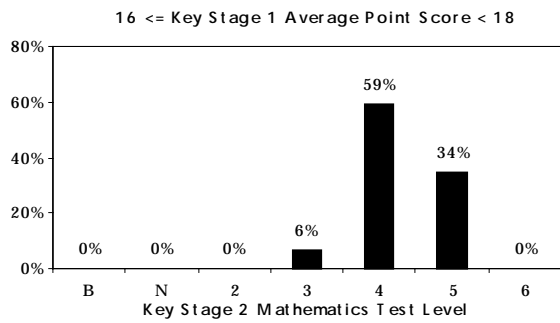
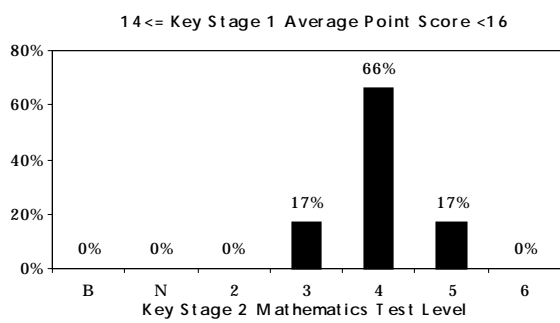
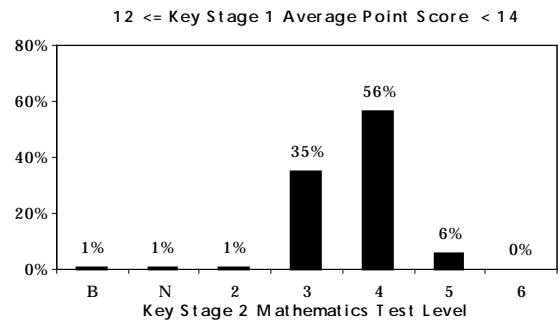
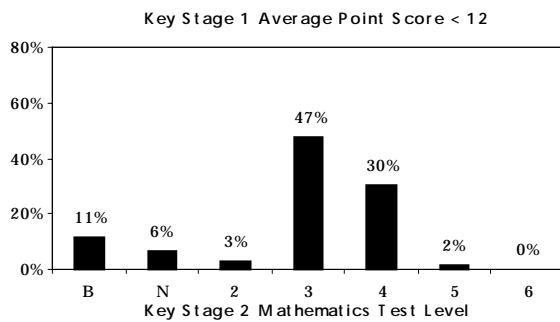
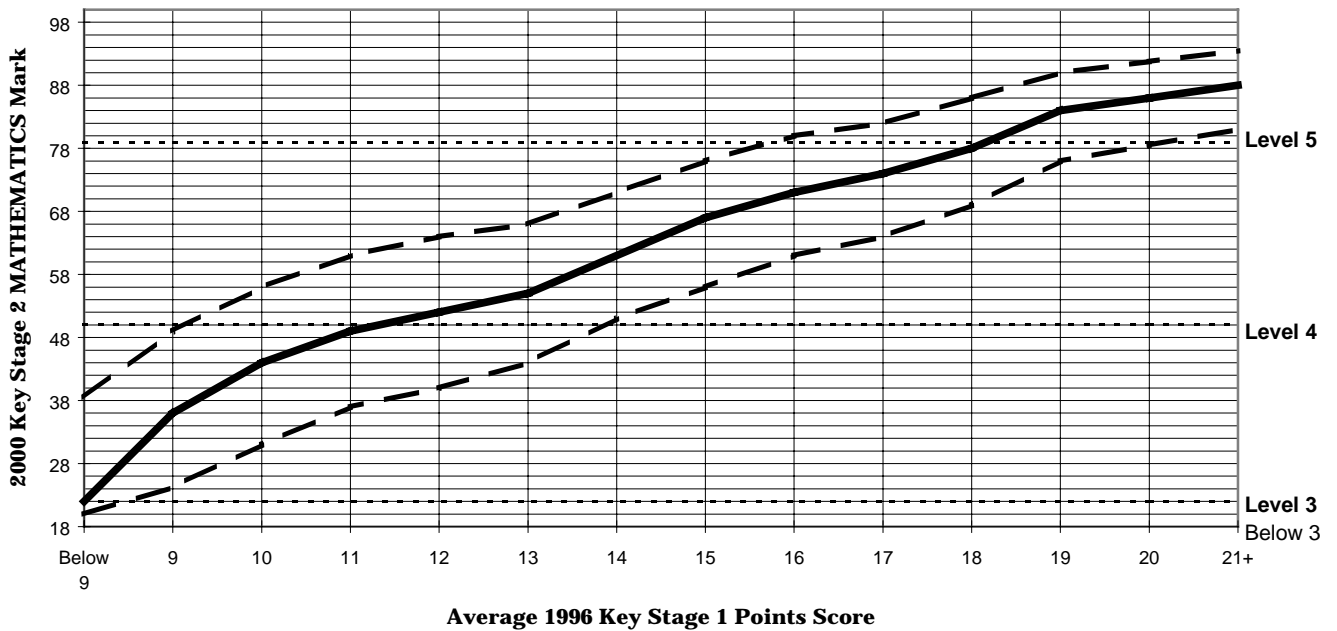
- How do parents' and pupils' expectations of future performance compare with the information shown in the Progress Charts?
- If parents' and pupils' own expectations are low, can they identify any particular aspects of work they find difficult and where they would benefit from extra help?
- How do teachers' 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 2 ENGLISH Value Added Line & Progress Charts**



