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INTRODUCTION

The Autumn term each year is an important time for headteachers to lead a review of their school's performance. This review will provide crucial feedback to the governors and teachers about how well the school is doing in terms of what pupils achieve.

The school performance review involves a careful analysis of pupil results data. In the course of these analyses it is important to keep in focus that the purpose of the review is to help those involved to know and understand how effective the work of the school is, so that they can set *challenging yet realistic* targets to raise pupil performance in the future. The review should help the governing body, the headteacher and staff to determine the degree of challenge to adopt in setting targets. Good schools will have high expectations of their pupils. They will choose to focus on the analyses which will help them to most keenly challenge current practice and encourage them to maintain existing high standards, or make a marked difference to past performance.

Statutory requirements apply for setting school performance targets for pupils aged 11 and 16. However, many schools have recognised that target-setting is a useful tool for helping to raise standards for pupils of all ages, and for discrete groups of pupils. Teachers have also recognised that, sooner rather than later, the school should move from reviewing performance to taking action. Sharing an agreed picture of the school's performance and with clear targets for improvement, discussions in the school should turn to action planning. Action plans identify what is needed to achieve the targets, including the important changes that need implementing and how the action plan is to be supported with resources and staff development.

What The *Autumn Package* Contains

For an effective school performance review, looking at information about national trends in pupil performance, the performances achieved by pupils in other similar schools and the progress being made by pupils nationally, is vital. The DfEE, QCA and OFSTED have worked closely to bring together such pupil performance data for schools in England in this *Autumn Package* publication. We will be contacting schools over the next few months to ask for their views on the *Package*, and evaluate its usefulness.

The GCSE / GNVQ *Autumn Package* contains 1999 national summary results data, national benchmark information and national value added analyses. This information will be supplemented in early 2000 by the additional information contained in the Performance and Assessment report (PANDA report) prepared for your school by OFSTED.

As last year, four optional activities are included as a starting point for teachers who are using comparative data for the first time. The optional activities provide a step-by-step approach to each analysis and pose some important initial questions to ask about schools' performance.

Setting Targets

The *Autumn Package* provides performance information relevant to many pupils with special educational needs; however, the performance of pupils with more significant learning difficulties is not covered by this information.

The DfEE / QCA booklet, *Supporting the Target Setting Process: Guidance for Effective Target Setting for Pupils with Special Educational Needs*, published in December 1998, contains criteria more appropriate for assessing the attainment and progress of pupils with significant learning difficulties. The criteria can be used for setting targets for pupils with special educational needs. The criteria are presented in the form of performance descriptions (P-Scales) leading to Level 1 and within Levels 1 and 2 of National Curriculum English and mathematics. Performance descriptions for pupils' early personal and social development are also included.

Pupils with special educational needs should benefit from school improvement along with their peers, and it is important that school improvement targets apply to all pupils. However, depending on the school's circumstances, when making performance comparisons against other schools it can be useful to consider the achievements of different groups of pupils in the Year 11 cohort, as well as the year group overall. This helps to develop a rounded picture of the school's performance and to set realistic and challenging targets. For example, when benchmarking your school's performance against other similar schools, it may be appropriate to consider the achievements of pupils in Year 11 who do not have special educational needs, and those who do, separately.

During the 1999 Summer term, QCA conducted a project to collect performance information for pupils working significantly below age related expectations, using the P-Scale measures. Schools' participation in this work has been voluntary. Analysis of this performance information is still being undertaken.

Also over the summer period, a generic PANDA for special schools has been distributed. It provides sets of comparative national data, subdivided for five types of special school on both outcomes and school processes.

Care should be taken when analysing the results of small year groups and small schools. This is because with small numbers of pupils, the effect of one additional pupil on, for example, a school percentage measure can be considerable, but in larger schools the effect will be less marked. This does not mean that analysing the performance of small cohorts is invalid, rather it means that the findings from such analyses should be interpreted carefully, and may need to be augmented with other information.

When considering pupil mobility, schools know which of their Year 11 pupils have joined during the course of the Key Stage, their performances relative to others in the year group and the impact they have on the school's overall performance. This information helps to contextualise the school's position in the benchmark tables.

Information In The *Autumn Package*

The performance information contained in the *Autumn Package* is intended for use by headteachers, governors and teachers. Three related types of information are included:

- Section 1A contains **national summary results** to enable comparisons of trends in the school's performance against national trends and clarify understanding of the progress the school is making;
- Section 1B contains **benchmark information** to help compare performance with other similar schools and to show what the best performing of these schools are achieving;
- Section 1C contains **value added information** to enable the progress individual pupils make to be compared with the progress made by other pupils from similar, prior attainment, starting points.

The PANDA information, which will be distributed by OFSTED early in 2000, should be used to look in more depth at relative strengths and weaknesses in your school.

Also included is a detailed Technical Annex. This provides further information on the three sections and will help you calculate the relevant figures for your pupils, and for your school.

Further Information

The *Autumn Package* is available on the Internet at **www.standards.dfee.gov.uk/performance**. As well as the information published in the 1999 *Autumn Package*, the site pilots an interactive tool to help schools use the information.

Further guidance on the school improvement process is available. Advice on target-setting has been published in *From Targets to Action*, and guidance on the statutory regulations is published in Circular Number 11/98, *Target Setting in Schools*. These are both available free from the DfEE Publication Centre. Advice on the broader process of school self-evaluation has been published in the *School Evaluation Matters* booklet available from OFSTED. Advice on the more detailed interpretation of school statistics about pupil performance has been published in *A Guide to Using National Curriculum Assessment Data in Secondary Schools*, available from the QCA. Many LEAs also provide additional, local analyses.

The Association of Assessment Inspectors and Advisors (AAIA) have produced some guidance entitled *Getting the Most from Your Data*, which is available from the DfEE Publication Centre on request. This guidance shows how schools can use their results along with the *Autumn Package*, to evaluate school performance. It includes a useful case study illustrating how this school evaluation can inform processes of school improvement and have an impact on teaching and learning in the classroom.

General enquiries about the *Autumn Package* should be addressed to the DfEE's Pupil Performance Team. You can also email enquiries to: **autumn.package@dfee.gov.uk** For the addresses and telephone numbers of DfEE, QCA and OFSTED, please refer to the *Appendix: Useful Contacts*.

SECTION 1A

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 schools, including independent and special schools in England, and is based on the number of pupils aged 15 at the start of the academic year on roll at the time of the January 1999 Annual Schools Census (Form 7). The figures therefore include pupils who did not go on to attempt any GCSE's or GNVQs.

Further information is available in the Technical Annex.

Section Contents

Tables 1.1 - 1.6 show a summary of 1999 national results and analyses by gender and subject. In response to suggestions from schools, Tables 1.5 and 1.6 are new this year, and show the percentages of 15 year old candidates, rather than the percentages of all 15 year olds, achieving GCSEs in selected subjects:

- **Table 1.1** the 1999 GCSE / GNVQ national summary results for all **pupils** and separately for **boys and girls** in England;
- **Table 1.2** recent trends over the last 5 years in the GCSE / GNVQ results for **boys and girls** in England;
- **Table 1.3** the 1999 GCSE results for **boys and girls** in different subjects in England, as a percentage of **all 15 year old pupils**;
- **Table 1.4** the 1999 GCSE results of **boys and girls** in different subject combinations in England as a percentage of **all 15 year old pupils**;
- **Table 1.5** the 1999 GCSE results of **boys and girls** in different subjects in England, as a percentage of **15 year old candidates** attempting each subject;
- **Table 1.6** the 1999 GCSE results of **boys and girls** in different subject combinations in England, as a percentage of **15 year old candidates** attempting each subject.

How To Use The Information

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

The information relating to all pupils in Table 1.1 (but not the average points score per 15 year old pupil) should be used in the school prospectus, by secondary schools which provide GCSE / GNVQ courses, alongside the school's own results, and LEA summary figures.

Optional Activity One is intended to help headteachers and governors to see the difference between their school's results and the national summary results.

Table 1.1 Results for boys and girls in England in 1999¹

	Percentage of 15 year old pupils (total number of 15 year old pupils is 581,300 ²):						Average GCSE / GNVQ point score per 15 year old pupil
	Entered for 5+ GCSEs or GNVQ equivalent	Achieving 5+ A* - C or GNVQ equivalent	Achieving 5+ A* - G or GNVQ equivalent	Entered for 1+ GCSEs or GNVQ equivalent	Achieving 1+ A* - G or GNVQ equivalent	Achieving no passes	
All pupils	90.3	47.8	88.4	95.0	93.9	6.1	38.0
Boys	88.6	42.6	86.4	94.1	92.9	7.1	35.4
Girls	92.1	53.2	90.5	95.9	95.0	5.0	40.7

¹ Including attempts and achievements by these pupils in previous academic years.

² Number of pupils on roll aged 15 at the start of the academic year, i.e. 31 August 1998.

Table 1.2 Recent trends in the GCSE / GNVQ national summary results for boys and girls in England

	Percentage of 15 year old pupils						Average GCSE / GNVQ point score per 15 year old pupil
	Entered for 5+ GCSEs or GNVQ equivalent	Achieving 5+ A* - C or GNVQ equivalent	Achieving 5+ A* - G or GNVQ equivalent	Entered for 1+ GCSEs or GNVQ equivalent	Achieving 1+ A* - G or GNVQ equivalent	Achieving no passes	
	Boys and Girls						
1999	90.3	47.8	88.4	95.0	93.9	6.1	38.0
1998	89.6	46.3	87.5	94.8	93.4	6.6	37.0
1997	89.6	45.1	86.4	94.0	92.3	7.7	35.9
1996	89.3	44.5	86.1	93.9	92.2	7.8	35.4
1995	89.3	43.5	85.7	93.8	91.9	8.1	34.8
	Boys						
1999	88.6	42.6	86.4	94.1	92.9	7.1	35.4
1998	87.8	41.3	85.5	93.9	92.3	7.7	34.5
1997	88.0	40.5	84.4	93.1	91.2	8.8	33.5
1996	87.6	39.9	84.0	92.9	91.1	8.9	33.1
1995	87.5	39.0	83.4	92.8	90.7	9.3	32.5
	Girls						
1999	92.1	53.2	90.5	95.9	95.0	5.0	40.7
1998	91.5	51.5	89.7	95.7	94.6	5.4	39.7
1997	91.2	50.0	88.6	95.0	93.5	6.5	38.4
1996	91.0	49.4	88.3	94.9	93.4	6.6	37.9
1995	91.1	48.1	88.1	94.8	93.2	6.8	37.3

Table 1.3 1999³ GCSE results⁴ for boys and girls in different subjects in England, as a percentage of all 15 year old pupils

Percentage of 15 year old pupils (total number of 15 year old pupils is 581, 300⁵):									
	Attempted GCSE			Achieved grade A* - G			Achieved grade A* - C		
	Boys and Girls	Boys	Girls	Boys and Girls	Boys	Girls	Boys and Girls	Boys	Girls
Any Subject (000's)	551	279	272	545	276	270	420	200	220
Any Subject	95	94	96	94	93	95	72	67	78
English	91	89	93	90	88	92	53	45	61
Mathematics	92	91	93	89	88	90	45	44	46
Any Science	91	90	93	89	88	91	46	44	47
Single Award Science	9	8	9	8	8	8	2	1	2
Double Award Science	76	74	78	75	73	77	38	36	40
Physics	6	8	5	6	8	5	6	7	4
Chemistry	6	8	5	6	8	5	6	7	5
Biological Sciences	7	8	6	7	8	6	6	7	5
Other Sciences	1	1	0	1	1	0	0	0	0
Design and Technology ⁶	68	69	67	66	66	65	34	29	39
Information Technology ⁷	13	15	11	13	15	10	7	8	6
Business Studies	15	16	14	14	15	13	8	8	7
Home Economics	7	1	12	6	1	12	3	0	6

(Continued overleaf)

³Including attempts and achievements by these pupils in previous academic years.

⁴ For each subject, only one attempt is counted - that which achieved the highest grade.

⁵ Number of pupils on roll aged 15 at the start of the academic year, i.e. 31 August 1998.

⁶ Includes any combined syllabus of which Design and Technology is a major part.

⁷ Also includes Computer Studies, Information Systems, and any combined syllabus of which Information Technology is the major part.

Table 1.3 1999⁸ (Continued) GCSE results⁹ for boys and girls in different subjects in England, as a percentage of all 15 year old pupils

	Percentages of 15 year old pupils (total number of 15 year old pupils is 581,300 ¹⁰):								
	Attempted GCSE			Achieved grade A* - G			Achieved grade A* - C		
	Boys and Girls	Boys	Girls	Boys and Girls	Boys	Girls	Boys and Girls	Boys	Girls
Geography	40	44	35	38	42	34	22	23	21
History	33	31	34	31	30	33	19	18	21
Humanities	4	3	4	3	3	4	1	1	2
Social Studies	3	2	4	3	1	4	1	1	2
Music	7	6	8	7	6	8	5	4	6
Any Modern Language	78	74	83	77	73	82	39	31	47
French	54	50	57	53	50	56	27	21	33
German	22	21	24	22	21	23	12	10	15
Spanish	7	6	8	7	5	8	4	3	5
Other Modern Language	3	3	4	3	3	4	2	2	3
Art and Design	31	29	34	30	28	33	20	15	24
English Literature	80	75	85	79	74	84	50	42	59
Drama	14	10	17	14	10	17	9	6	13
Communication Studies	5	5	6	5	4	6	3	2	4
Classical Studies	2	2	2	2	2	2	2	2	2
Physical Education	16	20	12	16	20	12	8	10	6
Religious Education	17	13	20	16	12	20	9	6	13
Any other subjects	3	3	4	3	3	3	2	2	2

⁸ Including attempts and achievements by these pupils in previous academic years.

⁹ For each subject, only one attempt is counted - that which achieved the highest grade.

¹⁰ Number of pupils on roll aged 15 at the start of the academic year, i.e. 31 August 1998.

Table 1.4 1999 GCSE results for boys and girls in different subject combinations in England, as a percentage of all 15 year old pupils

	Percentages of 15 year old pupils in schools								
	Attempted GCSE			Achieved grade A* - G			Achieved grade A* - C		
	Boys and Girls	Boys	Girls	Boys and Girls	Boys	Girls	Boys and Girls	Boys	Girls
Any Subject (000's)	551	279	272	545	276	270	420	200	220
Any Subject	95	94	96	94	93	95	72	67	78
English and mathematics	90	88	92	87	85	89	40	36	43
Mathematics and science	90	89	91	87	85	88	39	37	40
English, mathematics and science	89	87	91	85	83	87	36	33	39
English, mathematics, science and a modern language	76	72	81	74	69	78	29	24	34

Table 1.5 1999¹¹ GCSE results¹² for boys and girls in different subjects in England, as a percentage of all 15 year old candidates

	Percentages of 15 year old candidates								
	Attempted GCSE (in thousands)			Achieved grade A* - G			Achieved grade A* - C		
	Boys and Girls	Boys	Girls	Boys and Girls	Boys	Girls	Boys and Girls	Boys	Girls
Any Subject	551	279	272	99	99	99	76	72	81
English	530	265	265	99	99	99	58	50	66
Mathematics	537	272	265	96	96	96	48	48	49
Any Science	531	268	263	98	97	98	50	49	51
Single Award Science	50	25	25	92	91	93	18	15	21
Double Award Science	442	220	222	98	98	98	50	48	51
Physics	37	23	14	99	99	99	89	90	88
Chemistry	38	23	15	100	100	100	89	89	90
Biological Sciences	39	23	16	99	99	99	89	89	89
Other Sciences	3	2	1	95	95	96	43	44	39
Design and Technology ¹³	395	204	190	96	96	97	50	43	58
Information Technology ¹⁴	76	46	31	96	95	97	55	51	59
Business Studies	87	47	39	96	96	96	52	50	54
Home Economics	38	2	35	95	91	96	46	33	47

(Continued overleaf)

¹¹ Including attempts and achievements by these pupils in previous academic years.¹² For each subject, only one attempt is counted - that which achieved the highest grade.¹³ Includes any combined syllabus of which Design and Technology is the major part.¹⁴ Also includes Computer Studies, Information Systems, and any combined syllabus of which Information Technology is the major part.

Table 1.5 (Continued) 1999¹⁵ GCSE results¹⁶ for boys and girls in different subjects in England, as a percentage of all 15 year old candidates

	Percentages of 15 year old candidates								
	Attempted GCSE (in thousands)			Achieved grade A* - G			Achieved grade A* - C		
	Boys and Girls	Boys	Girls	Boys and Girls	Boys	Girls	Boys and Girls	Boys	Girls
Geography	230	130	100	97	96	97	56	53	60
History	189	93	96	97	96	97	60	57	63
Humanities	20	10	11	95	94	97	42	36	47
Social Studies	16	5	11	95	93	96	52	43	56
Music	41	17	23	97	96	97	69	63	73
Any Modern Language	455	220	235	98	98	99	50	42	57
French	311	150	162	99	98	99	51	43	58
German	130	62	67	99	98	99	55	48	62
Spanish	40	17	23	98	97	98	54	45	60
Other Modern Language	19	8	10	97	97	98	72	67	76
Art and Design	183	87	96	96	95	97	63	52	72
English Literature	465	224	240	98	98	99	62	55	69
Drama	80	31	49	98	97	98	68	58	74
Communication Studies	31	14	17	97	96	98	55	46	62
Classical Studies	13	7	6	98	98	98	88	86	89
Physical Education	94	60	33	99	99	99	51	49	54
Religious Education	97	39	57	96	94	97	57	46	64
Any other subjects	20	10	10	95	95	95	50	49	52

¹⁵ Includes attempts and achievements by these pupils in previous academic years.¹⁶ For each subject, only one attempt is counted - that which achieved the highest grade.

Table 1.6 1999 GCSE results for boys and girls in different subject combinations in England, as a percentage of all 15 year old candidates

	Percentages of 15 year old pupils in schools								
	Attempted GCSE			Achieved grade A* - G			Achieved grade A* - C		
	Boys and Girls	Boys	Girls	Boys and Girls	Boys	Girls	Boys and Girls	Boys	Girls
Any Subject	551	279	272	99	99	99	76	72	81
English and mathematics	523	262	261	97	96	97	44	41	47
Mathematics and science	524	265	260	96	96	96	43	42	44
English, mathematics and science	516	258	257	96	96	96	40	38	43
English, mathematics, science and a modern language	444	214	230	96	96	97	38	34	42

OPTIONAL ACTIVITIES

Optional Activity One

Making Use of National Data

This activity is intended to help headteachers and governors to see the differences between their school's results and the national results. Two tables are provided and can be filled in using your school's data.

The school results column in the two tables is provided for you to enter the relevant data for your school. In the 'difference' column, enter the difference between your school's results and the national results as '+' and '-' percentage points (e.g. +2 percentage points).

Using table 1.7, you can examine your results alongside national results for 15 year olds who achieved 5 or more grades A* - C at GCSE (or equivalent), 5 or more grades A* - G (or equivalent), 1 or more grades A* - G (or equivalent), or no passes. Average GCSE / GNVQ point scores are also included.

Table 1.7 Overall Results

		National results	School results	Difference in percentage points
Percentage of 15 year olds who achieved 5 or more grades A* - C at GCSE or GNVQ equivalent	All pupils	47.8		
	Boys	42.6		
	Girls	53.2		
Percentage of 15 year olds who achieved 5 or more grades A* - G at GCSE or GNVQ equivalent	All pupils	88.4		
	Boys	86.4		
	Girls	90.5		
Percentage of 15 year olds who achieved 1 or more grades A* - G at GCSE or equivalent	All pupils	93.9		
	Boys	92.9		
	Girls	95.0		
Percentage of 15 year olds who achieved no passes	All Pupils	6.1		
	Boys	7.1		
	Girls	5.0		
Average GCSE / GNVQ point score for 15 year olds	All pupils	38.0		
	Boys	35.4		
	Girls	40.7		

Using table 1.8, you can set out your English, mathematics and science results against national averages. Similar tables can be constructed for making simple comparisons with other subjects.

Table 1.8 Subject Results

	National results	School results	Difference in percentage points
ENGLISH:			
Attempted GCSE	91		
Achieved A* - G	90		
Achieved A* - C	53		
MATHEMATICS:			
Attempted GCSE	92		
Achieved A* - G	89		
Achieved A* - C	45		
SCIENCE:			
Attempted GCSE	91		
Achieved A* - G	89		
Achieved A* - C	46		

The completed tables can be helpful as a focus for discussions. It is important to probe for reasons that may lie behind the figures, which will help identify areas for improvement.

Some Questions To Consider Include:

- Which subject areas performed 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 different subjects at school?
- Are the results of the better performing subjects consistent with your school's previous years results?
- Have any subject results shown marked improvement over this 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 subject areas where results are below the national average?
- From the comparisons and discussions, what appear to be the emerging priorities for the school as a whole, and for different departments?

SECTION 1B

NATIONAL BENCHMARK INFORMATION

Using School Level Results

The Purpose Of This Section

The information in this section enables you to compare your school's 1999 GCSE / GNVQ results with the performances achieved by other similar schools. Benchmarking your school's performance helps you to understand your school's performance in relation to the range of performances achieved by similar schools nationally.