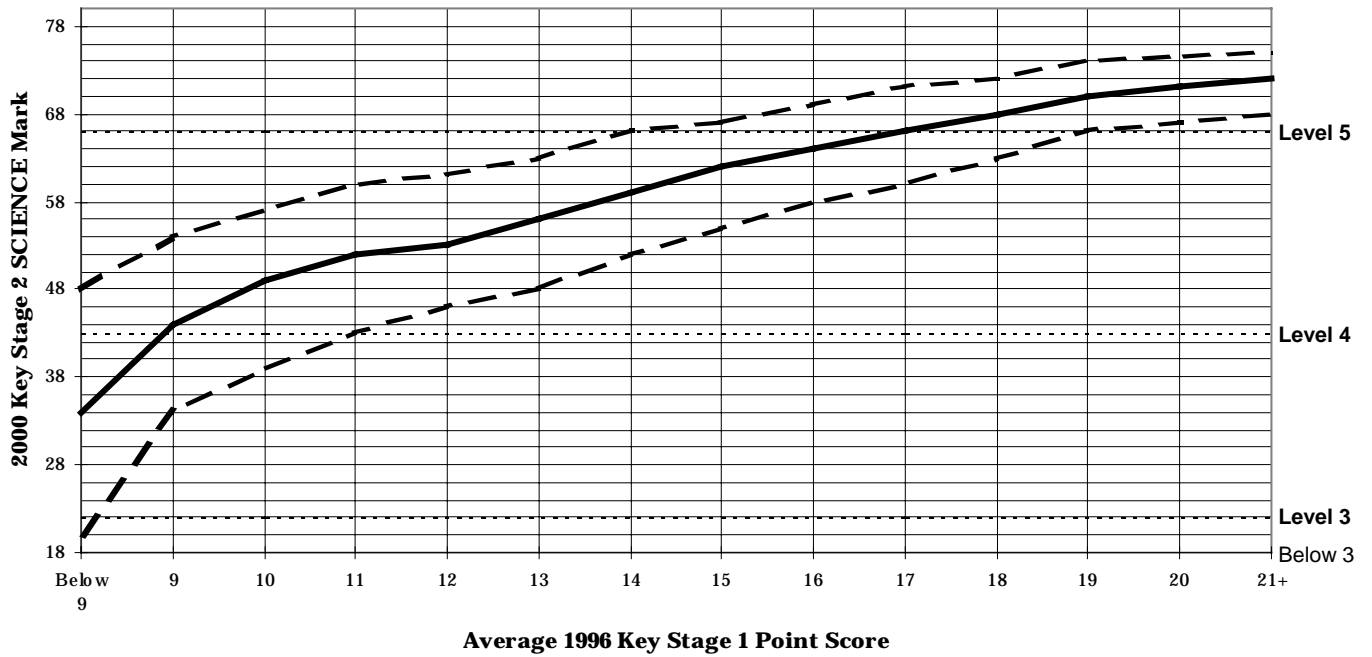
Please see pages 21 and 22 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

**Graph 2.2 2000 Key Stage 2 MATHEMATICS Value Added Line & Progress Charts**

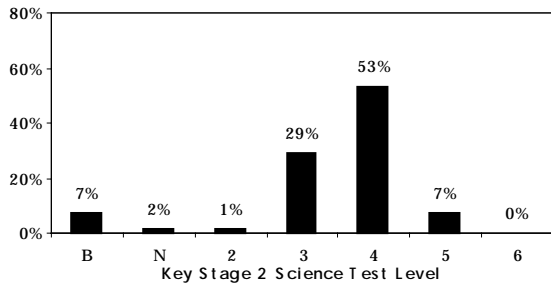


Please see pages 21 and 22 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

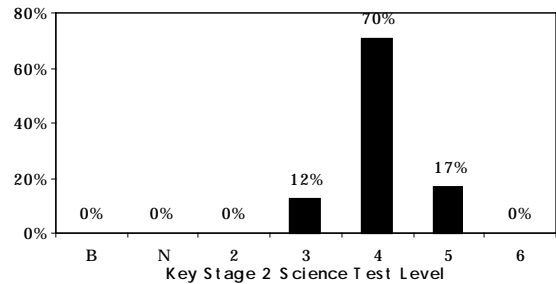
**Graph 2.3 2000 Key Stage 2 SCIENCE Value Added Line and Progress Charts**