Many studies confirm that prior attainment is by far the best predictor of pupils' subsequent performance. In the absence of national pupil level prior attainment information, included in the *Package* this year are benchmarks based on school level achievement in the 1997 Key Stage 3 tests. For consistency, we are also including benchmarks based on the proportion of pupils "known to be eligible for free school meals (FSM)". This indicator has been shown to be more strongly correlated with performance than other contextual variables. No two schools are identical; however, both sets of benchmark tables allow schools to draw comparisons with other schools of a broadly similar contextual and prior attainment nature.

The data in the benchmark tables relate to all maintained schools in England other than maintained special schools.

Changes From The 1998 Benchmark Calculations

In response to the feedback from schools, three key changes have been introduced to improve the range and comparability of the benchmark information:

- post 16 pupils have been excluded from calculations of the proportion of pupils "known to be eligible for free school meals". This change reflects that these pupils are less likely to be reported as "known to be eligible for FSM", than pupils of compulsory school age;
- to enable you to see your performance against the range of performance nationally, an additional table (2.1) has been included which contains the range of performance for all maintained schools (other than maintained special schools);
- for the purpose of calculating the school's average level at Key Stage 3 for the prior attainment tables, points have been assigned to test levels. This is primarily to make use of the differentiated Level 2 information available at Key Stage 1, but has been extended to other levels for consistency. Full details are given in the Technical Annex of the system for assigning points to levels;
- for further information, on the precise details of the benchmark calculations, please see the Technical Annex.

How To Use The Information

Each table of benchmark information shows the range of performance for a group of similar schools. You should choose the table(s) which most closely reflect this characteristic of your school. The flow charts in Figures 1 and 2 will help you identify which table to use to assess your performance. If your school falls near the boundary of two benchmark groups, you may also find it useful to consider the performance of schools in the adjacent group.

To gain a full picture of the school's overall performance, it can be useful to consider the attainment of different groups of pupils in Year 11, as well as the performance of the complete Year 11 cohort. To set challenging and realistic targets for all pupils, it may be appropriate both to consider the attainment of pupils in the cohort who do not have special educational needs, and those who do.

Further, schools know which of their Year 11 pupils joined during the course of the Key Stage and those who left, their performance relative to others in the cohort, and the impact this had on the school's overall performance. This information helps to contextualise the school's position in the benchmark tables.

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 with the setting of realistic and challenging targets.

The blank columns in the benchmark tables are to allow you to insert your school's results so that you can position your performance in the range. The Technical Annex provides information about definitions used to create the benchmark tables.

Table 2.1 The range of performance in GCSE / GNVQ for all maintained mainstream schools in England.

Percentage of pupils achieving:

	95%	UQ	60%	Median	40%	I.Q	5%
English GCSE A* - C	95	63	55	50	45	36	20
Maths GCSE A* - C	90	54	45	41	36	27	13
Science GCSE A* - C	86	56	47	42	37	28	13

5+ GCSE / GNVQ A* - C	91	58	49	44	39	30	15
5+ GCSE / GNVQ A* - G	99	96	94	93	90	86	73
1+ GCSE / GNVQ A* - G	100	99	98	97	96	94	87

Average point score achieved:

GCSE / GNVQ PS ¹⁷	55.1	43.1	39.5	37.1	34.5	30.7	22.3
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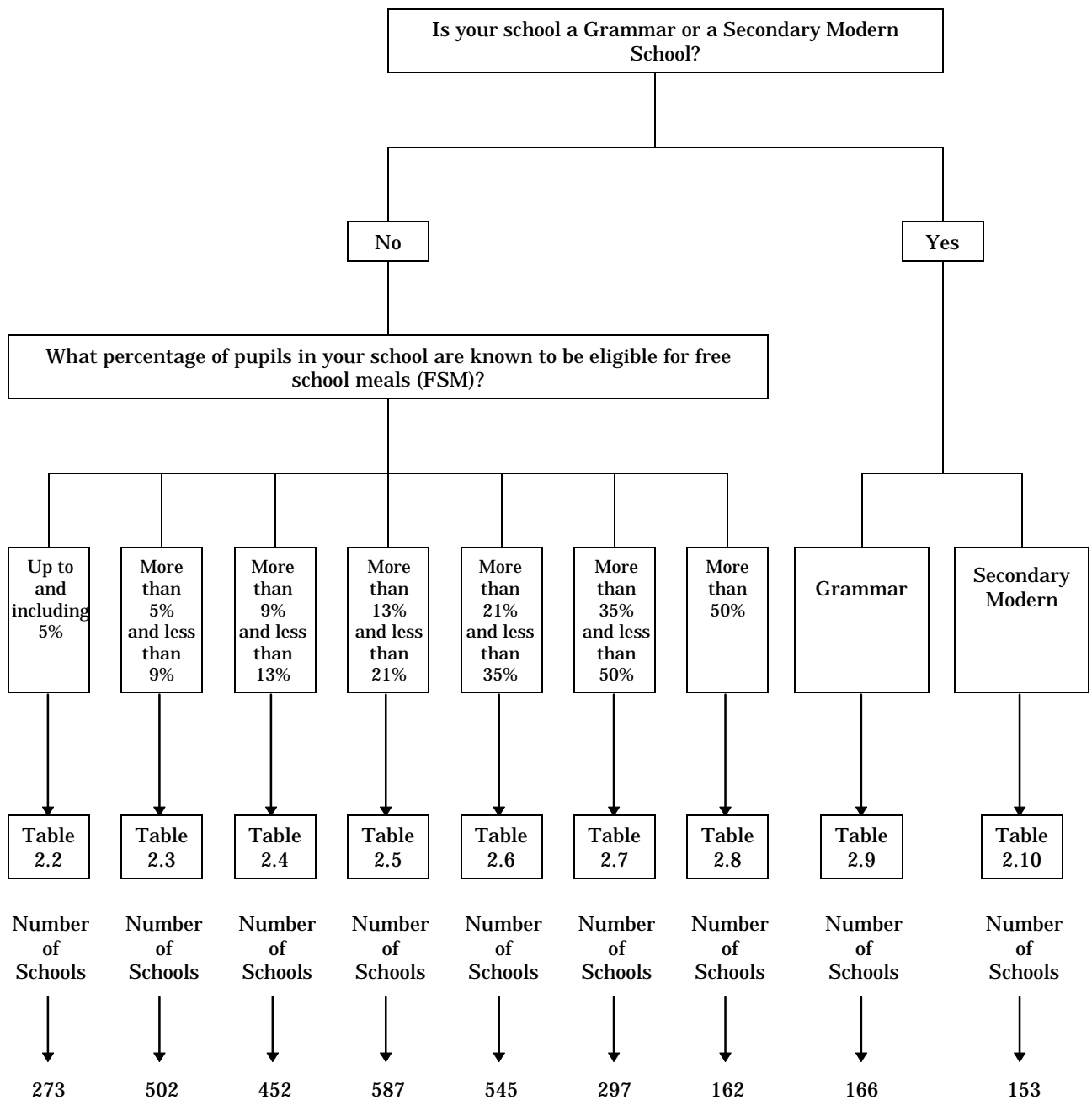
(Number of schools: 3,137)

¹⁷ PS = Average GCSE / GNVQ point score per 15 year old pupil

GCSE / GNVQ National Benchmark Information Based On Free School Meals (FSM)

Table 2.1 shows national benchmarks for all maintained, mainstream schools. The tables that follow group schools according to the proportions of pupils of **compulsory school age** who are “known to be eligible for free school meals”. There are, as last year, separate tables showing the performance of all grammar schools (Table 2.9), and all secondary modern schools (Table 2.10).

Figure 1 Tables of GCSE / GNVQ National Benchmarks For Schools Based On School Census (Form 7) Information



(total number of schools: 3,137)

Table 2.2 Non-selective schools with up to and including 5% of pupils known to be eligible for FSM**Percentage of pupils achieving:**

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	88	78	73	70	68	63	51
Maths GCSE A* - C	83	68	64	61	59	55	42
Science GCSE A* - C	82	71	66	63	60	56	44
5+ GCSE / GNVQ A* - C	85	73	69	66	64	59	48
5+ GCSE / GNVQ A* - G	100	98	97	97	96	95	92
1+ GCSE / GNVQ A* - G	100	99	99	98	98	97	95

Average point score achieved::

GCSE / GNVQ PS	55.1	49.2	47.2	46.2	44.7	43.1	38.1
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(Number of schools: 273)**Table 2.3 Non-selective schools with more than 5% and up to 9% of pupils known to be eligible for FSM****Percentage of pupils achieving:**

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	78	68	64	62	59	54	43
Maths GCSE A* - C	69	59	55	52	50	46	35
Science GCSE A* - C	71	62	57	54	52	47	34
5+ GCSE / GNVQ A* - C	73	63	59	57	55	50	38
5+ GCSE / GNVQ A* - G	99	97	96	96	95	93	89
1+ GCSE / GNVQ A* - G	100	99	98	98	97	97	94

Average point score achieved:

GCSE / GNVQ PS	50.4	45.3	43.6	42.5	41.5	39.7	34.7
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(Number of schools: 502)

Table 2.4 Non-selective schools with more than 9% and up to 13% of pupils known to be eligible for FSM**Percentage of pupils achieving:**

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	74	62	58	56	53	49	37
Maths GCSE A* - C	64	54	49	45	43	39	28
Science GCSE A* - C	69	55	51	47	44	38	25
5+ GCSE / GNVQ A* - C	67	57	52	49	47	43	31
5+ GCSE / GNVQ A* - G	99	96	95	94	93	91	86
1+ GCSE / GNVQ A* - G	100	99	98	97	97	95	93

Average point score achieved:

GCSE / GNVQ PS	47.3	42.8	40.8	39.6	38.1	36.3	31.8
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(Number of schools: 452)**Table 2.5 Non-selective schools with more than 13% and up to 21% of pupils known to be eligible for FSM****Percentage of pupils achieving:**

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	69	56	51	47	44	39	28
Maths GCSE A* - C	59	46	42	38	36	31	20
Science GCSE A* - C	61	48	43	40	37	32	21
5+ GCSE / GNVQ A* - C	61	49	45	42	39	34	25
5+ GCSE / GNVQ A* - G	98	95	93	91	90	87	80
1+ GCSE / GNVQ A* - G	100	98	97	96	95	94	89

Average point score achieved:

GCSE / GNVQ PS	45.4	40.1	37.6	36.2	34.8	32.8	27.4
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(Number of schools: 587)

Table 2.6 Non-selective schools with more than 21% and up to 35% of pupils known to be eligible for FSM**Percentage of pupils achieving:**

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	60	46	40	37	34	30	19
Maths GCSE A* - C	49	37	31	29	26	22	13
Science GCSE A* - C	51	39	34	30	27	22	12
5+ GCSE / GNVQ A* - C	53	39	34	31	28	24	15
5+ GCSE / GNVQ A* - G	97	92	89	87	85	82	72
1+ GCSE / GNVQ A* - G	100	97	95	94	93	91	85

Average point score achieved:

GCSE / GNVQ PS	40.9	34.6	32.4	31.2	29.8	27.5	22.2
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(Number of schools: 545)**Table 2.7 Non-selective schools with more than 35% and up to 50% of pupils known to be eligible for FSM****Percentage of pupils achieving:**

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	51	36	32	29	26	23	12
Maths GCSE A* - C	41	30	25	22	20	15	6
Science GCSE A* - C	42	30	25	22	19	16	7
5+ GCSE / GNVQ A* - C	43	31	26	24	21	17	8
5+ GCSE / GNVQ A* - G	95	89	85	83	80	76	63
1+ GCSE / GNVQ A* - G	100	97	94	93	91	88	79

Average point score achieved:

GCSE / GNVQ PS	37.9	30.9	28.9	27.3	26.0	24.0	17.6
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(Number of schools: 297)

Table 2.8 Non-selective schools with more than 50% of pupils known to be eligible for FSM**Percentage of pupils achieving:**

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	44	32	26	24	22	18	10
Maths GCSE A* - C	35	21	18	16	14	12	5
Science GCSE A* - C	34	24	19	17	15	11	4
5+ GCSE / GNVQ A* - C	37	25	20	18	17	13	8
5+ GCSE / GNVQ A* - G	94	86	81	78	75	71	58
1+ GCSE / GNVQ A* - G	100	96	94	92	89	87	76

Average point score achieved:

GCSE / GNVQ PS	36.4	28.6	25.7	24.3	22.9	21.1	17.1
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(Number of schools: 162)**Table 2.9 Grammar schools****Percentage of pupils achieving:**

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	100	100	99	99	98	97	93
Maths GCSE A* - C	100	99	98	97	97	95	86
Science GCSE A* - C	100	98	96	95	93	90	80
5+ GCSE / GNVQ A* - C	100	99	98	97	97	95	87
5+ GCSE / GNVQ A* - G	100	100	100	99	99	98	97
1+ GCSE / GNVQ A* - G	100	100	100	100	99	99	98

Average point score achieved:

GCSE / GNVQ PS	70.3	64.5	61.9	60.3	59.4	56.5	51.6
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(Number of schools: 166)

Table 2.10 Secondary modern schools**Percentage of pupils achieving:**

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	68	49	43	38	33	28	15
Maths GCSE A* - C	52	35	30	27	24	18	6
Science GCSE A* - C	58	42	34	29	26	20	8
5+ GCSE / GNVQ A* - C	54	39	33	30	27	22	9
5+ GCSE / GNVQ A* - G	98	94	92	90	89	85	73
1+ GCSE / GNVQ A* - G	100	98	97	96	94	93	85

Average point score achieved:

GCSE / GNVQ PS	42.8	34.6	32.5	31.1	30.0	27.5	20.2
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(Number of schools: 153)

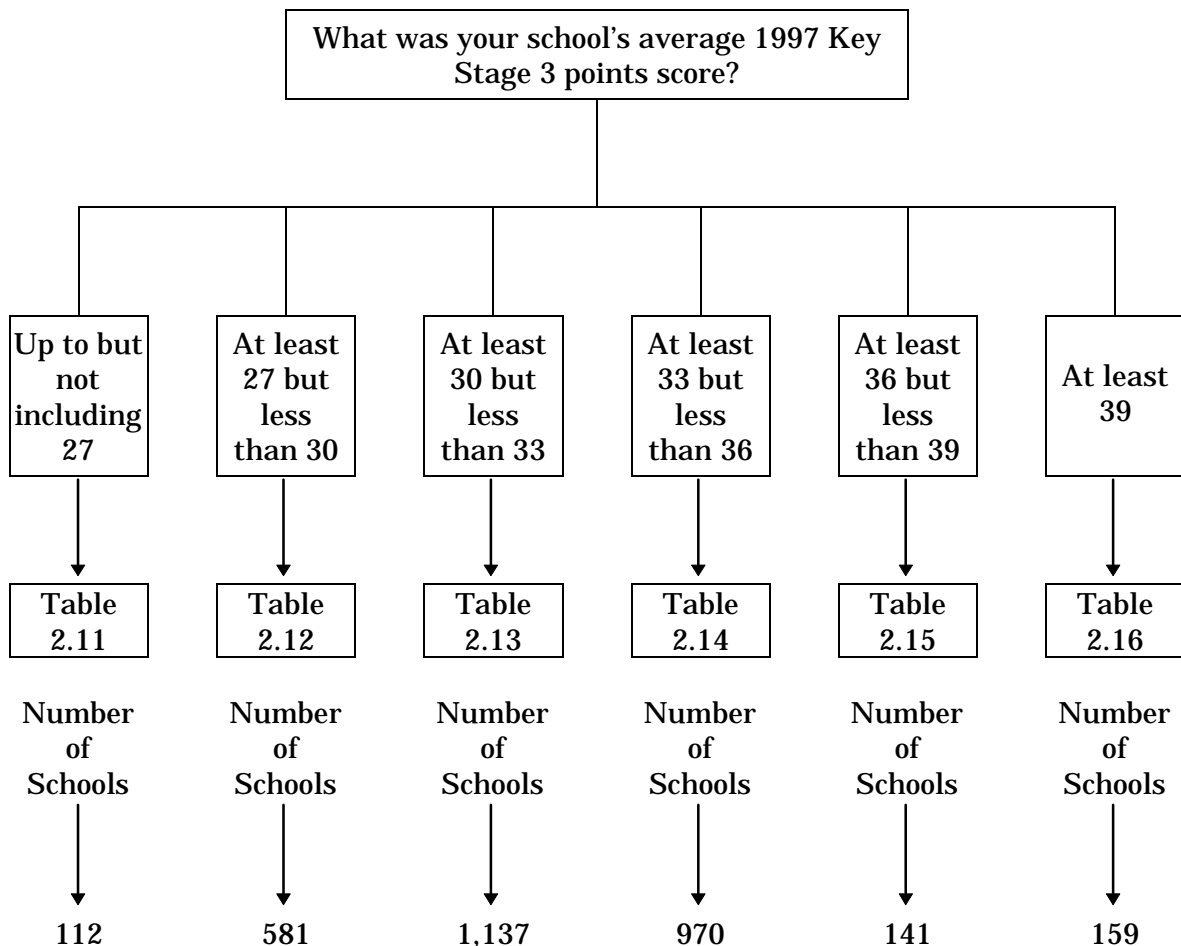
National Benchmark Information Based On Prior Attainment at Key Stage 3

The GCSE / GNVQ benchmark information presented in tables 2.11 to 2.16 shows the range of performance for schools grouped by their Key Stage 3 attainment. The results of all maintained schools in England which had both Key Stage 3 results in 1997 and GCSE / GNVQ results in 1999, are included in these tables.

The Technical Annex shows you how to calculate your school's 1997 Key Stage 3 average points score by combining results from English, mathematics and science tests.

Full details are given in the Technical Annex of the system to assign points to levels. It also explains in more detail how to use the tables.

Figure 2 Tables of GCSE / GNVQ National Benchmarks For Schools Based On 1997 Key Stage 3 attainment



(total number: 3,100)

Table 2.11 Secondary schools that achieved a Key Stage 3 average points score of up to but not including 27 in 1997**Percentage of pupils achieving:**

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	36	25	21	19	17	14	6
Maths GCSE A* - C	25	16	13	12	10	8	2
Science GCSE A* - C	27	18	15	12	9	7	3
5+ GCSE / GNVQ A* - C	26	18	16	13	12	9	4
5+ GCSE / GNVQ A* - G	90	81	76	74	71	64	55
1+ GCSE / GNVQ A* - G	99	95	92	89	87	83	74

Average point score achieved:

GCSE / GNVQ PS	30.2	24.6	22.0	21.2	20.4	18.1	12.9
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(Number of schools: 112)**Table 2.12 Secondary schools that achieved a Key Stage 3 average points score of at least 27 but less than 30 in 1997****Percentage of pupils achieving:**

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	44	35	31	29	26	23	15
Maths GCSE A* - C	35	26	23	21	19	15	8
Science GCSE A* - C	36	28	24	22	19	16	9
5+ GCSE / GNVQ A* - C	37	28	25	23	21	18	11
5+ GCSE / GNVQ A* - G	94	88	85	83	81	77	67
1+ GCSE / GNVQ A* - G	100	96	94	93	91	89	82

Average point score achieved:

GCSE / GNVQ PS	34.4	30.1	28.3	27.1	26.0	24.5	20.0
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(Number of schools: 581)

Table 2.13 Secondary schools that achieved a Key Stage 3 average points score of at least 30 but less than 33 in 1997**Percentage of pupils achieving:**

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	61	52	48	45	42	38	29
Maths GCSE A* - C	52	42	38	36	33	29	21
Science GCSE A* - C	55	44	40	37	35	30	20
5+ GCSE / GNVQ A* - C	54	45	41	39	36	32	24
5+ GCSE / GNVQ A* - G	97	94	92	91	89	87	80
1+ GCSE / GNVQ A* - G	100	98	97	96	95	94	89

Average point score achieved:

GCSE / GNVQ PS	42.5	37.7	35.9	34.7	33.4	31.8	27.5
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(Number of schools: 1,137)**Table 2.14 Secondary schools that achieved a Key Stage 3 average points score of at least 33 but less than 36 in 1997****Percentage of pupils achieving:**

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	78	68	65	62	60	56	47
Maths GCSE A* - C	67	59	55	53	50	46	39
Science GCSE A* - C	71	61	57	54	52	48	38
5+ GCSE / GNVQ A* - C	71	63	59	57	55	51	44
5+ GCSE / GNVQ A* - G	99	97	96	95	95	93	89
1+ GCSE / GNVQ A* - G	100	99	98	98	97	96	94

Average point score achieved:

GCSE / GNVQ PS	49.5	45.2	43.7	42.6	41.7	40.2	36.2
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(Number of schools: 970)

Table 2.15 Secondary schools that achieved a Key Stage 3 average points score of at least 36 but less than 39 in 1997**Percentage of pupils achieving:**

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	97	85	81	79	76	71	63
Maths GCSE A* - C	90	76	71	70	67	64	52
Science GCSE A* - C	89	78	73	70	67	65	55
5+ GCSE / GNVQ A* - C	91	80	76	74	72	69	60
5+ GCSE / GNVQ A* - G	100	99	98	98	97	97	94
1+ GCSE / GNVQ A* - G	100	100	99	99	99	98	97

Average point score achieved:

GCSE / GNVQ PS	58.2	53.1	50.5	49.4	48.6	47.0	42.8
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(Number of schools: 141)**Table 2.16 Secondary schools that achieved a Key Stage 3 average points score of 39 or more in 1997****Percentage of pupils achieving:**

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	100	100	99	99	98	97	90
Maths GCSE A* - C	100	99	98	98	97	95	86
Science GCSE A* - C	100	98	96	95	94	91	83
5+ GCSE / GNVQ A* - C	100	99	98	97	97	96	88
5+ GCSE / GNVQ A* - G	100	100	100	99	99	99	97
1+ GCSE / GNVQ A* - G	100	100	100	100	99	99	98

Average point score achieved:

GCSE / GNVQ PS	70.5	64.7	62.2	60.5	59.5	57.4	53.9
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(Number of schools: 159)

OPTIONAL ACTIVITIES

Optional Activity Two

Making Use of Benchmark Information

Benchmarking enables teachers and governors to compare the performance of their school with the performance of similar schools.