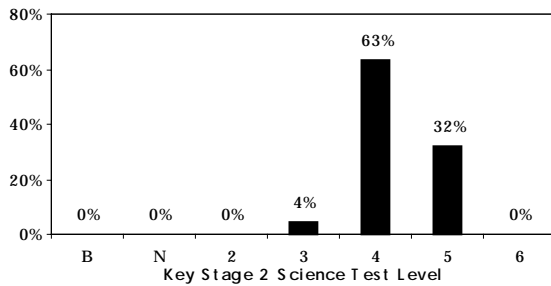
Key Stage 1 Average Point Score < 12



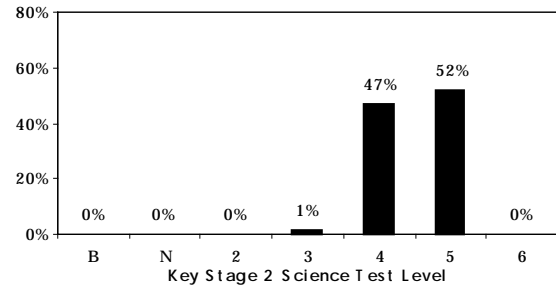
12 <= Key Stage 1 Average Point Score < 14



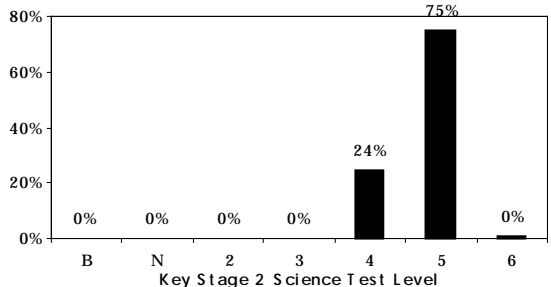
14 <= Key Stage 1 Average Point Score < 16



16 <= Key Stage 1 Average Point Score < 18



Key Stage 1 Average Point Score >= 18



Please see pages 21 and 22 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 2 (KS2) test results with the performances achieved by other similar schools.

The benchmark information shows the range of performance of schools grouped together on the basis of school level prior attainment and one measure of pupil disadvantage. Prior attainment is based on achievement in the 1996 Key Stage 1 (KS1) test/tasks and pupil disadvantage is the proportion of pupils in a school "known to be eligible for free school meals (FSM)".

The Technical Annex (page 22) 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 14) 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.

#### Prior Attainment Benchmarks

**Tables 3.2 - 3.6**, (pages 15 to 17) show performance distributions for groups of similar schools, categorised by 1996 KS1 prior attainment. You should choose the table(s) which most closely reflects the characteristics of your school. The flow charts in **Figure 1** (page 15) will help you identify which table(s) for you to use to assess your performance. Again blank columns have been provided for you to insert your school's results. If your school straddles two benchmark groups, you may wish to look at your school's performances in the context of them both. A 'ready reckoner' is provided on page 25, to show how to calculate your schools' average KS1 points score.

#### Free School Meal (FSM) Benchmarks

**Tables 3.7 - 3.11**, (pages 18 to 20) show the performance distributions for groups of similar schools, categorised by intensity of FSM. **Figure 2** (page 18) will help you identify which table to use. The definition on page 23 shows how to calculate your

school's FSM proportion.

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

### Some Questions For You To Consider:

- How does the school's performance in English, Mathematics and Science relate to the range of performance shown by other similar schools?
- 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 these features particularly worthy of use across the school as a whole and, particularly, in the less successful subjects?
- What can we learn from those better performing schools to raise the standards of achievement of our own pupils? In practice, how can networking with better performing schools best be built into the school's development plan?
- From comparisons and discussions, what are the emerging priorities for each of the three core subjects? Are any of these priorities worth adopting as a whole school issue?

**Table 3.1 All maintained mainstream schools in England, with Key Stage 2 pupils**  
*Percentage of pupils achieving Level 4 and above*

	95%	UQ	60%	Median	40%	LQ	5%
English	100	88	82	78	74	67	47
Mathematics	97	85	79	75	70	62	43
Science	100	95	91	89	85	79	60

*Percentage of pupils achieving Level 5 and above*

	95%	UQ	60%	Median	40%	LQ	5%
English	60	40	32	27	23	17	5
Mathematics	53	34	27	23	19	14	3
Science	70	47	38	32	27	19	4