Figures 1 and 2 showed how to locate the most appropriate table to use. It may be helpful to photocopy the most appropriate table for your school.

When discussing how the school's performance is represented in the benchmark information, it is helpful to probe reasons that may lie behind the numbers. This can help identify priorities and strategies for improvement.

Some Questions To Consider May Include:

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

SECTION 1C

NATIONAL VALUE ADDED INFORMATION

Using pupil level results

The Purpose Of This Section

This section enables you to compare the progress made by individual pupils in your school with the progress made by pupils nationally between Key Stage 3 and GCSE / GNVQ. Many studies confirm that prior attainment is by far the best predictor of a pupil's ultimate performance. By comparing your pupils' results in this way, you will get an indication of how well your school is performing in GCSE / GNVQ examinations once Key Stage 3 attainment has been taken into account.

This section also provides information that teachers can share with pupils and parents about expectations for achievement, to involve them in the target-setting process.

Changes from the 1998 Value Added Information

This year we have included a number of value added analyses for popular GCSE subjects, in addition to English, mathematics and science. These should allow schools to assess the progress their pupils have made in these subjects, and to help them set targets more effectively. The additional analyses are presented on pages 45 - 61, following those for English, mathematics and science.

The 1997 Key Stage 3 measure used in the value added section is presented as a points score based on the levels achieved in the English, mathematics and science tests. More information is provided in the Technical Annex.

Section Contents

The graphs in this section show the progress made by a nationally representative sample of pupils between the 1997 Key Stage 3 tests and this year's GCSE / GNVQ examinations. The sample is representative of pupils in all maintained secondary and special schools, and those independent schools participating in the Key Stage 3 tests.

The value added information is presented in two ways:

- as value added lines (Graphs 3.1 to 3.4);
- as chances graphs (Figures 4.1 to 4.4).

Graph 3.1 shows national value added lines relating pupils' average 1997 Key Stage 3 test points scores to total 1999 GCSE / GNVQ point scores achieved.

Graphs 3.2, 3.3 and 3.4 show national value added lines relating pupils' 1997 average Key Stage 3 test points scores to their 1999 GCSE / GNVQ point scores in English, mathematics and science.

Figure 4.1 shows the national distributions of pupils' GCSE / GNVQ point scores across the range of 1997 Key Stage 3 average test/task points scores.

Figures 4.2, 4.3 and 4.4 show separately the national distributions of pupils' English, mathematics and average science GCSE / GNVQ point scores across the range of 1997 Key Stage 3 average test points scores.

How To Use The Value Added Lines

In the graphs, the data on the horizontal axis represents pupils' attainment in terms of the average points score they achieved in the 1997 Key Stage 3 tests. The data on the vertical axis represents the same pupils' attainment in this years' GCSE / GNVQ examinations.

The solid line drawn on each graph shows the median pupil's GCSE / GNVQ attainment nationally, for any given average Key Stage 3 points score starting point. The dotted lines show GCSE / GNVQ attainment for pupils at the upper and lower quartiles¹⁸.

To use the graphs, plot each pupil's average 1997 Key Stage 3 test points score against their 1999 GCSE / GNVQ point score. For most pupils, their average Key Stage 3 points score will be calculated by dividing the sum of the scores for English, mathematics and science by three. The Technical Annex explains in more detail how to calculate the average points score for pupils who were, for example, absent for some of the tests.

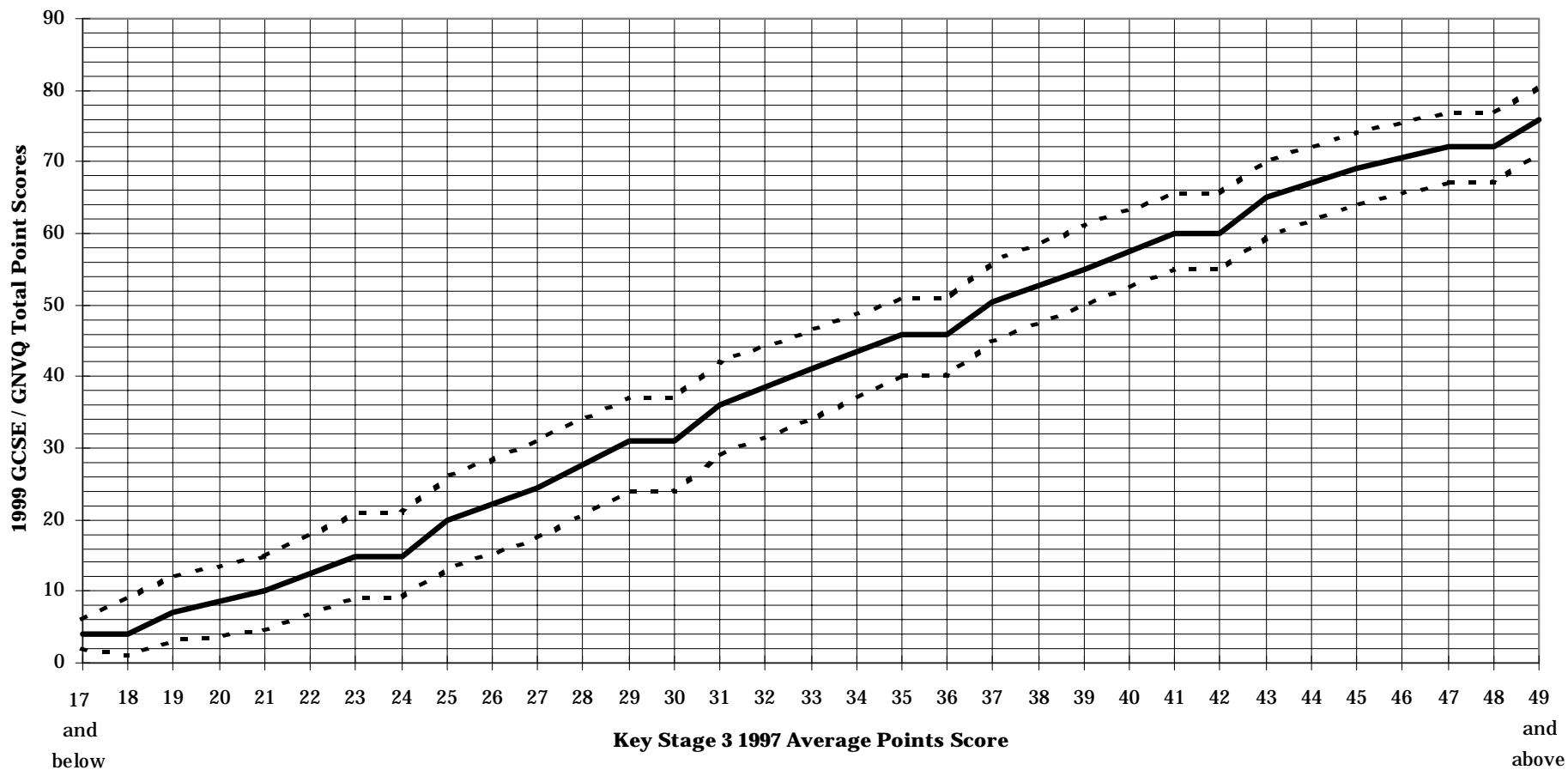
Having plotted a group of pupils, you can identify those who have made relatively good progress (those who appear at or above the upper quartile line), and others who have made relatively poor progress (those who appear below the lower quartile line).

This value added information is retrospective, so it reveals how much progress pupils made in the past. The value added relationship is a reasonably stable one, however, so it can be used predictively to help with setting targets for the future. One effective way of doing this is to use the chances graphs in the next section.

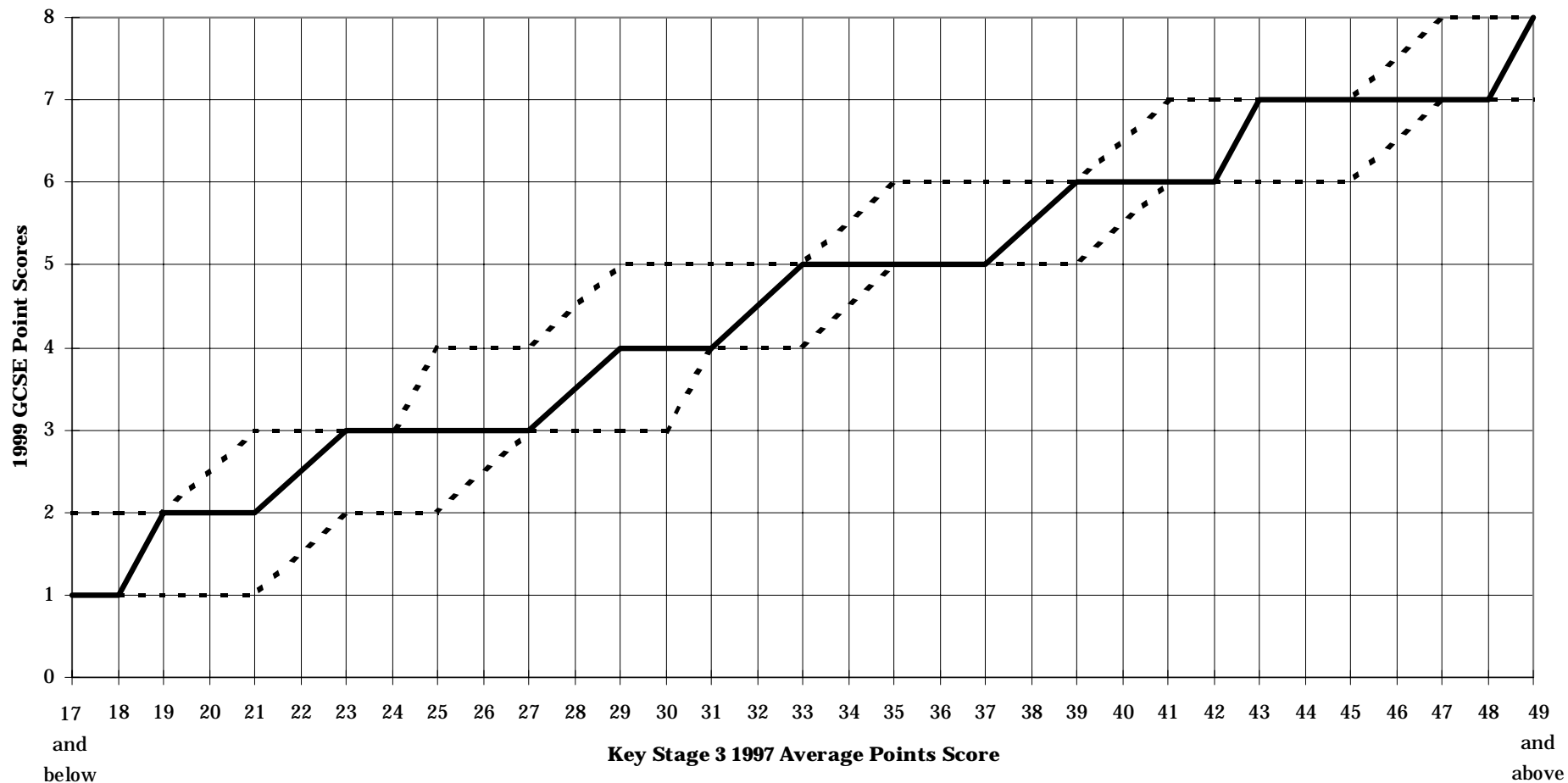
Optional Activity Three is designed to help teachers interpret the information to identify priorities for school improvement.

¹⁸ Definitions can be found in the Technical Annex

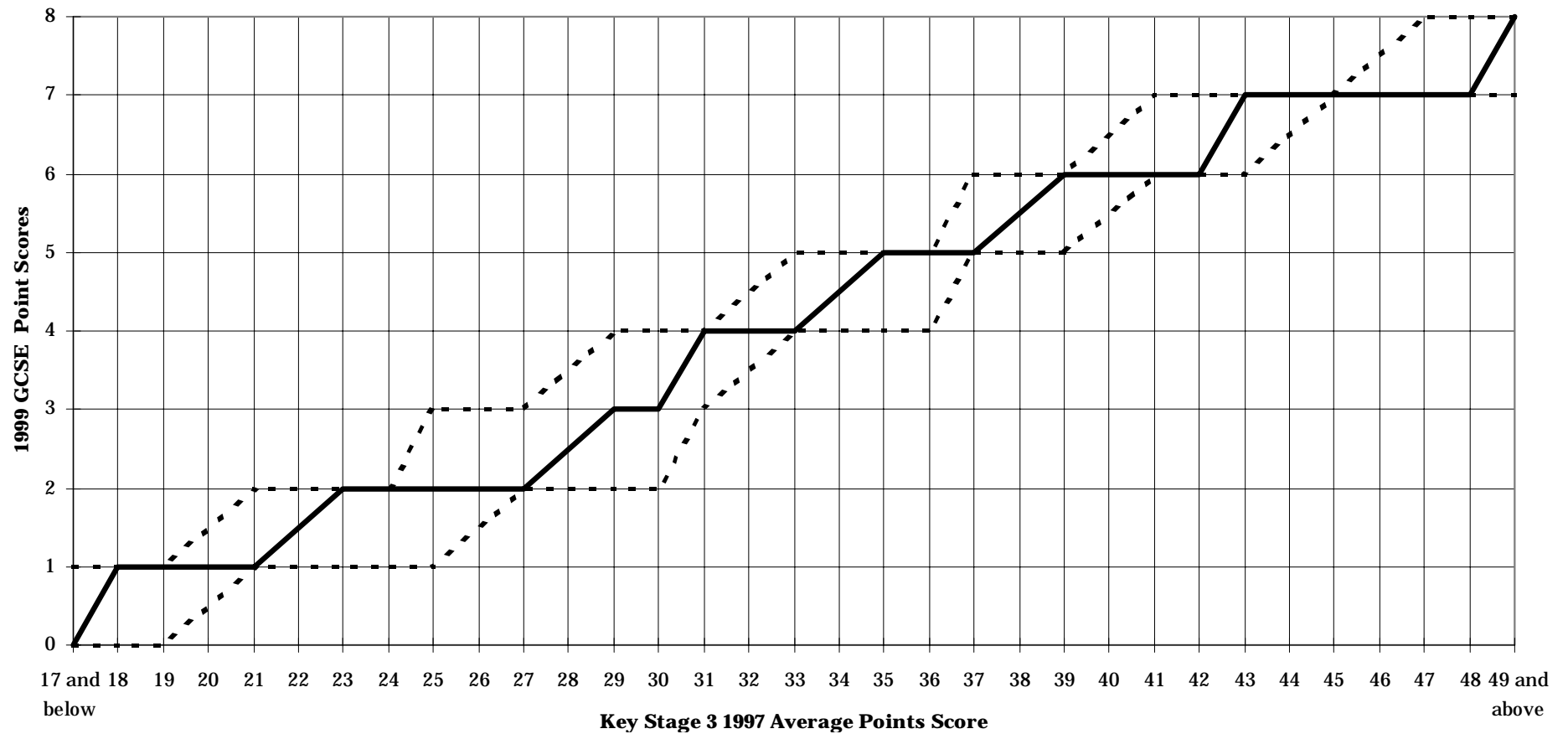
Graph 3.1 1999 GCSE / GNVQ Total Point Score Median Line (with Quartile Boundaries)



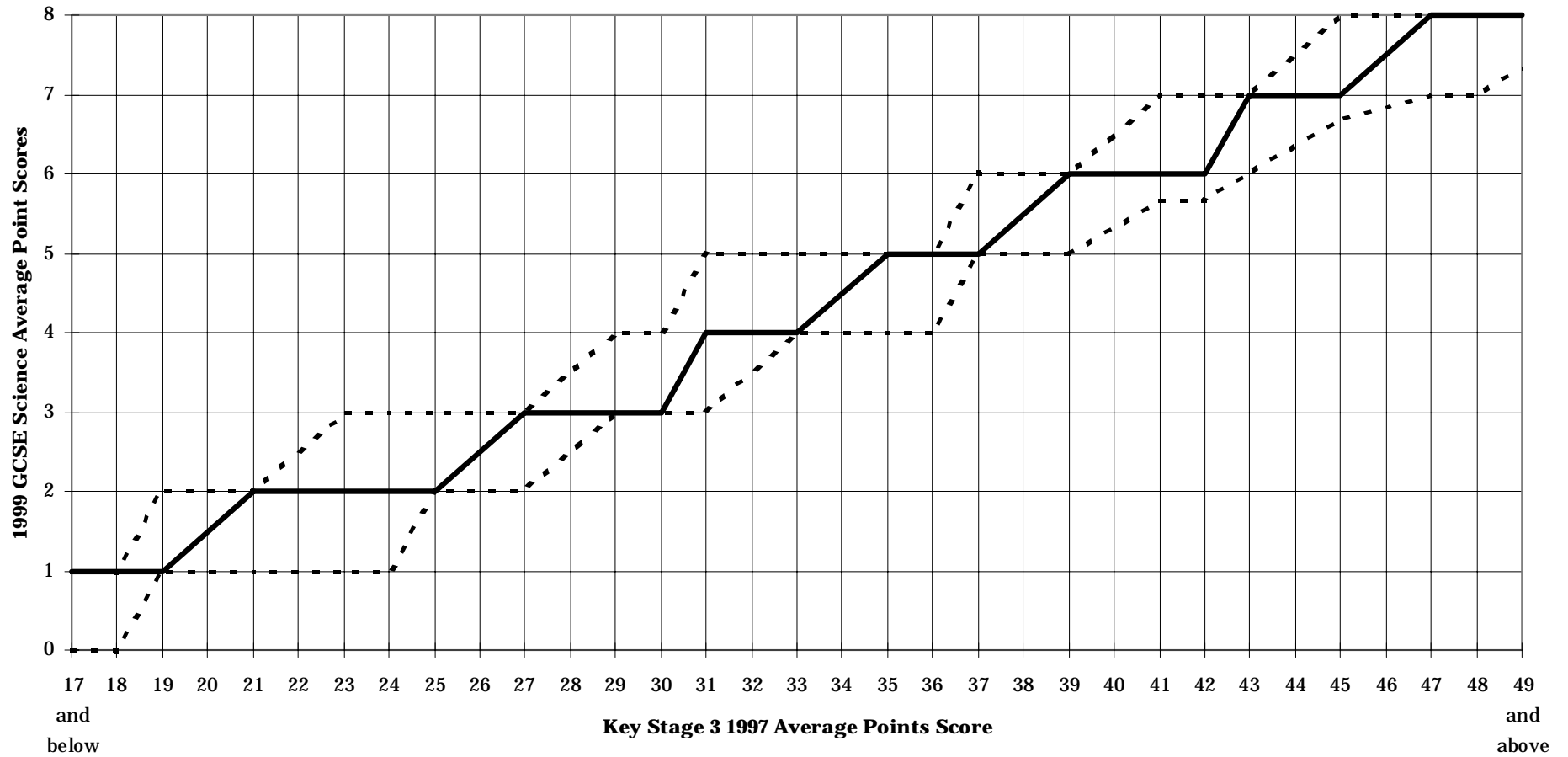
Graph 3.2 1999 GCSE English Point Score Median Line (with Quartile Boundaries)



Graph 3.3 1999 GCSE Mathematics Point Score Median Line (with Quartile Boundaries)



Graph 3.4 1999 GCSE Science Average Point Score Median Line (with Quartile Boundaries)



OPTIONAL ACTIVITIES

Optional Activity Three

Making Use of Value Added Information

Value added information enables you to compare the relative progress made by pupils in your school, with the progress pupils make nationally from the same starting point.

It can be helpful to make photocopies of the graphs. This will enable you to plot the results for different groups of pupils. The Technical Annex explains the measures you will need to calculate before plotting your pupils' progress on the graph.

When discussing the school's performance, it is helpful to probe reasons why pupils have made better or worse progress than expected, identifying priorities and strategies for improvement. Having plotted your results you can identify pupils who made relatively good progress and others who made relatively poor progress.

Some Questions to Consider Include:

- How does the progress made by pupils compare in different sets or classes?
- Have classes, sets or individual pupils made the same amount of progress? Are there any marked differences and if so can the teacher, and the pupils, think of any reasons?
- Have any pupils made unexpectedly good progress, or significantly less progress than expected?
- Are there any noticeable differences in the progress made by boys and girls in each class?
- How does progress made by pupils of different ethnic groups compare in different sets and classes in each of English, mathematics and science?
- Are there any noticeable differences in the progress made by pupils from particular ethnic groups in each subject and class?
- How do teachers set their expectations of pupils at the beginning of Year 10? Do pupils with high or low prior attainment generally make the progress expected of them?
- In those classes or groups where many pupils go on to make better than average progress, can teachers identify any features of teaching that they think particularly contribute to success?
- From the comparisons and discussions, what are the emerging priorities for the school?