*Average KS2 points score achieved<sup>1</sup>*

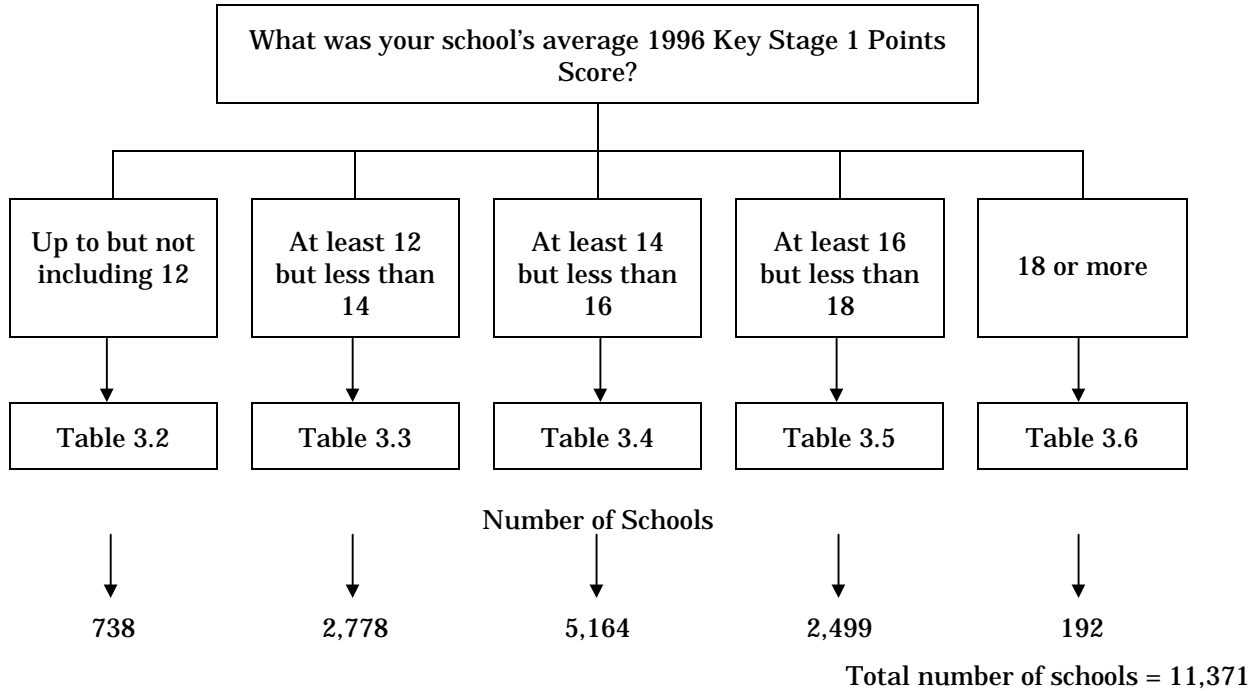
	95%	UQ	60%	Median	40%	LQ	5%
English	30.3	28.6	27.8	27.2	26.7	25.7	23.5
Mathematics	29.9	28.1	27.3	26.8	26.3	25.4	23.3
Science	31.1	29.6	28.8	28.3	27.8	27.0	24.8

<sup>1</sup> Use 'Ready Reckoner' provided on page 24, to calculate your school's average KS2 points score.

**Benchmark Tables: Based On Schools' 1996 Key Stage 1 Results.**

Details are given in the Technical Annex (page 26) for the system for assigning points to levels. The Ready Reckoner (page 25) shows you how to calculate your school's 1996 Key Stage 1 average test/task points score.

**Figure 1 Tables Of Key Stage 2 National Benchmarks Based On 1996 Key Stage 1 Average Points Score**



**Table 3.2: Schools with 1996 Key Stage 1 average points score of: Up to but not including 12**

**Percentage of pupils achieving Level 4 and above**

	95%	UQ	60%	Median	40%	LQ	5%
English	80	66	60	56	52	46	29
Mathematics	83	66	59	56	52	45	28
Science	96	83	76	73	69	62	40

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

	95%	UQ	60%	Median	40%	LQ	5%
English	30	18	13	11	8	5	0
Mathematics	31	16	12	10	8	5	0
Science	49	27	19	15	12	7	0

**Average KS2 points score achieved<sup>1</sup>**

	95%	UQ	60%	Median	40%	LQ	5%
English	27.1	25.5	24.9	24.5	24.0	23.2	21.6
Mathematics	27.4	25.6	24.9	24.5	24.1	23.4	21.7
Science	29.5	27.5	26.8	26.3	25.8	24.9	22.8

<sup>1</sup> Use 'Ready Reckoner' provided on page 24, to calculate your school's average KS2 points score.  
[www.standards.dfee.gov.uk/performance](http://www.standards.dfee.gov.uk/performance)

Table 3.3: Schools with 1996 Key Stage 1 average points score of:

**at least 12 but less than 14*****Percentage of pupils achieving Level 4 and above***

	95%	UQ	60%	Median	40%	LQ	5%
English	90	78	72	68	64	58	42
Mathematics	90	76	70	65	61	54	38
Science	100	90	85	82	78	71	53

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

	95%	UQ	60%	Median	40%	LQ	5%
English	44	28	22	19	16	11	3
Mathematics	40	24	19	16	13	9	0
Science	58	36	28	23	19	13	0

***Average KS2 points score achieved<sup>1</sup>***

	95%	UQ	60%	Median	40%	LQ	5%
English	28.8	27.0	26.4	26.0	25.5	24.8	22.9
Mathematics	28.7	26.9	26.1	25.7	25.2	24.5	22.7
Science	30.2	28.5	27.8	27.4	27.0	26.1	24.2

Table 3.4: Schools with 1996 Key Stage 1 average points score of:

**at least 14 but less than 16*****Percentage of pupils achieving Level 4 and above***

	95%	UQ	60%	Median	40%	LQ	5%
English	100	88	83	80	77	72	57
Mathematics	97	86	80	77	74	67	50
Science	100	96	93	90	88	83	67