How To Use Chances Graphs

The same information that is used to generate value added lines can be presented as chances graphs. The chances graphs in this section show the distribution of performance at GCSE / GNVQ for groups of pupils with similar average Key Stage 3 points scores.

Each graph shows, for pupils with similar attainments in the 1997 end of Key Stage 3 tests, the distribution of their attainments in the 1999 GCSE / GNVQs. The header above each graph shows a range of pupils' prior attainments in the 1997 Key Stage 3 tests. The data on the horizontal (x) axis represents the performance of these pupils in the 1999 GCSE / GNVQs. The vertical axis (y) shows the percentage of pupils making this performance in 1999.

This information can be used by teachers to help to establish their expectations about what individual pupils, or groups of pupils, might go on to achieve at the end of year 11. This process in turn can be used as the basis for setting challenging, yet realistic targets for those children and classes. The Technical Annex describes how to calculate the relevant figures for your pupils.

Optional Activity Four is designed to help you interpret the information contained in the chances graphs.

Figure 4.1 1999 Chances Graphs for GCSE / GNVQ Average Point Score

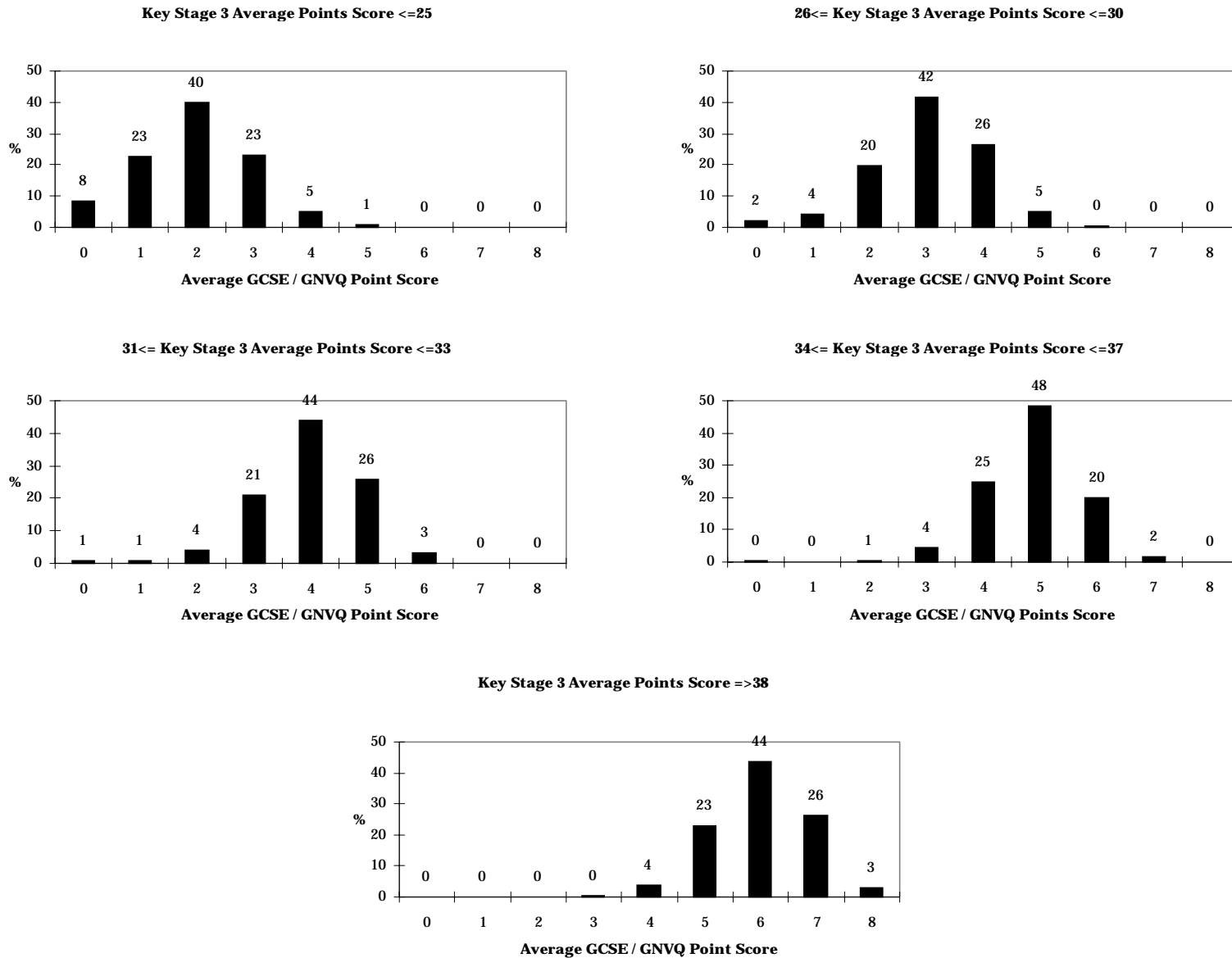


Figure 4.2 1999 Chances Graphs for GCSE English Grade

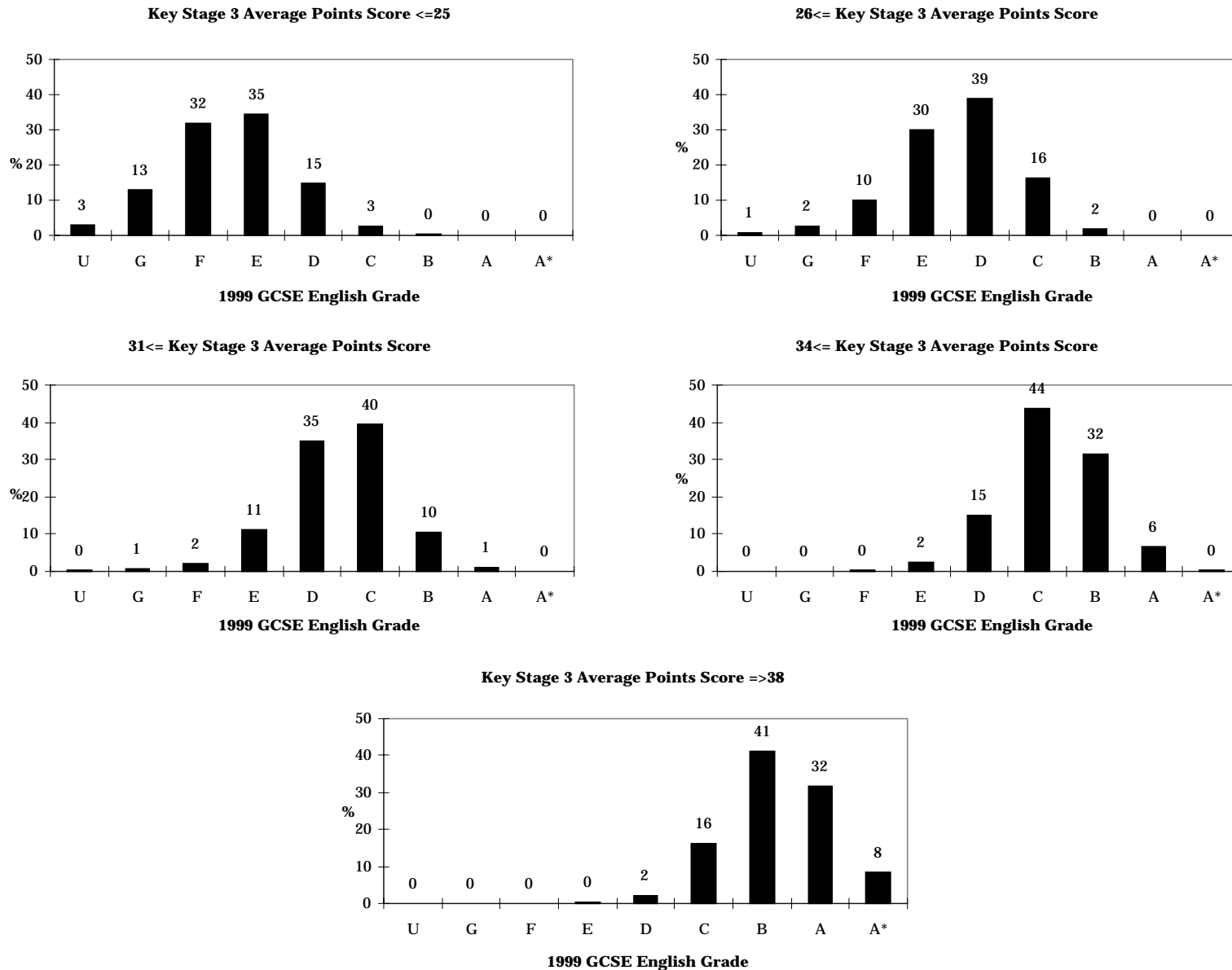


Figure 4.3 1999 Chances Graphs for GCSE Mathematics Grade

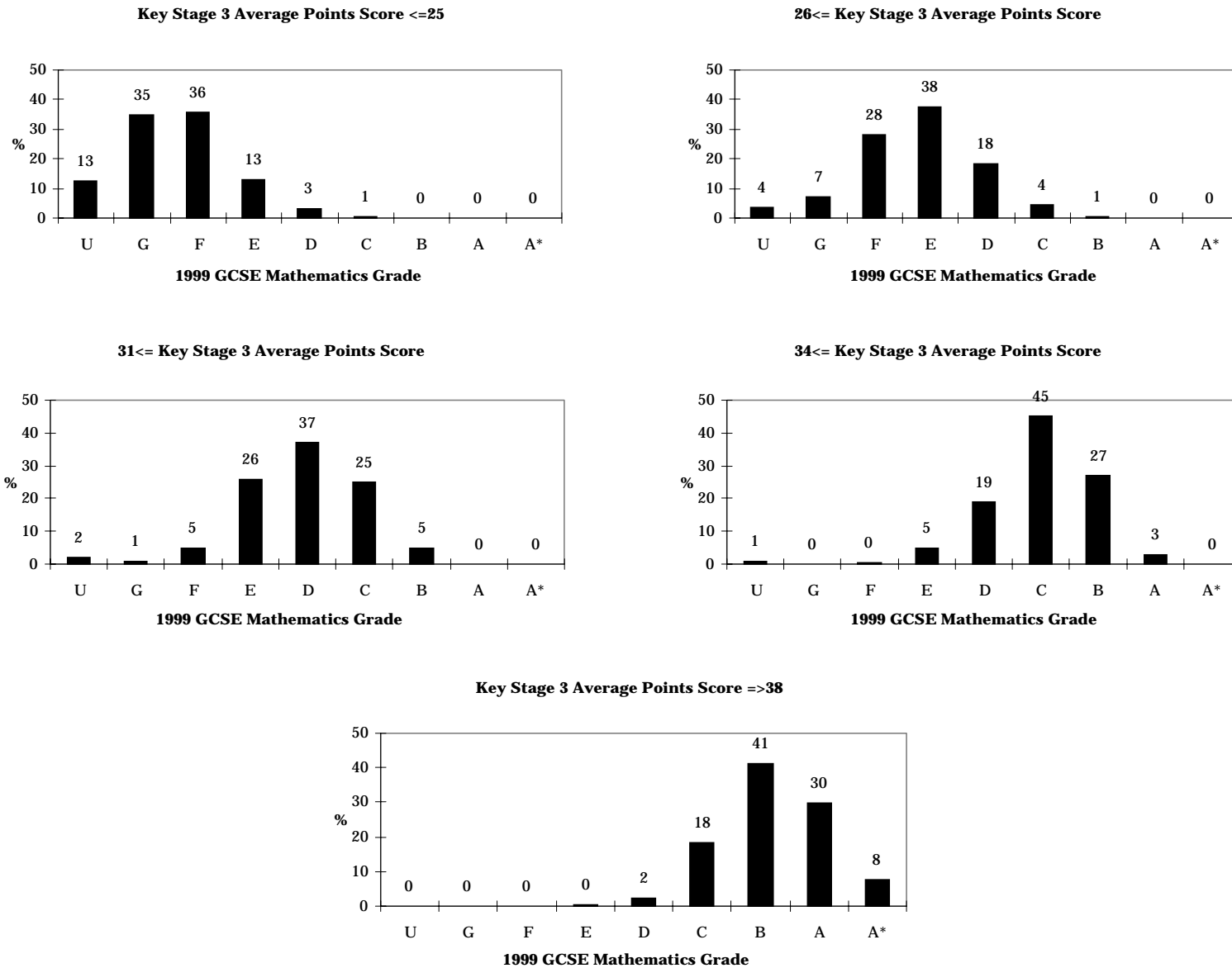
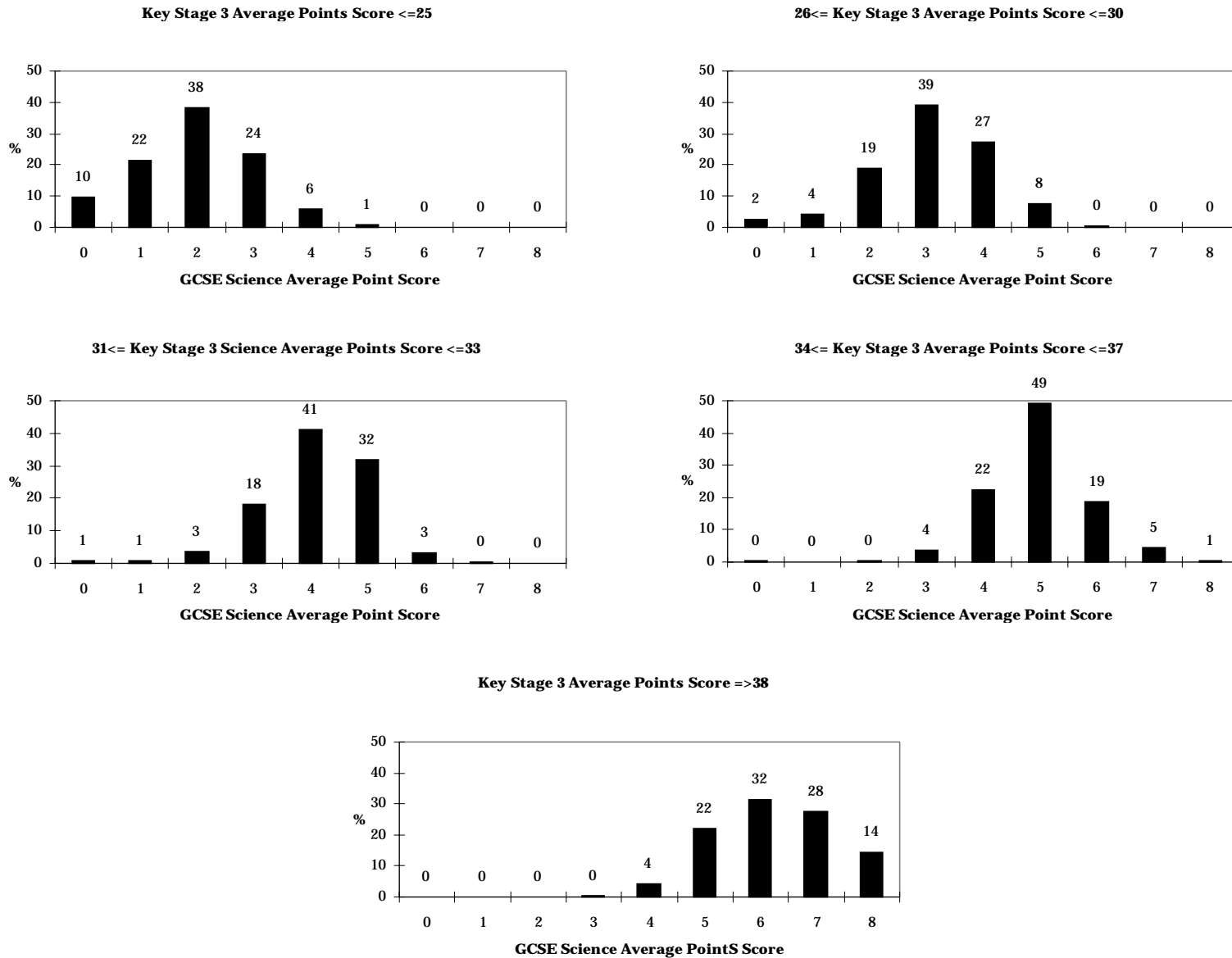


Figure 4.4 1999 Chances Graphs for GCSE Science Average Point Score



OPTIONAL ACTIVITIES

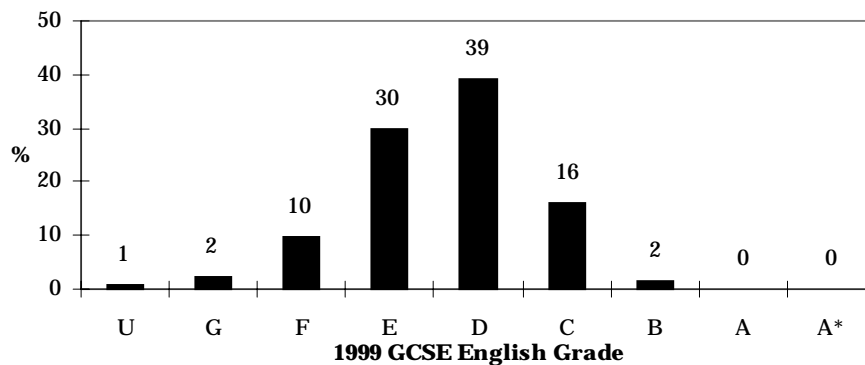
Optional Activity Four

Making Use of Chances Graphs

Each graph shows, for pupils with similar attainments in the 1997 Key Stage 3 tests, the distribution of their attainment in the 1999 GCSE / GNVQ examinations.

The Technical Annex explains how to calculate a pupil's average Key Stage 3 test points score. The average is then used to locate the appropriate chances graph. For example, if the pupil's average Key Stage 3 test points score is 27, the following graph is appropriate when looking at the GCSE English grade.

26<= Key Stage 3 Average Points Score <=30



The graph above shows that for pupils who had a similar Key Stage 3 average points score, 39% achieved a grade D at GCSE English, and 16% achieved a grade C.

During tutorials with individual pupils, or with pupils and their parents at parent's evenings, the graphs can be used as a focus to discuss the GCSE grades that appear to be easily within the pupil's reach, and what could be achieved with a little more effort. Discussions could reveal aspects of the work that the pupil finds difficult or relatively easy. This information can be used when planning work for the pupil.

NATIONAL VALUE ADDED INFORMATION

Information is given for these additional GCSE subjects:

English Literature

Double Science

Design & Technology (Food)

Design & Technology (Graphics)

Design & Technology (Resistant Materials)

Information Technology

Business Studies

Geography

History

French

German

Art & Design

Physical Education

Religious Education

The Purpose Of This Section

This section enables you to compare the progress made by individual pupils in your school with the progress made by pupils nationally between Key Stage 3 and the 14 most popular GCSE subjects.

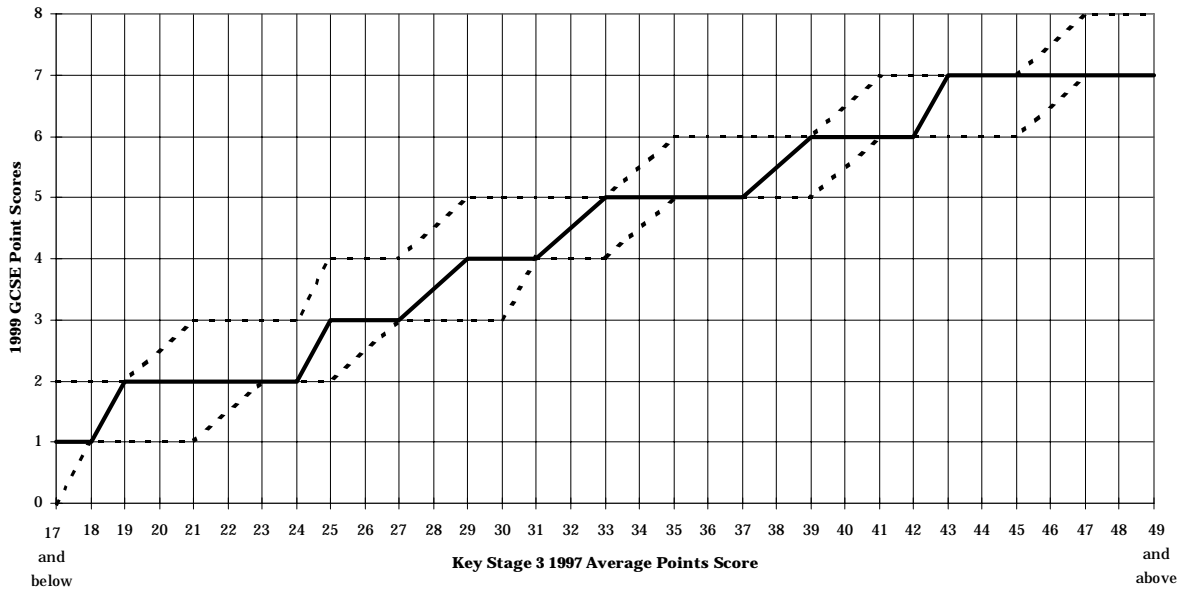
The value added information is presented in two ways;

- value added lines
- chances graphs

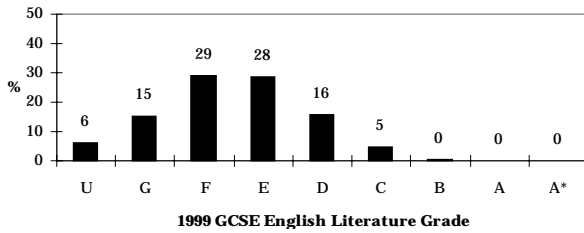
Optional Activities *Three* and *Four* may, of course, be used with these lines and graphs.

ENGLISH LITERATURE

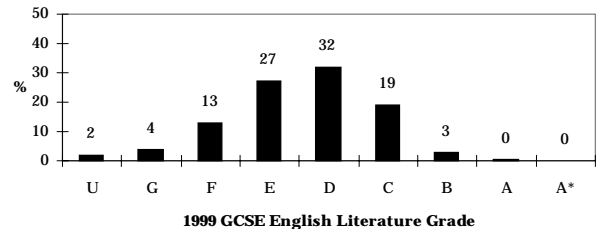
GCSE Point Score Median Line (with Quartile Boundaries)



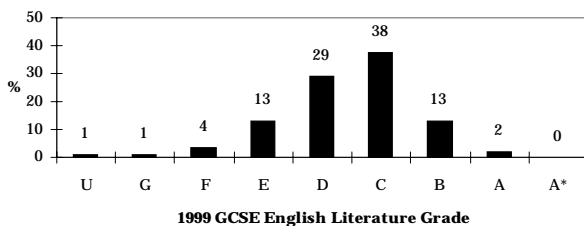
Key Stage 3 Average Points Score <=25



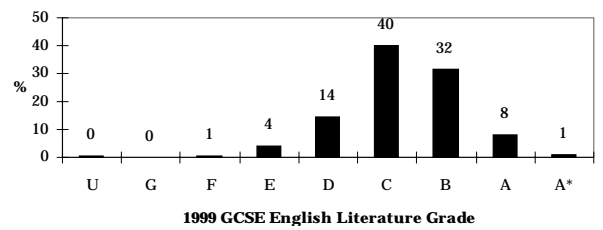
26<= Key Stage 3 Average Points Score <=30



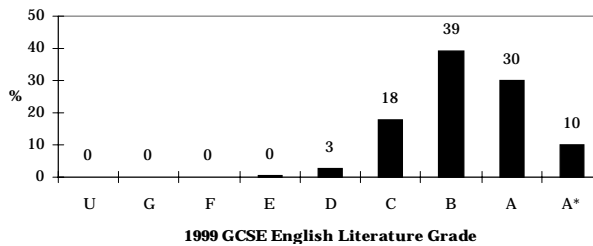
31<= Key Stage 3 Average Points Score <= 33



34<= Key Stage 3 Average Points Score <=37

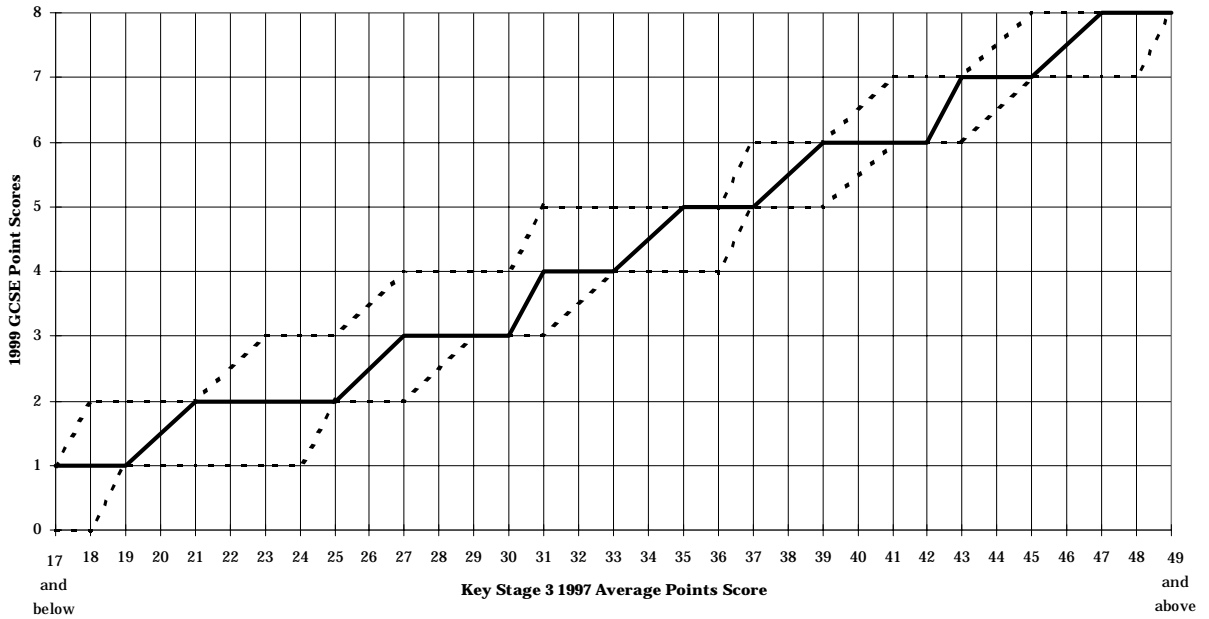


Key Stage 3 Average Points Score >=38

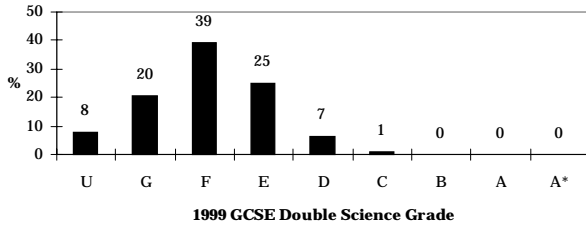


DOUBLE AWARD SCIENCE

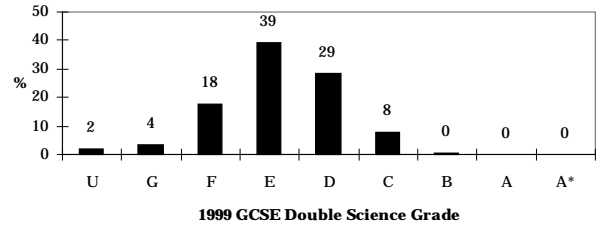
GCSE Point Score Median Line (with Quartile Boundaries)



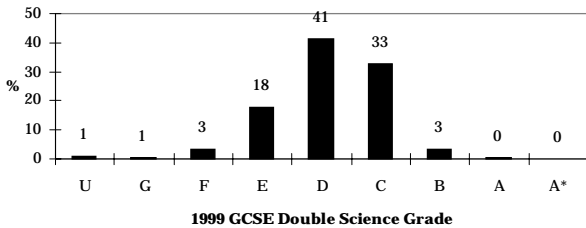
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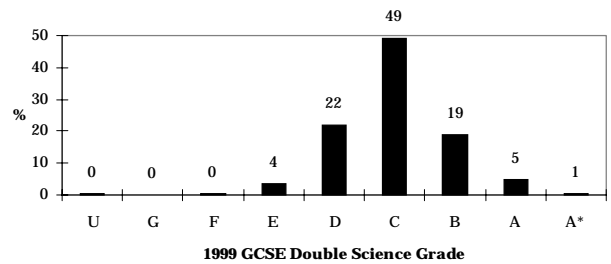
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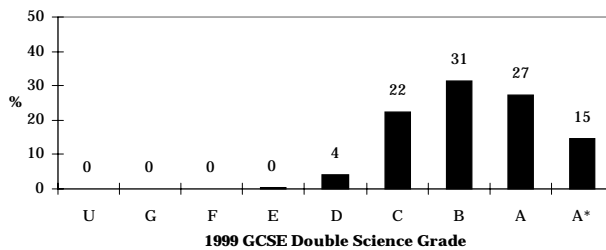
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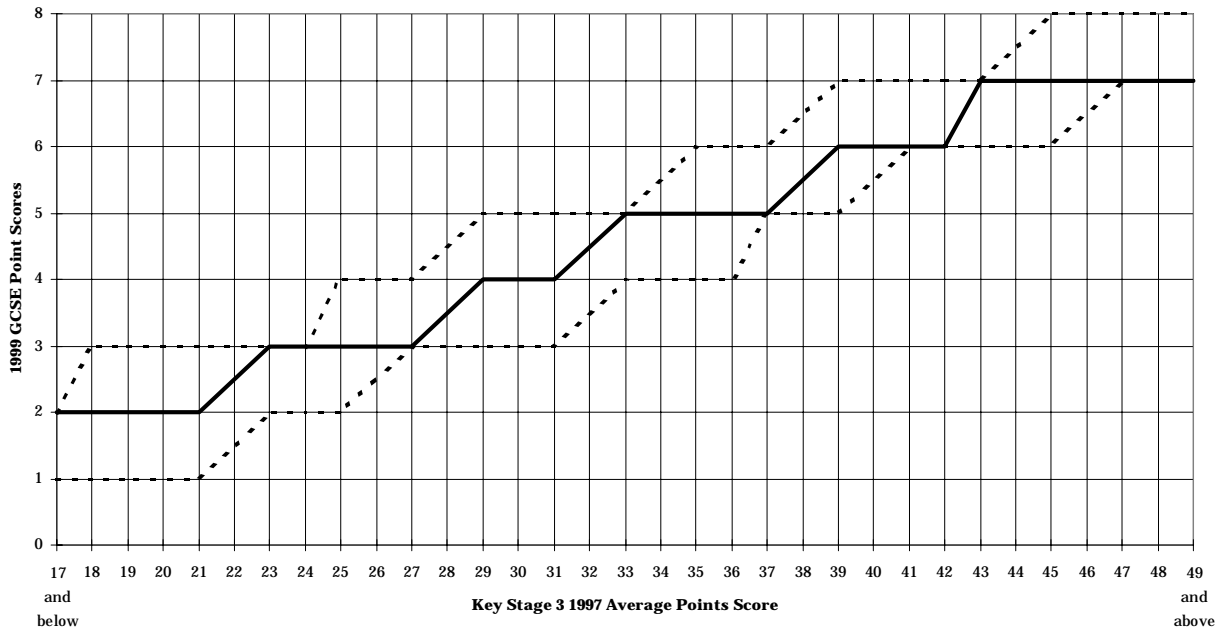


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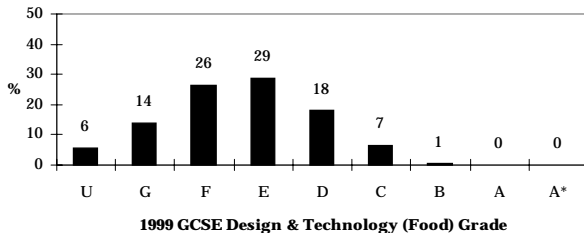


DESIGN AND TECHNOLOGY (FOOD)

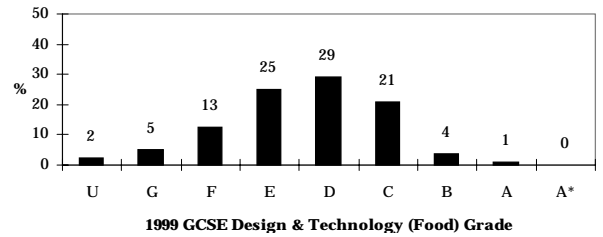
GCSE Point Score Median Line (with Quartile Boundaries)



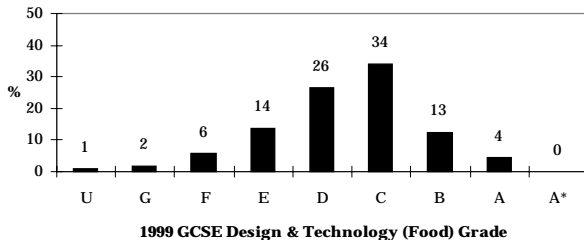
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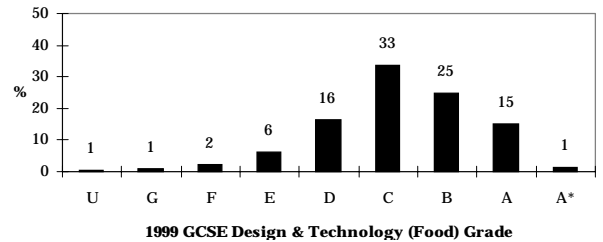
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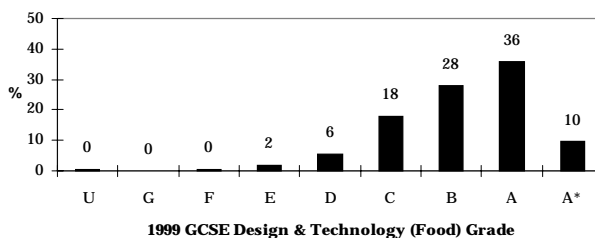
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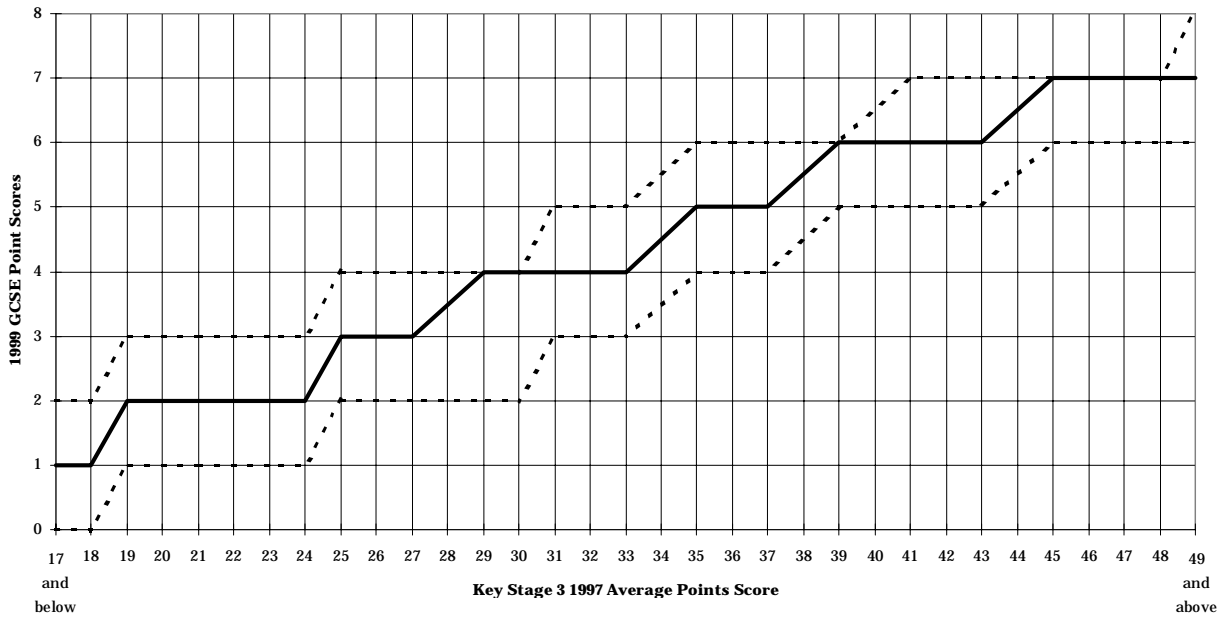


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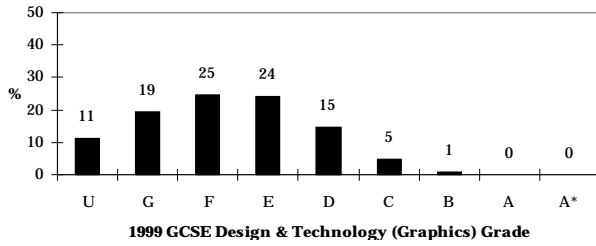


DESIGN AND TECHNOLOGY (GRAPHICS)

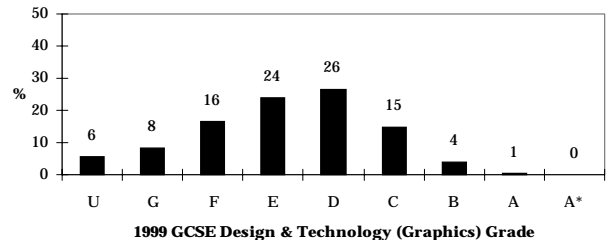
GCSE Point Score Median Line (with Quartile Boundaries)



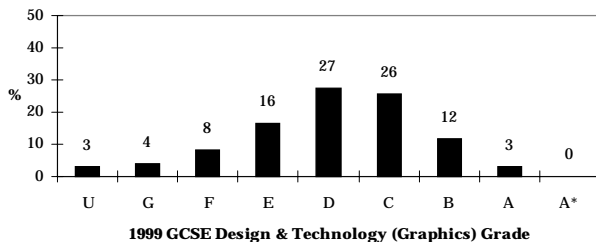
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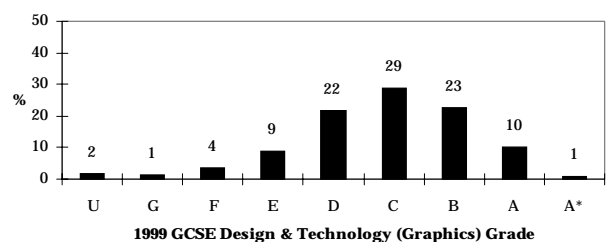
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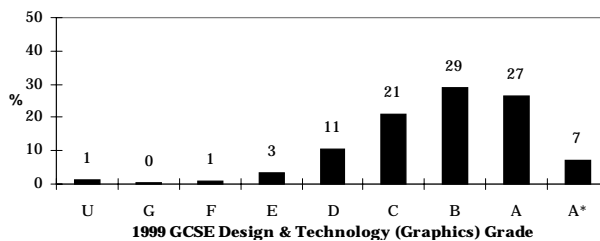
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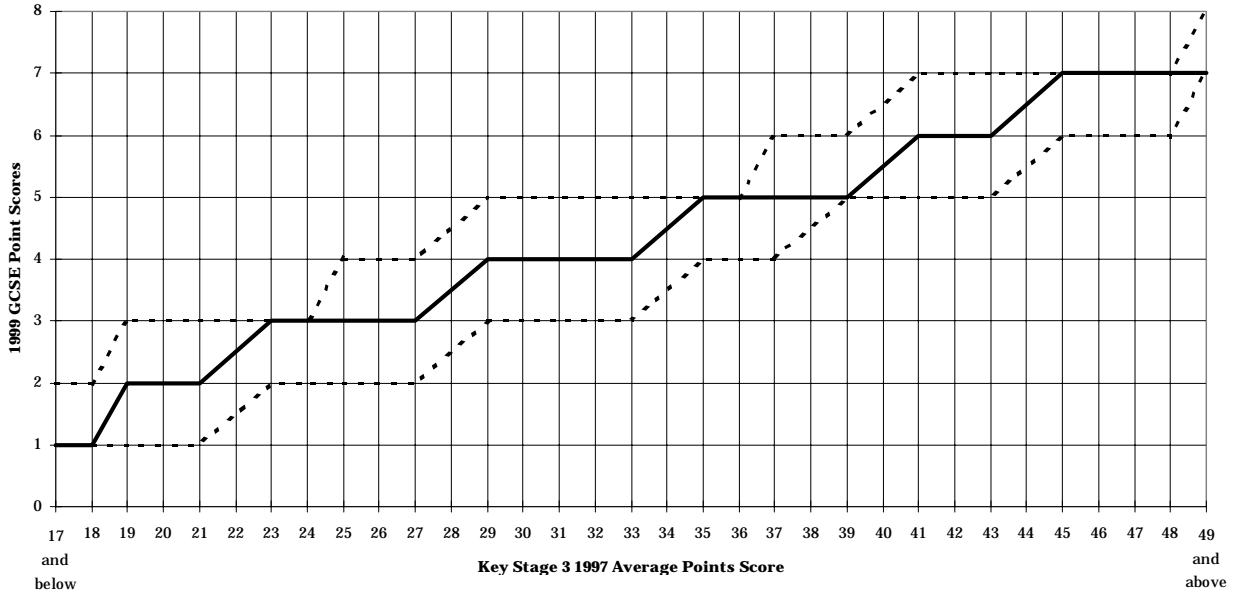


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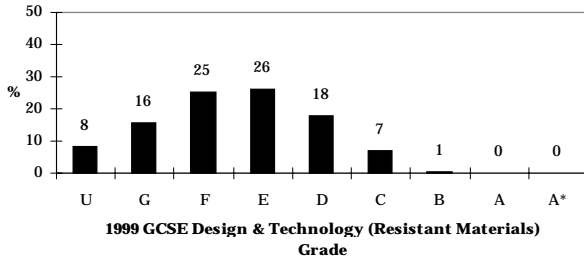


DESIGN AND TECHNOLOGY (RESISTANT MATERIALS)

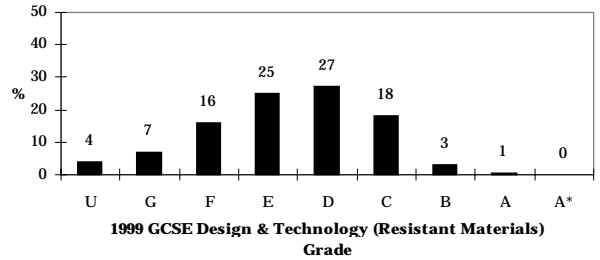
GCSE Point Score Median Line (with Quartile Boundaries)