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

	95%	UQ	60%	Median	40%	LQ	5%
English	57	41	33	30	27	20	8
Mathematics	52	35	29	25	22	17	5
Science	68	48	40	34	29	21	7

***Average KS2 points score achieved<sup>1</sup>***

	95%	UQ	60%	Median	40%	LQ	5%
English	30.0	28.6	28.0	27.6	27.2	26.4	24.7
Mathematics	29.7	28.2	27.5	27.0	26.7	26.0	24.2
Science	31.1	29.6	29.0	28.5	28.1	27.4	25.6

<sup>1</sup> Use 'Ready Reckoner' provided on page 24, to calculate your school's average KS2 points score.  
[www.standards.dfee.gov.uk/performance](http://www.standards.dfee.gov.uk/performance)

Table 3.5: Schools with 1996 Key Stage 1 average points score of:

*at least 16 but less than 18**Percentage of pupils achieving Level 4 and above*

	95%	UQ	60%	Median	40%	LQ	5%
English	100	95	91	89	87	82	69
Mathematics	100	93	89	86	83	78	62
Science	100	100	97	95	93	90	78

*Percentage of pupils achieving Level 5 and above*

	95%	UQ	60%	Median	40%	LQ	5%
English	71	53	46	42	38	31	15
Mathematics	66	46	40	36	31	25	10
Science	80	60	50	45	40	31	11

*Average KS2 points score achieved<sup>1</sup>*

	95%	UQ	60%	Median	40%	LQ	5%
English	31.1	29.8	29.3	28.9	28.5	27.9	26.3
Mathematics	30.8	29.3	28.7	28.3	27.9	27.2	25.5
Science	31.8	30.5	29.9	29.5	29.1	28.4	26.8

Table 3.6: Schools with 1996 Key Stage 1 average points score of:

*greater than 18**Percentage of pupils achieving Level 4 and above*

	95%	UQ	60%	Median	40%	LQ	5%
English	100	100	100	97	94	89	67
Mathematics	100	100	97	93	91	86	68
Science	100	100	100	100	100	96	81

*Percentage of pupils achieving Level 5 and above*

	95%	UQ	60%	Median	40%	LQ	5%
English	87	66	59	54	50	40	18
Mathematics	76	60	50	44	39	30	5
Science	96	73	66	56	50	40	8

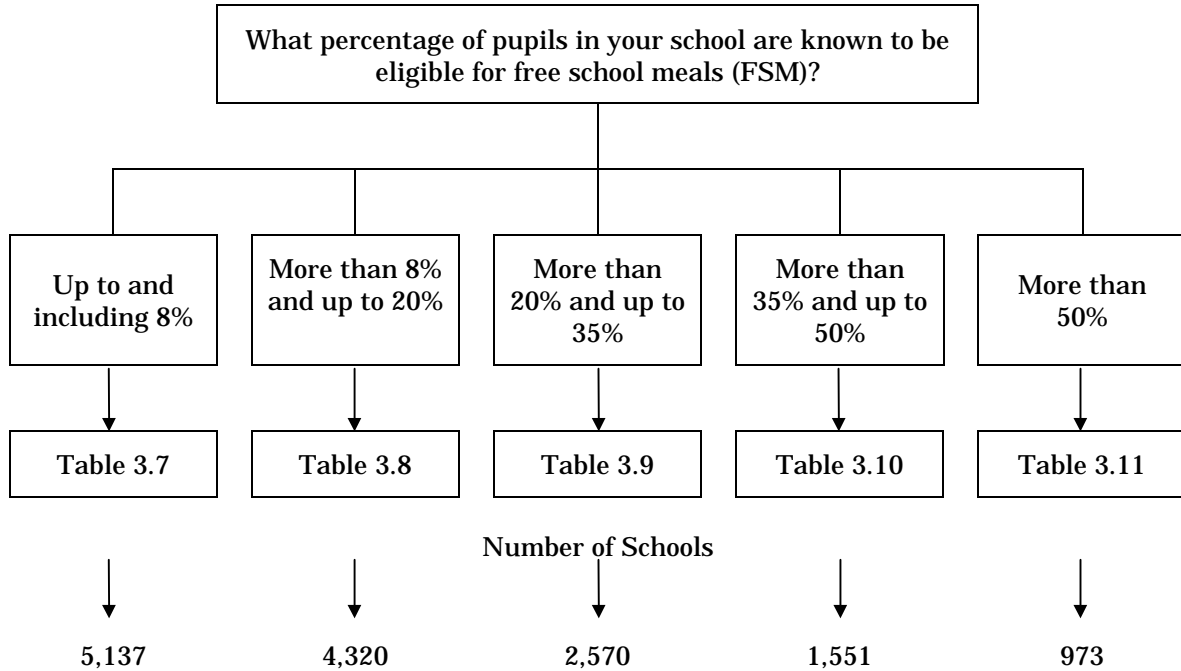
*Average KS2 points score achieved<sup>1</sup>*