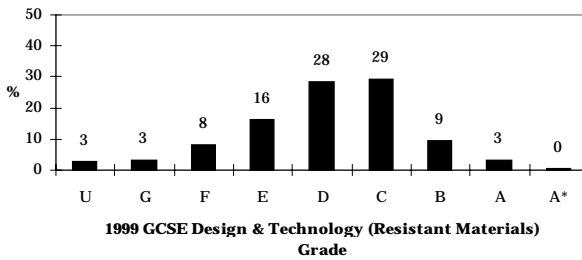
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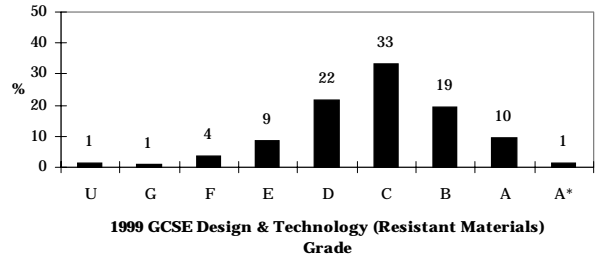
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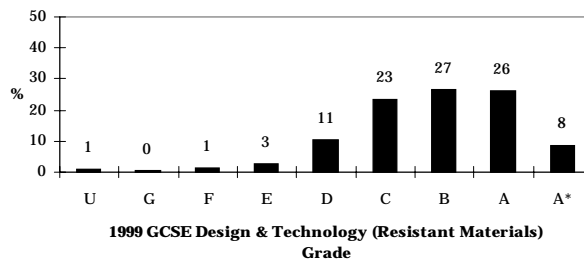
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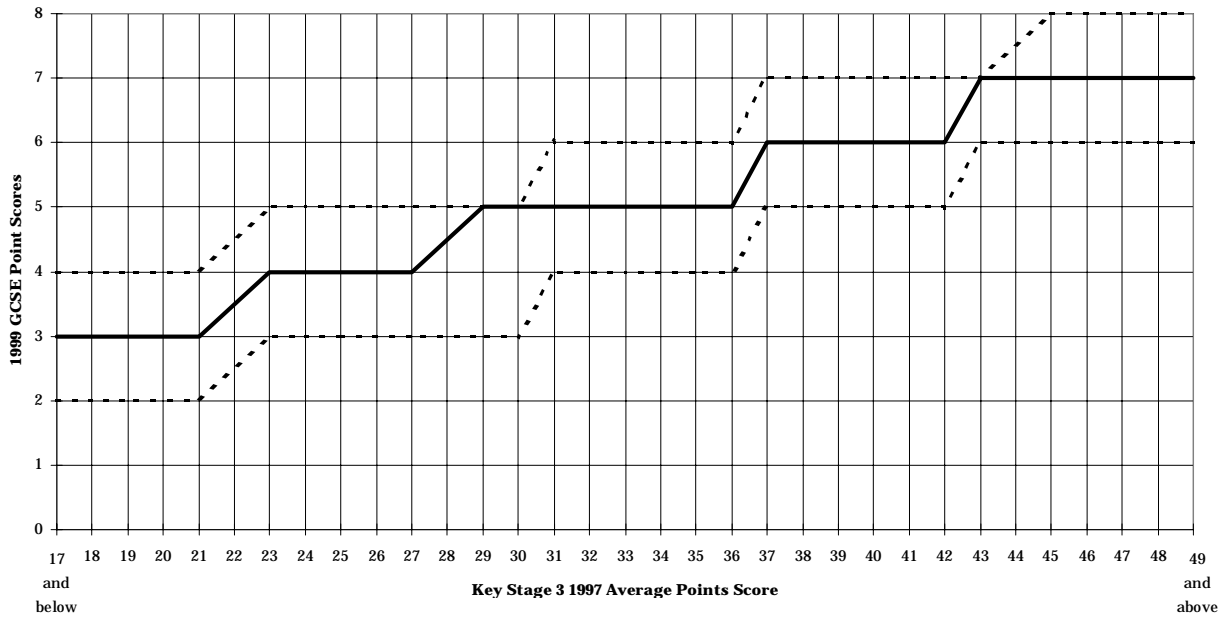


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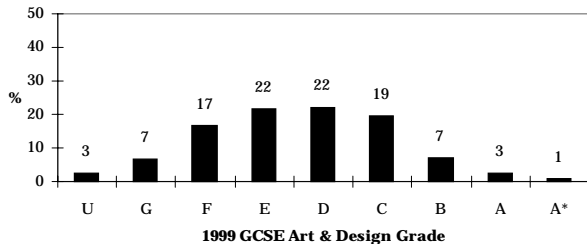


ART AND DESIGN

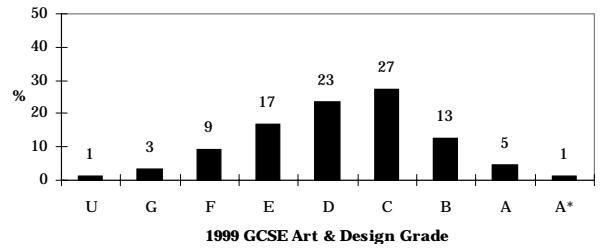
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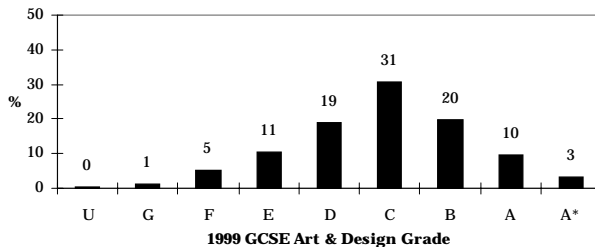
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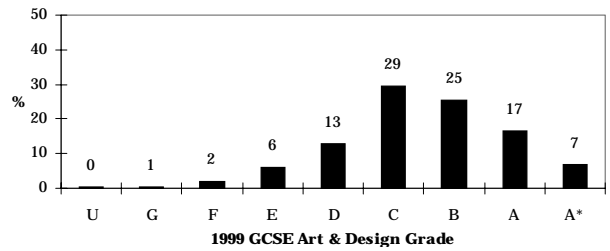
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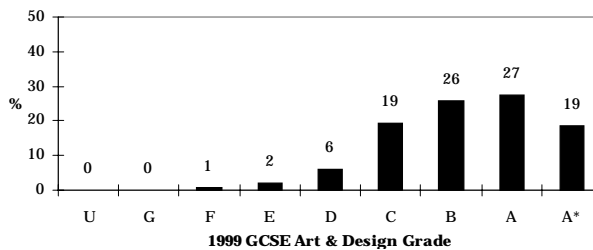
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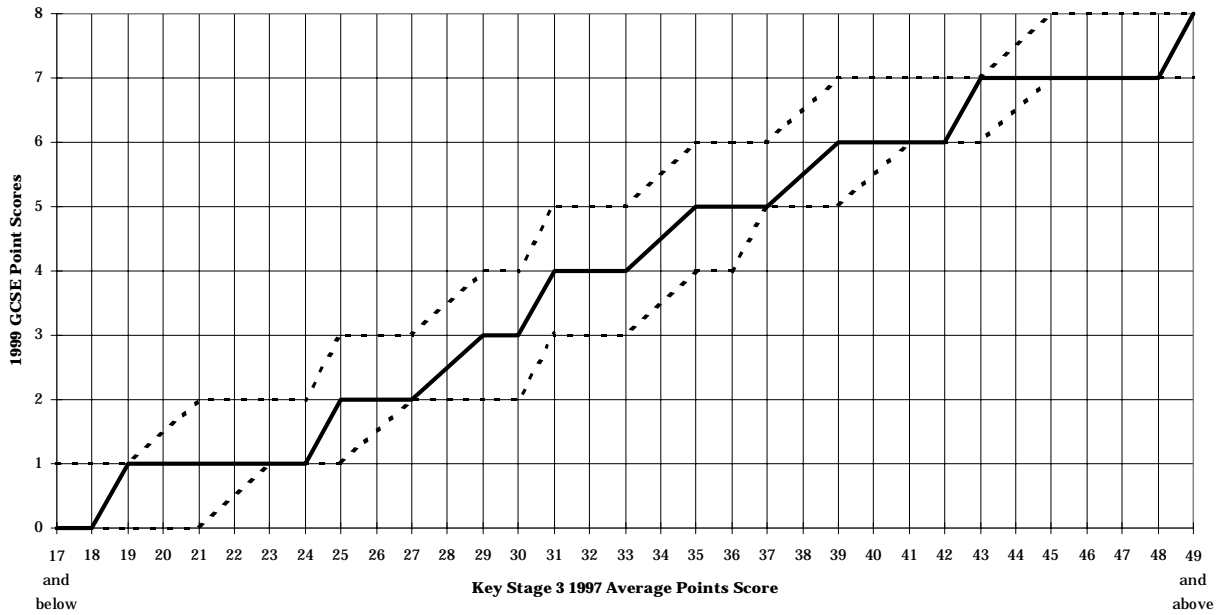


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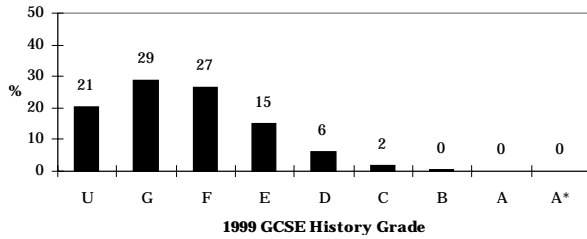


HISTORY

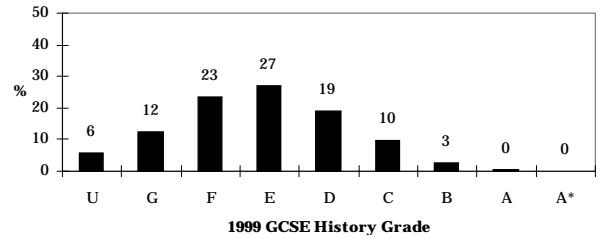
GCSE Point Score Median Line (with Quartile Boundaries)



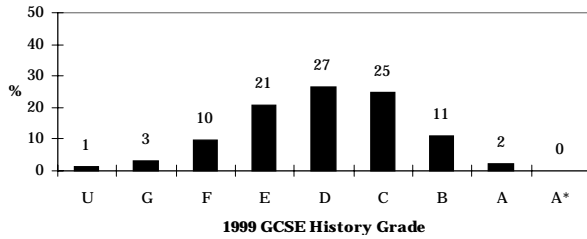
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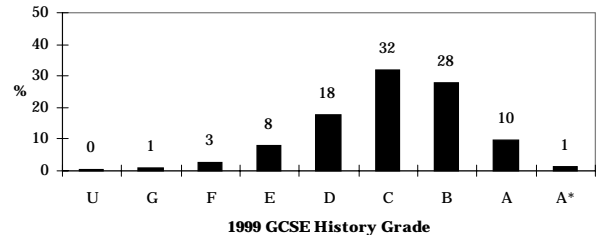
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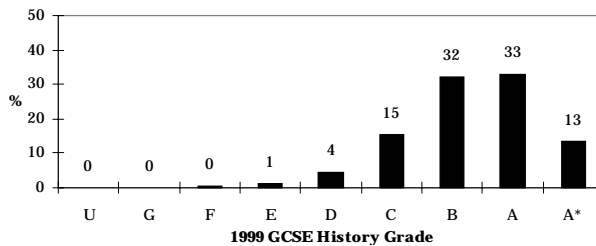
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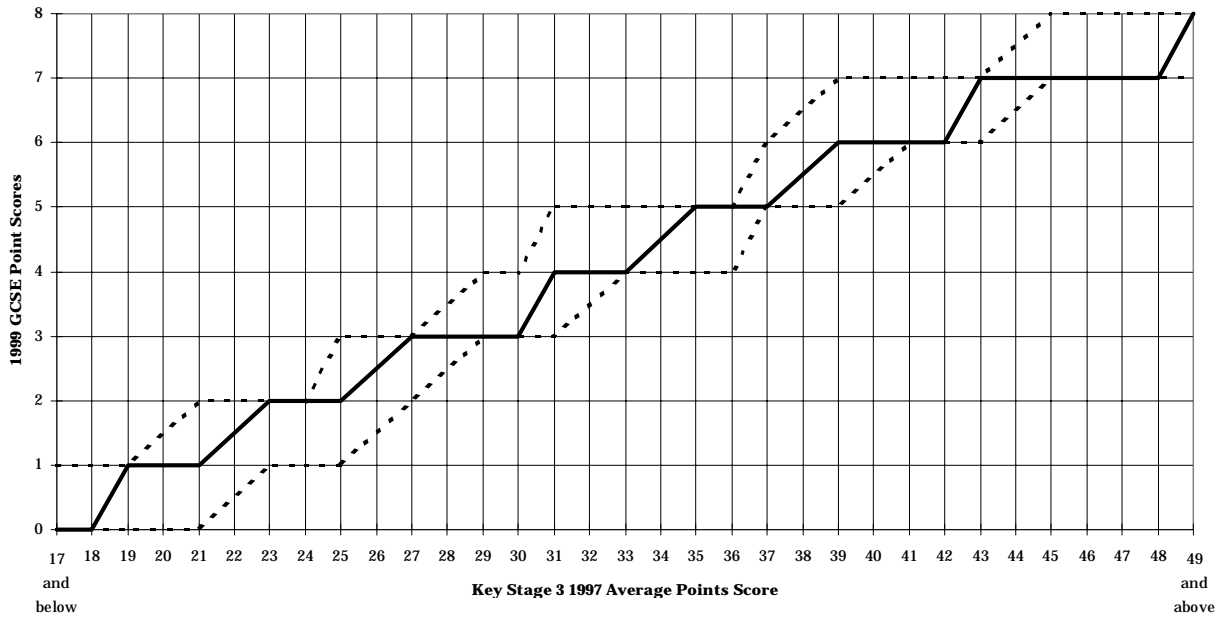


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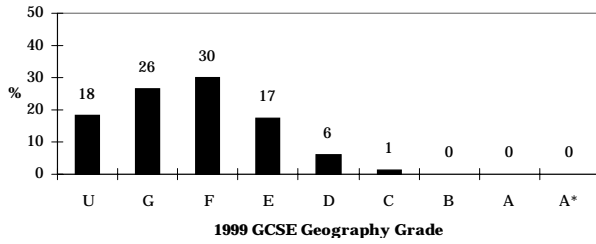


GEOGRAPHY

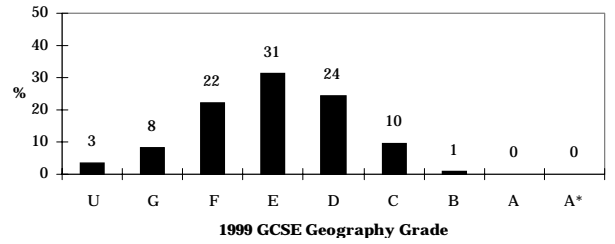
GCSE Point Score Median Line (with Quartile Boundaries)



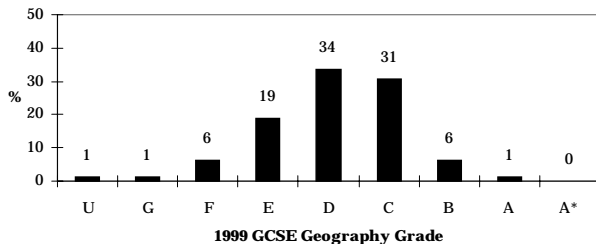
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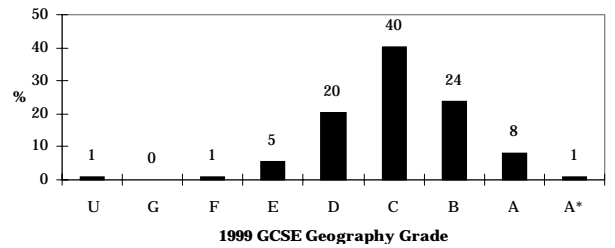
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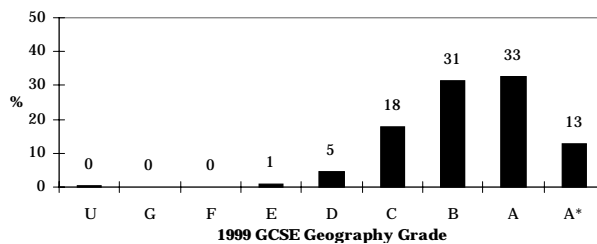
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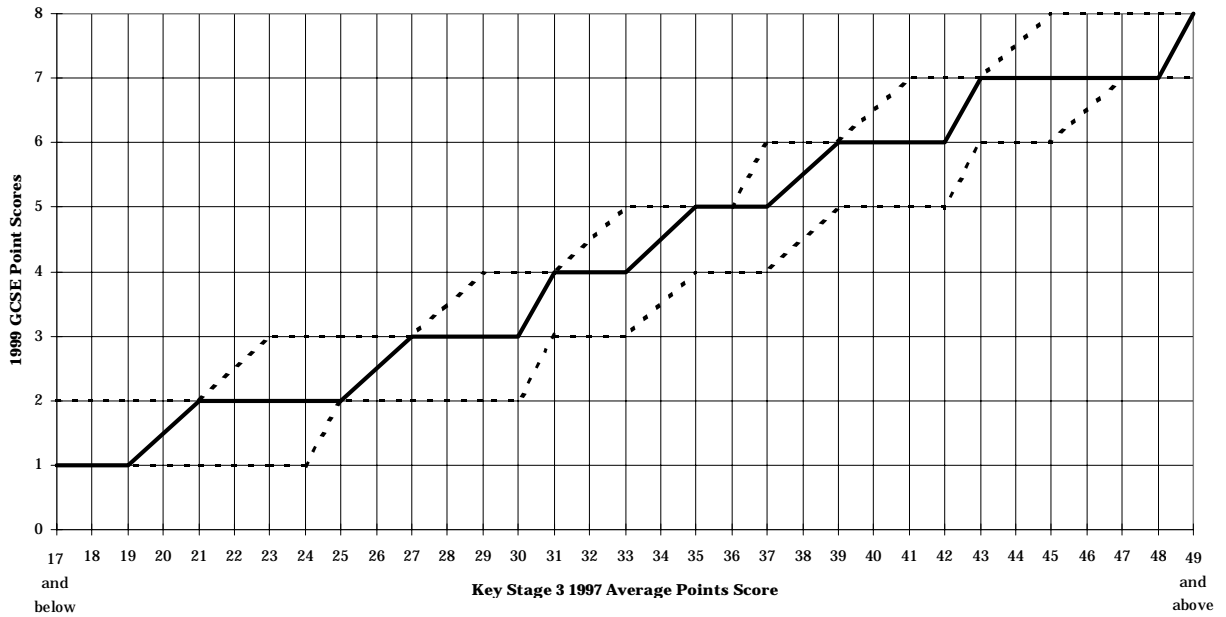


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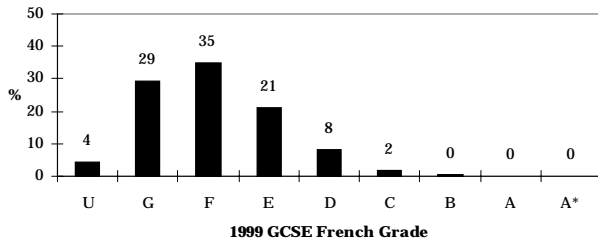


FRENCH

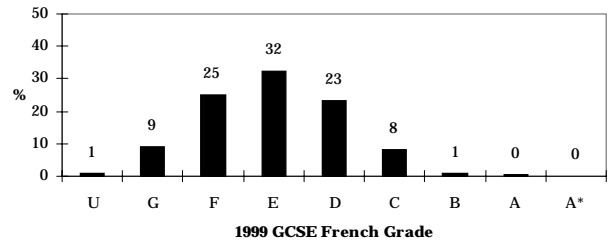
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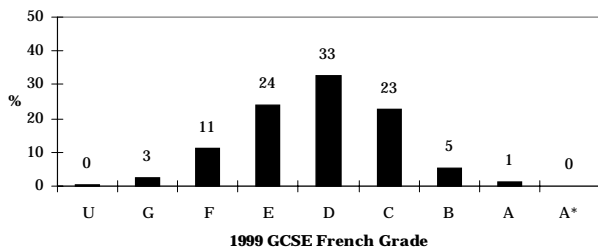
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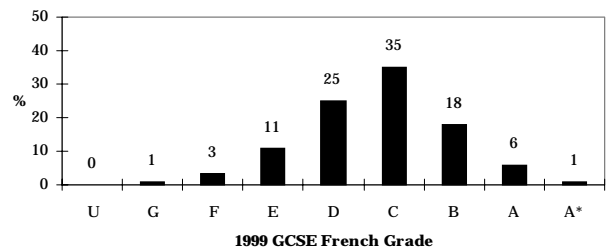
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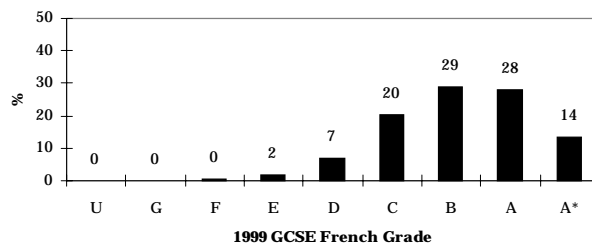
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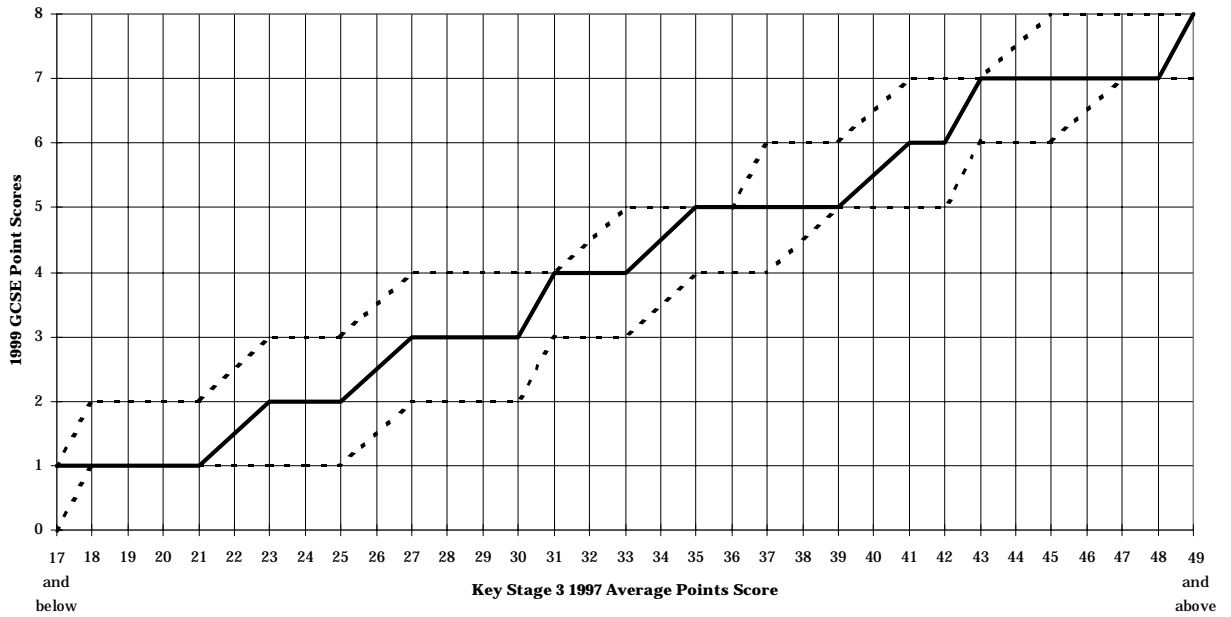


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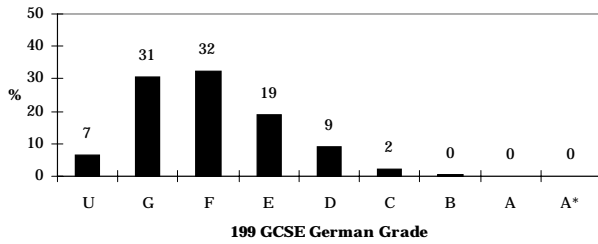


GERMAN

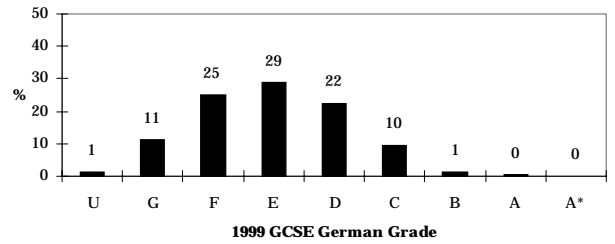
GCSE Point Score Median Line (with Quartile Boundaries)



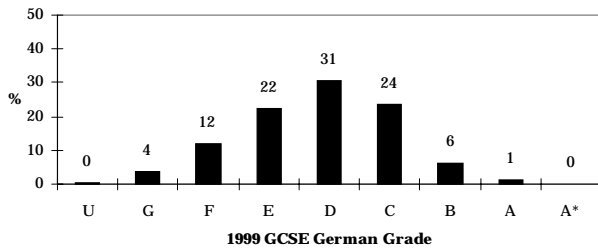
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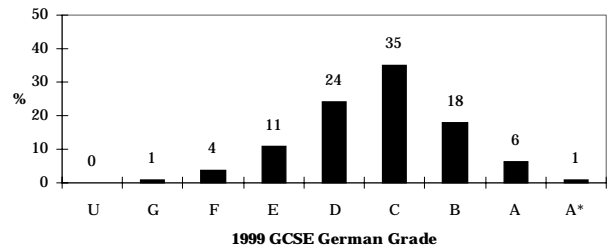
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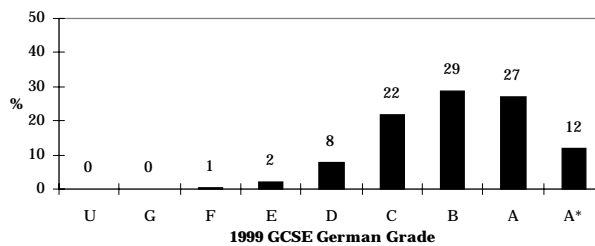
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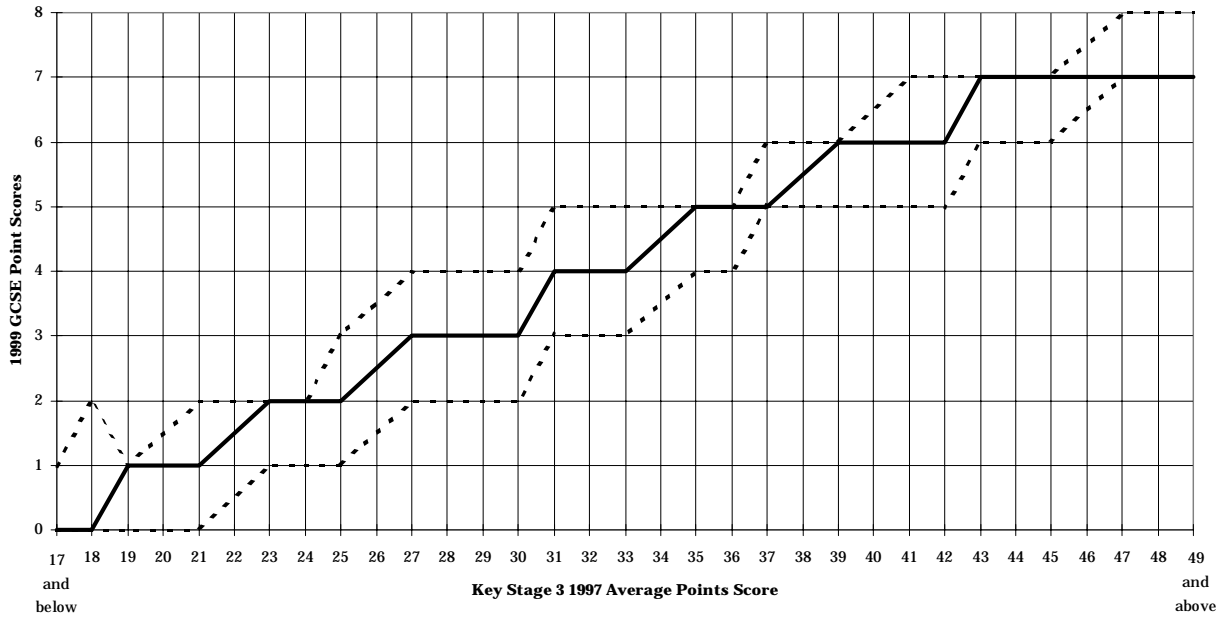


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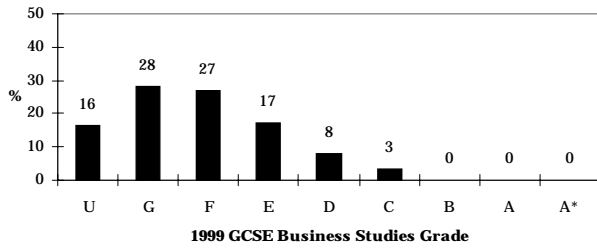


BUSINESS STUDIES

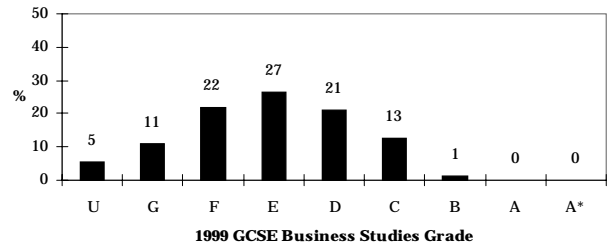
GCSE Point Score Median Line (with Quartile Boundaries)



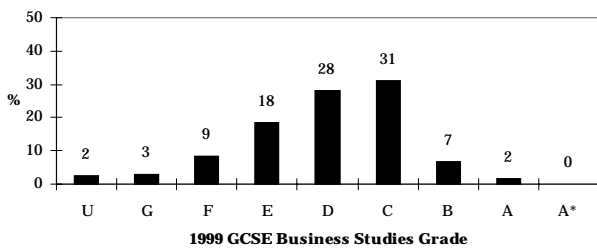
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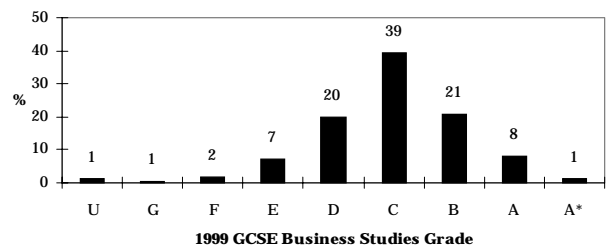
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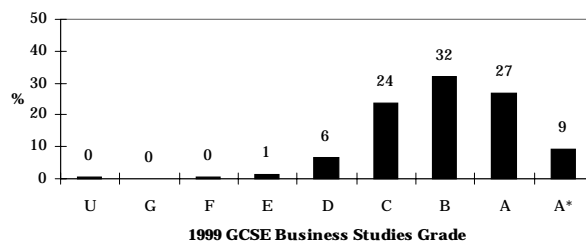
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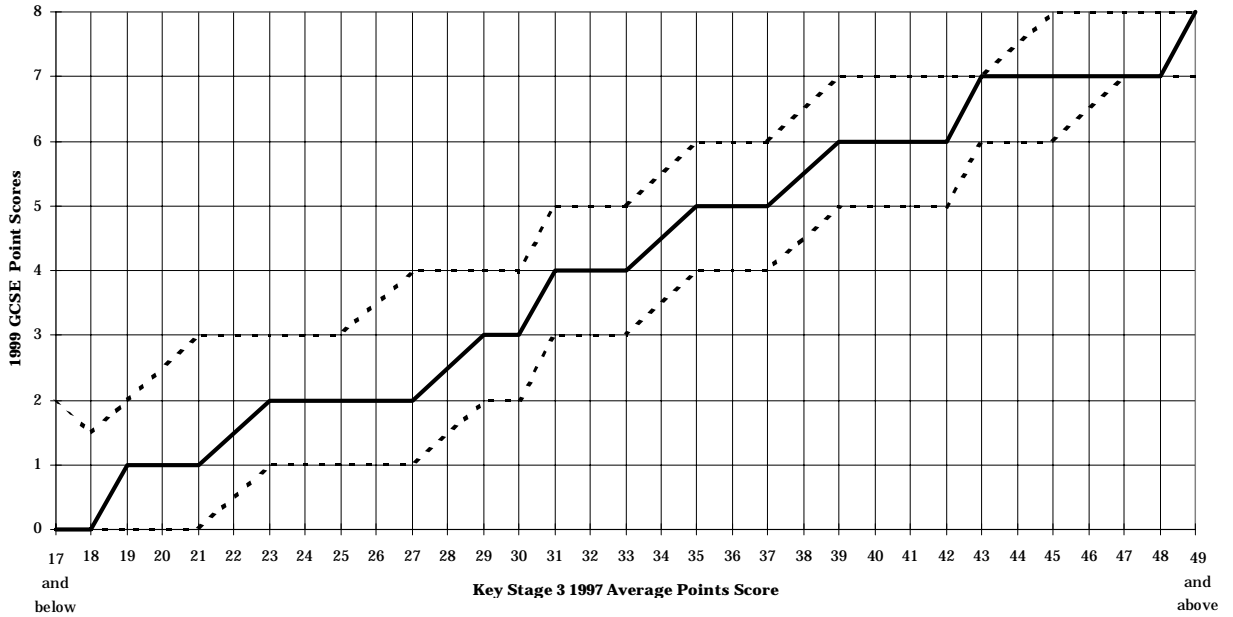


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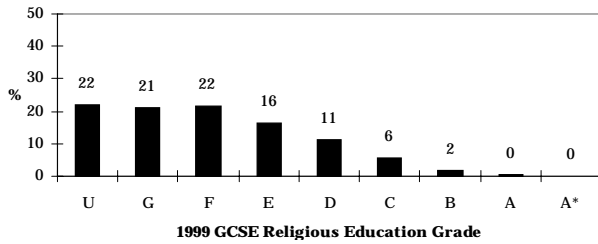


RELIGIOUS EDUCATION

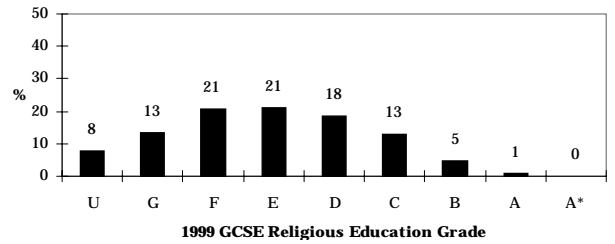
GCSE Point Score Median Line (with Quartile Boundaries)



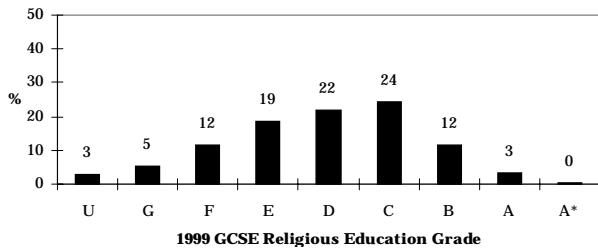
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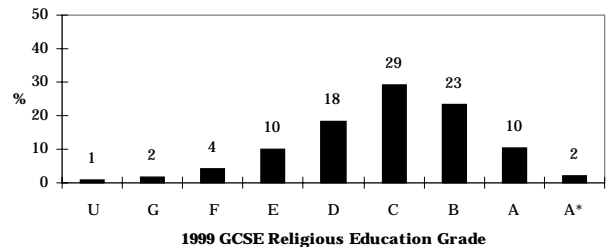
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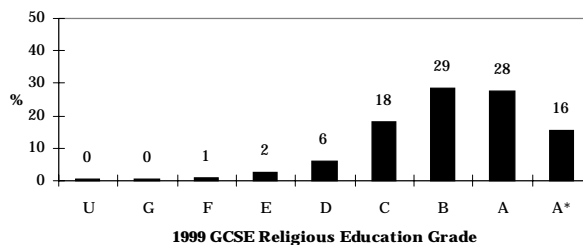
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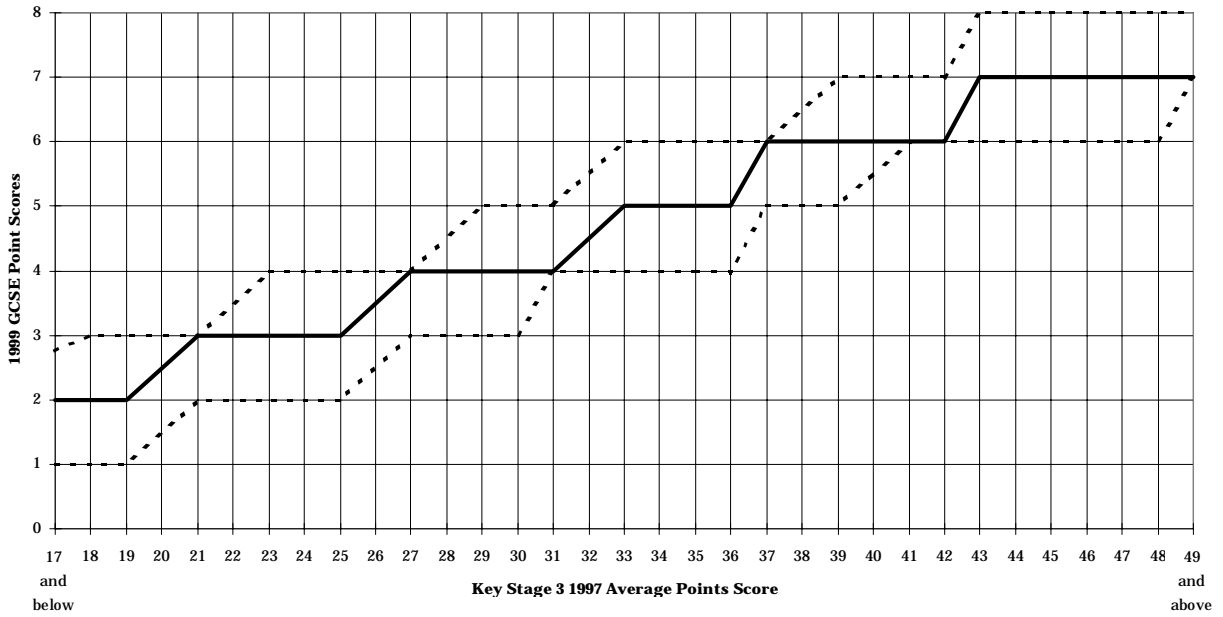


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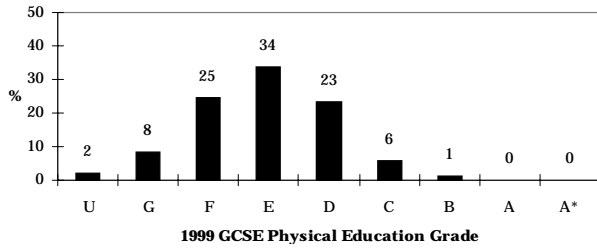


PHYSICAL EDUCATION

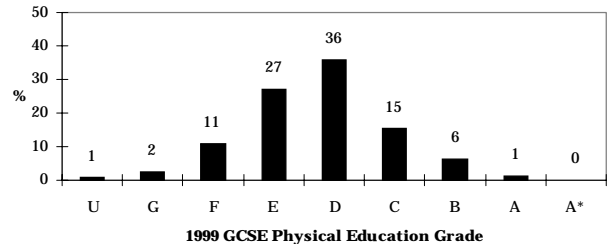
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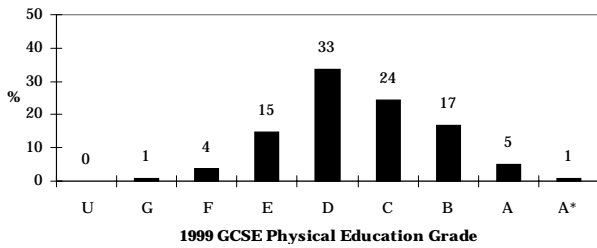
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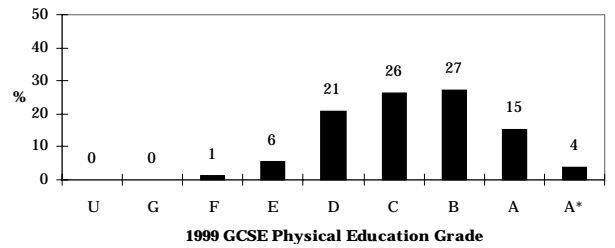
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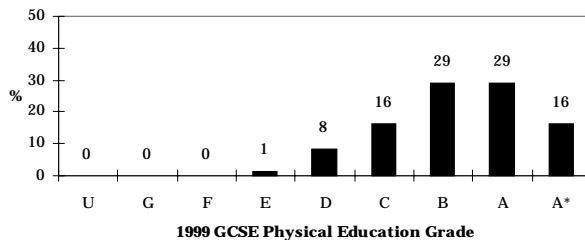
31<= Key Stage 3 Average Points Score <=33



34<= Key Stage 3 Average Points Score <=37



Key Stage 3 Average Points Score >=38



SECTION 2

OFSTED's Performance and Assessment Report (PANDA)

**To be distributed to schools
in early 2000**

SECTION 3

TECHNICAL ANNEX

A Introduction

This section:

- provides definitions of the various indicators used in the 1999 GCSE / GNVQ *Autumn Package*, for national results, benchmarking and value added purposes;
- shows you how to calculate the values of these measures for your school and, where relevant, for your pupils; and,
- tells you how the national figures have been compiled.

These calculations are necessary for you to make full use of the Autumn Package and Optional Activities and will allow you to see how the achievements of your school, and of your pupils, compare with national performances. You may already have made some of these calculations, or have had them provided for you. Please read the associated definitions carefully, to ensure that you are using the correct calculations for *Autumn Package* analyses. Example calculations are provided in this annex.

Technical Annex: Full Contents

- A Introduction
- B GCSE / GNVQ performance measures: in which section are they used?
- C Point score equivalencies of GCSE and GNVQ grades
- D Calculation of 1999 GCSE / GNVQ performance measures
 - Percentage of pupils achieving at GCSE or GNVQ equivalent
 - 1 or more grades A*-G
 - no passes
 - 5 or more grades A*-G and
 - 5 or more grades A*-C
 - GCSE / GNVQ point score per pupil and the average for your school
 - Pupil average GCSE / GNVQ point score per entry
 - Pupil GCSE science average point score per entry

(Continued Overleaf)

- E Calculation of 1997 Key Stage 3 performance measures
- school measures for prior attainment benchmarks
 - pupil measures for value added
- F Calculation of Free School Meal Context Indicator for Performance Benchmarks
- G What do the expressions “median” and “quartiles” mean?
- H Further background on the national data behind the value added analyses

Important

The definitions of the GCSE / GNVQ measures quoted in this package are consistent with those that appear in the Secondary School Performance Tables.