	95%	UQ	60%	Median	40%	LQ	5%
English	32.3	30.9	30.3	30.0	29.6	28.9	26.3
Mathematics	31.9	30.4	29.8	29.3	28.7	28.1	26.1
Science	33.0	31.4	30.8	30.3	29.9	29.3	27.0

<sup>1</sup> Use 'Ready Reckoner' provided on page 24, to calculate your school's average KS2 points score.  
[www.standards.dfee.gov.uk/performance](http://www.standards.dfee.gov.uk/performance)

**Key Stage 2 National Benchmarks Based On Free School Meals (FSM)**

**Figure 2 Tables of Key Stage 2 National Benchmarks For Schools Based On The Annual School Census Information**



Total number of schools = 14,551

**Table 3.7: Schools with pupils known to be eligible for FSM of:**

***up to and including 8%***

***Percentage of pupils achieving Level 4 and above***

	95%	UQ	60%	Median	40%	LQ	5%
English	100	93	90	87	85	80	66
Mathematics	100	92	87	84	80	75	60
Science	100	100	96	94	92	89	75

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

	95%	UQ	60%	Median	40%	LQ	5%
English	67	50	43	39	35	28	13
Mathematics	63	43	36	32	28	22	9
Science	77	57	48	43	37	29	10

***Average KS2 points score achieved<sup>1</sup>***

	95%	UQ	60%	Median	40%	LQ	5%
English	31.0	29.5	28.9	28.5	28.2	27.5	25.8
Mathematics	30.6	29.0	28.4	27.9	27.5	27.0	25.1
Science	31.6	30.3	29.7	29.3	28.9	28.2	26.5

<sup>1</sup> Use 'Ready Reckoner' provided on page 24, to calculate your school's average KS2 points score.

Table 3.8: Schools with pupils known to be eligible for FSM of:

***more than 8% and up to 20%******Percentage of pupils achieving Level 4 and above***

	95%	UQ	60%	Median	40%	LQ	5%
English	96	86	81	79	76	71	57
Mathematics	95	83	78	75	72	67	51
Science	100	94	91	89	87	82	69

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

	95%	UQ	60%	Median	40%	LQ	5%
English	54	38	32	29	25	20	9
Mathematics	50	33	27	24	21	16	6
Science	67	46	38	33	29	21	7

***Average KS2 points score achieved<sup>1</sup>***

	95%	UQ	60%	Median	40%	LQ	5%
English	29.8	28.3	27.7	27.4	27.0	26.3	24.8
Mathematics	29.4	27.9	27.2	26.9	26.5	25.8	24.3
Science	30.9	29.4	28.8	28.4	28.0	27.3	25.7

Table 3.9: Schools with pupils known to be eligible for FSM of:

***more than 20% and up to 35%******Percentage of pupils achieving Level 4 and above***

	95%	UQ	60%	Median	40%	LQ	5%
English	90	78	73	70	66	61	47
Mathematics	90	76	70	67	63	57	42
Science	100	90	86	83	79	74	57

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

	95%	UQ	60%	Median	40%	LQ	5%
English	43	28	23	20	17	13	4
Mathematics	40	25	20	17	14	11	4
Science	59	38	30	25	21	15	4

***Average KS2 points score achieved<sup>1</sup>***

	95%	UQ	60%	Median	40%	LQ	5%
English	28.7	27.2	26.5	26.1	25.7	25.1	23.5
Mathematics	28.6	27.0	26.3	25.8	25.4	24.8	23.3
Science	30.3	28.6	28.0	27.6	27.1	26.4	24.6

<sup>1</sup> Use 'Ready Reckoner' provided on page 24, to calculate your school's average KS2 points score.  
[www.standards.dfee.gov.uk/performance](http://www.standards.dfee.gov.uk/performance)

Table 3.10: Schools with pupils known to be eligible for FSM of:

***more than 35% and up to 50%******Percentage of pupils achieving Level 4 and above***

	95%	UQ	60%	Median	40%	LQ	5%
English	85	71	65	62	58	52	38
Mathematics	86	70	63	59	56	49	33
Science	96	86	81	77	73	66	50

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

	95%	UQ	60%	Median	40%	LQ	5%
English	36	22	17	14	12	9	2
Mathematics	34	19	15	13	11	7	1
Science	54	32	24	19	16	11	2

***Average KS2 points score achieved<sup>1</sup>***

	95%	UQ	60%	Median	40%	LQ	5%
English	28.0	26.3	25.6	25.1	24.8	24.0	22.4
Mathematics	28.0	26.2	25.4	25.0	24.5	23.9	22.3
Science	29.9	28.1	27.2	26.8	26.3	25.5	23.9

Table 3.11: Schools with pupils known to be eligible for FSM of:

***more than 50%******Percentage of pupils achieving Level 4 and above***

	95%	UQ	60%	Median	40%	LQ	5%
English	82	67	60	56	53	46	30
Mathematics	85	68	60	55	51	44	29
Science	95	84	78	74	68	61	40

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

	95%	UQ	60%	Median	40%	LQ	5%
English	33	18	13	11	8	6	0
Mathematics	33	18	13	11	8	5	0
Science	52	29	20	16	13	8	0

***Average KS2 points score achieved<sup>1</sup>***

	95%	UQ	60%	Median	40%	LQ	5%
English	27.5	25.7	24.9	24.5	24.0	23.2	21.5
Mathematics	27.9	25.9	25.0	24.5	24.1	23.4	21.7
Science	29.7	27.7	26.9	26.3	25.7	24.9	23.0

<sup>1</sup> Use 'Ready Reckoner' provided on page 24, to calculate your school's average KS2 points 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 26.