The 1999 GCSE / GNVQ results provided by the examining bodies are currently being checked with schools by DfEE prior to publication in the Performance Tables. This happens every year. The national data in this package may, therefore, be subject to minor amendment which the information on schools in Performance Tables and OFSTED PANDA analyses (which will be sent to you early in the new year as part of this package) will reflect.

B GCSE / GNVQ Performance Measures: in Which Section are They Used?

The three sections of the package make use of the following measures of GCSE and GCSE / GNVQ performance:-

Performance Measure	Relevant Section		
	National Results	Benchmark Information	Value-added
percentage attempting 5 or more GCSE or GNVQ equivalents	Yes		
percentage achieving 5 or more GCSE grades A* - C or GNVQ equivalent	Yes	Yes	
percentage achieving 5 or more GCSE grades A* - G or GNVQ equivalent	Yes	Yes	
percentage attempting 1 or more GCSE or GNVQ equivalent	Yes		
percentage achieving 1 or more GCSE grades A* - G or GNVQ equivalent	Yes	Yes	
percentage achieving no passes	Yes		
average GCSE/GNVQ point score per 15 year old pupil	Yes	Yes	Yes
average pupil GCSE/GNVQ point score per entry			Yes
GCSE attempts and grade A* - G/grade A* - C achievements in individual subjects and combinations	Yes	Yes (grades A* - C in English, maths and science)	
GCSE point score in selected subjects			Yes
average GCSE point score in science			Yes

To compare the results of pupils in your school with the value added information, you will need to calculate 1997 Key Stage 3 and 1999 GCSE / GNVQ performance measures for each pupil. To compare the results of your school with the national results and benchmarks, you will need to aggregate the values for individual pupils.

The following examples indicate how pupil measures should be calculated and, where necessary, how pupil data should be aggregated to compile school level measures.

C Point Score Equivalencies of GCSE and GNVQ Grades

This part of the annex gives the point scores to be assigned to GCSE and GNVQ results underlying the various performance measures.

GCSE Grades and Point Score Equivalencies

GCSE Grade	A*	A	B	C	D	E	F	G
Points	8	7	6	5	4	3	2	1

Grades achieved in GCSE Short Courses have the equivalent of half the point scores shown in the above table.

GNVQ grades and point score equivalencies

Depending on the exact qualification, GNVQ grades are equivalent to a number of GCSE passes. The point score awards for each of these passes is determined by both the level (either Intermediate or Foundation) and the grade achieved (either Distinction, Merit or Pass).

Qualification			Equivalent to: No. of GCSEs	Point Score for GNVQ Grade		
				Dist.	Merit	Pass
GNVQ	Part 1	Intermediate	2 @ A*-C	15	12	10
		Foundation	2 @ D-G	8	6	3
GNVQ	Full	Intermediate	4 @ A*-C	30	24	20
		Foundation	4 @ D-G	16	12	6
GNVQ	Language Unit	Intermediate	½ @ A	-	-	3.5
		Foundation	½ @ D	-	-	2

The points are based on those in the *GCSE grades and point score equivalencies* table above. For example a GNVQ Part 1 Intermediate is equivalent to 2 grade A*-C GCSEs with the scores for a Distinction being 2 * 7.5, a Merit 2 * 6 and a Pass 2 * 5.

Example:

- A pupil awarded a GNVQ Part 1 Intermediate (Distinction) will have been deemed to have achieved 2 GCSE passes at A*-C and scored a total of 15 GCSE/GNVQ points
- A pupil awarded a full GNVQ Foundation (Merit) will have been deemed to have achieved 4 GCSE passes at D-G, and scored a total of 12 GCSE/GNVQ points

Notes:

1. Where pupils gain both GCSE and GNVQ qualifications, the point scores and grade equivalencies should be summed to provide a measure of their overall GCSE / GNVQ performance and, where appropriate, averaged over the number of subjects or subject equivalents taken.
2. In calculating GCSE individual subject or aggregate GCSE / GNVQ point scores, or counting the numbers of GCSE / GNVQ A*-C/A*-G grades achieved, only the highest grade awarded should be counted (once) if more than one attempt in the same subject has been made.
3. Science Double award carries twice the number of points appropriate to its grade in the calculation of all GCSE / GNVQ performance measures and counts for two entries.

D Calculation of 1999 GCSE / GNVQ Performance Measures

Percentage of Pupils in Your School Achieving 1 or More Grades A*- G, No Passes, 5 or More Grades A*- G, and 5 or More Grades A*- C, at GCSE or GNVQ Equivalent.

You will need to calculate these measures to compare your school with all schools nationally (in the national results section) and with similar schools (in the benchmark section).

Example:

A pupil achieving 4 GCSEs at grade A, 2 GCSEs at grade C, 1 GCSE at grade D and an Intermediate GNVQ Part One (Merit), will have:-

- entered 5 or more GCSEs or GNVQ equivalent (he or she will have entered the equivalent of 9)
- achieved 5 or more GCSE grades A* - C or GNVQ equivalent (he or she will have achieved the equivalent of 9 A*-C GCSE / GNVQs)

You will need to calculate separately for English and Mathematics the total number of pupils achieving a grade A*-C (or GNVQ equivalent), and for science the total number achieving 1 or more grades A*-C (or GNVQ equivalent).

The percentage of pupils in your school achieving 1 or more grades A*-G, 5 or more grades A*-G and 5 or more grades A*-C, at GCSE (or GNVQ equivalent) is derived from the total number achieving the level of qualification divided by the number of pupils aged 15 years old at 31 August 1998 as counted in the January 1999 Annual School Census (Form 7).

Please note that this denominator should be adjusted in the case where any 15 year old pupil was permanently excluded from your school, or permanently excluded from another school and admitted to your school during the 1998/99 school year. This is part of the Government's policy to discourage schools from excluding pupils just before their examinations, and to encourage schools to admit pupils who have been excluded from other schools so that they can continue their education.

You should add back in any 15 year old pupils permanently excluded between the beginning of the 1998 Autumn term and 21 January 1999 (the date of the Annual School Census) and subtract any 15 year olds permanently excluded from other schools but admitted to your school during this period. This is consistent with the figures presented in the 1999 Secondary School Performance Tables.

The percentage achieving no passes is calculated as 100 minus the percentage achieving 1 or more GCSE grades A*-G (or GNVQ equivalent).

GCSE / GNVQ Point Score per Pupil and the Average for Your School

You will need to calculate each pupil's GCSE / GNVQ point score for use in the value added section and your school's average GCSE / GNVQ point score per pupil (see section C above) to compare your school with all schools nationally (in the national results section) and similar schools (in the benchmark section).

In the example above, the pupil will have gained a GCSE / GNVQ point score of:-

- (4 @ 7 points) + (2 @ 5 points) + (1 @ 4 points) + (2 @ 6 points) = 54 points.

To calculate the *average GCSE/GNVQ point score* for your school, the GCSE and GNVQ point scores awarded to all pupils calculated in the above fashion should be summed, and then divided by the total number of 15 year old pupils at the school on 31 August 1998 counted in the 1999 Annual School Census as adjusted for excluded pupils either joining or being removed from the school roll between the beginning of the 1998 Autumn Term and 21 January (see previous section above).

Pupil Average GCSE / GNVQ Point Score per Entry

You will need to calculate the average GCSE/GNVQ point score per entry per pupil for use in the value added chances graph section.

Example:

For a pupil achieving 2 GCSEs at grade B, 1 GCSE at grade C, 1 GCSE at Grade D, 1 GCSE ungraded and a GNVQ Part 1 Foundation (Merit), their *GCSE/GNVQ point score* will be:-

- (2 @ 6 points) + (1 @ 5 points) + (1 @ 4 points) + (1 @ 0) points) + (2 @ 3 points)
= 27 points

The average GCSE/GNVQ point score per entry for this pupil will be:-

- 27 points divided by 7 attempts (= 5 @ GCSE + 2 @ GNVQ) = 3.86 points

GCSE Science Average Point Score per Entry

In this year's value-added section there are two separate sets of results for GCSE science. One of these repeats last year's analysis showing the overall science results for all pupils taking one or more science subjects. The other shows separately the results for pupils taking double award science, which represents the majority of science entries.

Where your school has pupils taking individual science subjects (Biology, Chemistry, or Physics) or a Science Single award you will need to calculate the science average GCSE point score from the point scores of each science subject entered.

Examples:

For a pupil who achieved a grade B in Physics, and grade C in both Chemistry and Biology, the *average point score per entry* would be:-

- $(6 + 5 + 5)/3 = 5.33$ points

For a pupil who achieved a grade B in single award Science the average point score per entry would be 7 points.

For a pupil who achieved a grade B in double award science and also a grade A in Biology the average point score per entry would be :

- $(6*2 + 7)/3 = 6.33$ points

Note that the double award counts as **double points** and as **2** entries.

E Calculation of 1997 Key Stage 3 Performance Measures

The benchmarks and value-added sections show national 1999 GCSE/GNVQ school and pupil performances in relation to 1997 school, and pupil, Key Stage 3 achievement respectively. This section shows you how to calculate the Key Stage 3 measure used for your school and for individual pupils.

This year we have introduced in the Key Stage 1, 2 and 3 versions of the Autumn Package a points score system to cover the National Curriculum levels. This is primarily to make use of the differentiated Level 2 information available at Key Stage 1 but has been extended to other Key Stages for consistency. The detailed tables below show you how to calculate Key Stage points scores for any particular level but if you require further information about the rationale for the scores please refer to the technical annex of the Key Stage 3 Autumn Package (available on the Standards Site at www.standards.dfee.gov.uk/performance for those who have not automatically received a copy).

Specific Points Scores for Each 1997 Key Stage 3 Subject

The points scores to be assigned to individual levels of performance in each of the three 1997 Key Stage 3 tests are shown in the table below:

1997 Key Stage 3 English, Mathematics and Science Tests:

Level	Points		
	English Test	Mathematics Test	Science Test
Absent (A)	Disregarded	Disregarded	Disregarded
Disapplied (D)	Disregarded	Disregarded	Disregarded
N	21	15	15
B	21	15	15
Level 2	-	15	15
Level 3	21	21	21
Level 4	27	27	27
Level 5	33	33	33
Level 6	39	39	39
Level 7	45	45	45
Level 8	51	51	51
EP	57	57	57

The Key Stage 3 English test is designed for pupils who are working at Level 4 or above. Pupils who did not reach the threshold for Level 4 (i.e. Level 3 or N), and pupils not entered for the test (B) have been assigned a points score of 21, equivalent to the mid point of the Level 3 range.

The Key Stage 3 mathematics and science tests are designed for pupils who are working at Level 3 or above. Pupils who achieved Level 2 or N, and pupils not entered for the test (B) have been assigned a points score of 15, equivalent to the mid point of the Level 2 range. These may include a small number of pupils who were given level N having taken one of the higher tier papers: when looking at value added results for such pupils, you may wish to consider them in the context of the tier of paper taken.

School Average Key Stage 3 English, Mathematics and Science Test Points Score for Benchmarking

For English, mathematics and science, the Key Stage 3 average test points score achieved by a school is the average test points score achieved by all eligible pupils (other than those absent or disapplied). Absent pupils and, unlike last year, disapplied pupils are not included in the calculations as it is not possible to say what academic performance contribution these pupils make to the overall performance of the school.

The overall average Key Stage 3 test points score achieved by the school is calculated in two stages: an average points score for each of the three core subjects, followed by the simple average across all three subjects.

Example:

If, for example, a school had 7 eligible pupils, and 5 had English test results respectively of 4,4,5,5 and 6, with 1 pupil disapplied and 1 pupil absent;

- the average points score for English would be $27+27+33+33+39$ divided by 5 (any pupils being absent or disapplied from the test being disregarded, i.e. not included in this calculation) = $159/5 = 31.8$ (calculated to 1 decimal place).

Then repeat for mathematics and science. If the average for mathematics was 38.2 and that for science was 27.5

- the average Key Stage 3 test point score for the school is $(31.8+38.2+27.5)/3 = (97.5)/3 = 32.5$

The denominator should be adjusted accordingly if, unusually, no pupils in the school took any of the 3 core subjects.

Average Key Stage 3 Pupil Points Score for Value Added

The average Key Stage 3 points score achieved by a pupil is defined as their points score averaged over the core subjects of English, mathematics and science statutory tests (using the equivalencies detailed above). Where a pupil was absent or disapplied from a subject, the average is taken over the remaining subjects.

Examples:

- a pupil awarded levels 4, 4 and 5 in the three subjects has an average points score achieved of $(27 + 27 + 33 = 87)/3 = 29$
- a pupil awarded levels 4 and 5 in two subjects (and who was absent or disapplied from the third), has an average points score achieved of $(27 + 33 = 60)/2 = 30$

A pupil absent or disapplied from all three Key Stage 3 statutory tests is excluded completely from the calculations relating to the value-added section of the package.

All pupil average points scores based on the above table will be whole numbers.

When plotting pupils on the national value added graphs, the average Key Stage 3 points score should be used to locate pupils along the horizontal prior attainment axis. Each value on the axis represents a group of pupils with similar Key Stage 3 attainment. These groups are based on integer values between 18 and 48. Separate groups are shown for pupils with average Key Stage 3 points scores of 17 and below, and those with 49 and above. You should use each pupil's average points score to assign them to the appropriate group, then plot them on the graph according to their GCSE / GNVQ point score.

When using the value added chances graphs (which show the distribution of GCSE / GNVQ attainment for groups of pupils with broadly similar Key Stage 3 average points score), you should locate individual pupils by using their appropriate Key Stage 3 average point score group, shown in the header to each graph.

F Calculation of Free School Meal Context Indicator for Performance Benchmarks

Information on the total numbers of pupils 'known to be eligible for free school meals (FSM)' is returned each year by maintained schools to the Department's Annual Schools' Census (Form 7). These numbers were used, in relation to total pupils on roll, to compile the FSM indicator which grouped schools for the 1998 performance benchmark comparisons.

Many schools - and some Local Education Authorities - subsequently expressed their concern to the Department and OFSTED that the calculation of the FSM indicator in this way did not give a fair comparison of disadvantage for their school. These schools said that part-time pupils and pupils of post-compulsory school age were less likely to have their FSM eligibility confirmed with their school or local authority.

Lack of comparability in the values of the FSM measure could disadvantage schools in 3 key ways:-

- all schools would set targets from an inappropriate benchmark baseline
- OFSTED inspectors would have a less robust view of schools' performance
- parents and governors would not see as fair an assessment of their school's performance in an OFSTED inspection, or their own annual, report

To meet these concerns, the Department successfully collected from all primary schools with part-time pupils and all secondary schools with pupils post compulsory school age, the numbers of pupils of those descriptions which had already been included in their 1999 Form 7 return as '*known to be eligible for FSM*'.

This data supported the contention and accordingly the FSM indicator for this year's benchmarks is different from that of last year. For secondary schools, the indicator for the 1999 benchmarks is defined as:-

- the numbers of day pupils of compulsory school age '*known to be eligible for FSM*' divided by the total numbers of pupils of compulsory school age on roll (less the numbers of any compulsory school age boarding pupils, if any)

These definitional amendments will allow fairer performance comparisons between the 3,137 secondary schools with both KS3 results and FSM data where, as last year, non-selective schools have been placed into one of 7 groups based on the values of the FSM indicator, with separate groups for Grammar schools and Secondary Modern schools. The numbers of schools within each FSM band are given in Figure 1 of the benchmark section.

The performance benchmarks have been founded again this year on numbers of pupils '*known to be eligible for FSM*' collected by Form 7. The academic performances of pupils with lower levels of English acquisition (EAL), of some pupils with statements of educational need (SEN), and of pupils which have a chequered history of moving school will typically be lower than pupils without those attributes.

Schools with disproportionate numbers of pupils in one or more of these three categories may exhibit a different performance profile than other schools, and a lower level of performance overall in comparison with schools having broadly similar levels of socio-economic disadvantage as measured by the free school meals indicators.

Although, nationally, the statistical associations at school-level between performance and measures of EAL and SEN after adjustment for FSM are low (and hence do not feature in benchmarks), schools may wish, after comparing their performance overall with other schools in the same FSM category, to consider separately the attainments of particular groups of their pupils.

G What Do the Expressions “Median” and “Quartiles” Mean?

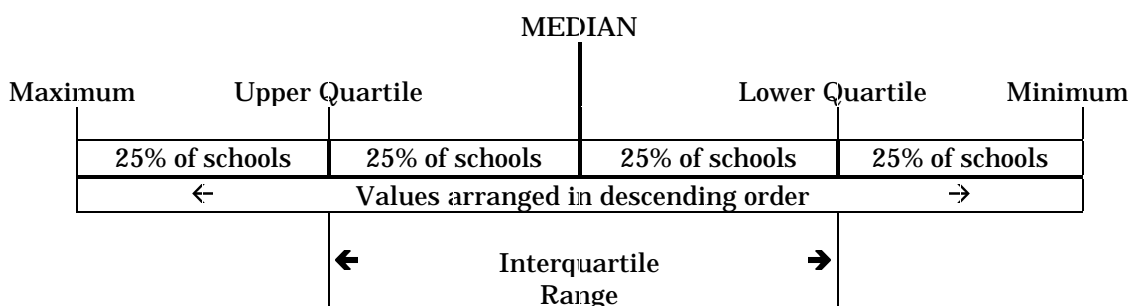
The benchmark and value added sections refer to the terms median and quartile. These can be used with any ordered sequence of scores or levels (whether they be pupil or school based) and assist in identifying where a school or pupils lies in relation to others. They are defined as follows:

Median: The median for any particular assessment is the score/level for which half of the relevant pupils or schools achieved a higher result and half achieved a lower result.

Upper Quartile: The upper quartile for any particular assessment is the score/level for which 25% of the relevant pupils or schools achieved a higher result.

Lower Quartile: The lower quartile for any particular assessment is the score/level for which 25% of the relevant pupils or schools achieved a lower result.

Illustration



The benchmark tables additionally include the performances of schools at other points in the distribution. Thus, attainment of schools at the:

- 95th percentile
- 60th percentile
- 40th percentile
- 5th percentile

are shown as ‘95%’, ‘60%’, ‘40%’ and ‘5%’ respectively in the tables. Schools whose performances were at the 40th and 60th percentiles have attainments which are just below, and just above, that of the median.

H Further Background on the National Data Behind the Value Added Analysis

The value added information in this package details the relationship between pupils' performance at GCSE / GNVQ given their average level presented as a points score across the tests at Key Stage 3.

The analysis is based on a national match of all 15 year old pupils with Key Stage 3 results in 1997 and with GCSE / GNVQ results in 1999 (or earlier years). Therefore the analysis covers all schools in England including special and independent schools who took part in the National Curriculum assessments.

The dataset differs from that used in the 1998 Autumn Package since it excludes pupils who have Key Stage 3 results and no GCSE / GNVQ results, even if they were still in schools in England at the Form 7 date in January 1999. This is because without introducing additional burdens on schools it is not possible to distinguish the small number of such pupils from a larger group of others, including those for whom the Key Stage 3 data could not be matched to GCSE / GNVQs and those who were no longer in English schools.

The effect of this change is that the VA line for total GCSE / GNVQ points in 1999 shows slightly higher achievement than under the previous definition. The difference is most marked at the lower end of the prior attainment range, which accounted in 1998 for the majority of pupils without GCSE / GNVQs. When plotting pupils by total point score, schools should bear in mind that the comparison is with other pupils who **entered** GCSE / GNVQ.

The Key Stage 3 measure used is the average test level presented as a points score across the three core subjects, English, Mathematics and Science. The GCSE / GNVQ measures used are the pupil's total GCSE / GNVQ point score, their average GCSE / GNVQ point score per entry and their point scores in a range of individual subjects including English, mathematics and science. The definitions of these measures are in Sections D and E of this annex.

The average Key Stage 3 test level has been used after consideration of the final report of the Value Added National Project commissioned by SCAA (now QCA) which recommended that "Average Key Stage 3 score was the best single predictor of subsequent success at GCSE."

Key Stage 3 test levels are used because the Value Added National Project also recommended that teacher assessments should not be used for value added purposes. The Second Primary Technical Report of the project showed evidence that the relationship between teacher assessment levels and test/task levels varied from school to school in each of the three curriculum areas. The differences were highly significant statistically.

SECTION 4

APPENDIX: USEFUL CONTACTS

General Information

For general information please contact:

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email: autumn.package@dfee.gov.uk

Analytical Services Division,
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Telephone number: 0171 925 5810

Qualifications and Curriculum Authority (QCA)

Assessment Division:

29 Bolton Street,
London.

W1Y 7PD

Telephone number: 0171 509 5555

OFSTED

Alexandra House,
33 Kingsway,
London.

WC2B 6SE

Telephone number: 0171 421 6800

PANDA Helpline: 0171 421 6840 or 0171 421 6633

Helpful information can also be found on the Internet at the DfEE's Standards site at:

www.standards.dfee.gov.uk/performance

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