##### 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 2, 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 3 programme of study in the next school year. Most, but not all, will have been aged 11 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 4 or better (23 reached level 4; 8 reached level 5 and 1 reached level 6) while 3 reached level 3, 2 were absent and 3 were disapplied.

The percentage achieving level 4 or above (4+) is  $(32/40) \times 100 = 80\%$   
The percentage achieving at level 5 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 KS2 in 2000 you will need to have information about each pupil's 1996 KS1 test/task results (i.e. their "prior attainment") as well as their current attainment at KS2.

Each pupil should have 1996 KS1 test/task results available for reading, writing and mathematics. For each of these, Table 5.3 on page 27, shows a "points score" for each outcome. Take the average of these three subject points scores to get the prior attainment for the pupil.

If one or two of the KS1 results are missing, take an average of the points scores for the remaining subjects, or the score for the sole subject. When rounding a pupil's average KS1 score, you should 'truncate' to the nearest integer (e.g. 15.7 becomes 15) before plotting the pupil on the line graph.

The National Results Section starts on page 2

Compare your school's % reaching Level 4+ in English, 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 8

Calculating prior attainment

Calculating a pupil's  
KS1 Average Points  
Score

**Example 2:** A pupil's KS1 results were level 2A in the reading task, level 2B in writing and level 3 in maths. These have points scores of 17, 15 and 21 respectively.

The pupil's prior attainment is  $(17+15+21)/3 = 53/3 = 17.7$  and the pupil should be plotted on the vertical grid line of 17.

Another pupil's KS1 results were level 2C in the reading task, level 1 in writing and absent in maths.

The pupil's prior attainment is  $(13+9)/2 = 22/2 = 11$

Current attainment for  
Value Added Line  
Graphs

For the VA line graphs, the 2000 KS2 attainment is the pupil's *mark* in the relevant subject. Pupils whose test outcome was below the level 3 threshold - pupils with compensatory 2's, B or N - should be plotted at just below the level 3 threshold. Pupils who were absent or disapplied for a particular test cannot be plotted for that test, and where possible other information should be used to monitor their progress.

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

For target-setting you may want to use the VA materials for pupils who have not yet taken KS2 tests. For these pupils you will need to have information about each pupil's KS1 test/task results (their "prior attainment") for a year from 1997 to 2000.

Calculating pupil's KS1  
average points score to  
use with the Progress  
Charts.

For these years, the KS1 tests/tasks included a separate reported result for spelling as well as reading, writing and mathematics. Tables 5.1 and 5.2 on page 26 show the points score for each outcome. We suggest that you use a simple average of these four points scores to calculate a pupil's prior attainment score, again truncated to the nearest integer.

Progress Charts can be  
found on the bottom  
half of pages 10 to 12

The Progress Charts and VA lines show what pupils in 2000 achieved at KS2 from particular prior attainments: they can be used as guidelines to predict how pupils will perform in the future. However, it is likely that future patterns of attainment will not simply repeat what has happened in the past and school improvements you have made could lead to higher levels of attainment. Therefore, your targets (for individual pupils and at class or school level) should include a degree of challenge.

If you use the VA line graphs for years other than 2000, be particularly careful not to use the left-hand marks scale since this is specific to a particular year's tests. Instead focus on the level thresholds indicated on the right which are comparable from year to year.

The National  
Benchmark Section  
starts on page 13

### 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 and post 16 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 KS2 results and, if appropriate, 1996 KS1 results.

### Calculation of your school’s current attainment for benchmarks

The percentage of pupils at level 4 (or 5) and above is defined as the number of pupils reaching level 4 (or 5) or above, divided by the number pupils eligible for assessment. This is the same definition as used in the national results section (see Example 1, page 21).

Your school’s average points score for a KS2 subject is calculated by allocating the points score to each pupil’s KS2 level (shown in Table 5.4 on page 27), 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 24 for this calculation.

Calculating School Average Points Score for KS2 to use in the National Benchmarking Section

Photocopy and use the Ready Reckoner on page 24 for each subject.

**Example 3:** In Mathematics, using Example 1 pupil numbers, 1 pupil reached Level 6, 8 gained Level 5, 23 attained Level 4, 3 achieved Level 3, 2 pupils were absent and 3 were disapplied. Therefore, 32 of the 40 eligible pupils attained test level 4 or above, of whom 9 achieved Level 5 or better. The percentages gaining Level 4 (Level 5) and above are 80% and 23% respectively. The school average points score for Mathematics is  $[(1*39) + (8*33) + (23*27) + (3*21)]/35 = 987/35 = 28.2$

Calculating your school’s Average Points Score at KS1 to use in the Prior Attainment Benchmarks

### Selection of benchmark groups - prior attainment benchmarks

To use the prior attainment benchmarks you will need to calculate your school’s average KS1 points score for all pupils who took the tests/tasks in your school in 1996. You can use the ready reckoner on page 25 for this calculation.

Calculating the school’s FSM proportion

### 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).

## 2000 Key Stage 2 Ready Reckoner

Use this ready reckoner to determine your school's average points score for Key Stage 2 English, Mathematics and Science. Photocopy this sheet to calculate averages for each test.

Name of Test:

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

Number of pupils at each level <sup>1</sup>	<b>X</b>	<b>X</b>							
---	----------	----------	--	--	--	--	--	--	--

=  Total number of relevant pupils<sup>3</sup>

Total points score for that level <sup>2</sup>	<b>X</b>	<b>X</b>							
--	----------	----------	--	--	--	--	--	--	--

=  Overall total points score<sup>3</sup>

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

$$= \frac{\input{width: 100px; height: 30px; type="text}}{\input{width: 100px; height: 30px; type="text}} = \input{width: 40px; height: 30px; type="text}$$

<sup>1</sup> Record the number of pupils at each level, - each pupil should not appear more than once.

<sup>2</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>3</sup> Sum the total number of relevant pupils and the overall total points score

<sup>4</sup> The school's points score average is the overall total points score divided by the total number of relevant pupils

# Ready Reckoner for KS2 Prior attainment benchmarks

This ready reckoner calculates your school's average KS1 points score in 1996

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

## KS1 1996 reading test/task

Number of pupils at each level <sup>1</sup>	<b>X</b>	<b>X</b>								=	<input type="text"/>	Number of relevant pupils for reading <sup>3</sup>
Total points score for that level <sup>2</sup>	<b>X</b>	<b>X</b>								=	<input type="text"/>	Total points score for reading <sup>3</sup>

## KS1 1996 writing test/task

Number of pupils at each level	<b>X</b>	<b>X</b>								=	<input type="text"/>	Number of relevant pupils for writing
Total points score for that level	<b>X</b>	<b>X</b>								=	<input type="text"/>	Total points score for writing

## KS1 1996 mathematics test/task

Number of pupils at each level	<b>X</b>	<b>X</b>								=	<input type="text"/>	Number of relevant pupils for mathematics
Total points score for that level	<b>X</b>	<b>X</b>								=	<input type="text"/>	Total points score for mathematics

## School Average points score for 1996 KS1

$$\text{reading}^4 = \frac{\text{total points score}}{\text{number of relevant pupils}} = \frac{\text{input}}{\text{input}} = \text{input}$$

$$\text{writing} = \frac{\text{total points score}}{\text{number of relevant pupils}} = \frac{\text{input}}{\text{input}} = \text{input}$$

$$\text{mathematics} = \frac{\text{total points score}}{\text{number of relevant pupils}} = \frac{\text{input}}{\text{input}} = \text{input}$$

$$\text{Overall KS1 1996 points score}^5 = \frac{\text{Reading + writing + maths}}{\text{input}} = \text{input}$$

3

<sup>1</sup> Record the number of pupils at each level in each test/task - each pupil should not appear more than once in a row.  
<sup>2</sup> Calculate the total points score for each level by multiplying the number of pupils at each level by the points score for that level.  
<sup>3</sup> Sum the number of relevant pupils and the total points score for each test/task.  
<sup>4</sup> The school's points score average for each test/task is the total points score divided by the number of relevant pupils.  
<sup>5</sup> The school's overall 1996 KS1 point score is the average of the point scores for reading, writing and mathematics.

## 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.

<b>Table 5.1: KS1 1997, 1998, 1999, 2000 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

<b>Table 5.2: KS1 1997, 1998, 1999, 2000 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	-	9	-
X - Not required to take the test			
Level 1	9	-	9
Level 2C	13	-	13
Level 2B or undifferentiated Level 2	15	15	15
Level 2A	17	-	17
Level 3	21	21	21
Level 4+	27	-	27

**Table 5.3: KS1 1996 Points Scores**

	<b>Reading</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	-	3
Level 1	9	9	-	9
Level 2C	13	13	-	13
Level 2B	15	15	-	15
Level 2A	17	17	-	17
Level 3	21	21	-	21
Level 4+	27	27	-	27

**Table 5.4: KS2 1997, 1998, 1999, 2000 Points Scores**

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

## SECTION 6

### USEFUL CONTACTS

#### General Information

For general information please contact:

##### **DfEE**

Pupil Performance Team,  
School Effectiveness Division,  
Standards and Effectiveness Unit,  
DfEE, Sanctuary Buildings,  
London.  
SW1P 3BT  
Telephone number: 020 7925 5119

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

Analytical Services Division,  
4<sup>th</sup> Floor, Sanctuary Buildings,  
Great Smith Street,  
London.  
SW1P 3BT  
Telephone number: 020 7925 5810

##### **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  
Telephone number: 020 7421 6800

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

PANDA Helpline: 020 7421 6840 or  
020 7421 6633

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

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