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

INTRODUCTION

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

The Autumn Term is an important time for headteachers to lead a review of their school's performance. The *Autumn Package of Pupil Performance Information* will support head teachers with that review and provide information to teachers and governors for use with the process of target-setting and school improvement. It encourages schools to use pupil level data to understand differences in performance. Good schools will use this information to influence classroom practices and school strategies for raising pupil performance.

The Autumn Package This Year

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

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

We hope teachers will find the CD-ROM sent with the Key Stage 3 Package a valuable tool for producing their own individual analyses as well as reducing the burden on their time. To use the interactive version, please follow the instructions with the CD-ROM and visit our website at the address below to download 2000 GCSE/GNVQ national data.

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

The wallchart '*Recognising Progress - Getting the Most from Your Data*', produced by DfEE and the Association of Assessment Inspectors and Advisors (AAIA) is available free from the DfEE Publication Office (quoting ref: DfEE 0254/2000). It shows how you can use the *Autumn Package*, to evaluate school performance and links the Five Stage School Improvement Cycle with the Performance Management Cycle.

Further Information

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

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

SECTION 1

NATIONAL SUMMARY RESULTS

The Purpose of this Section

The Government has set challenging national targets for pupils' attainment in GCSE / GNVQ examinations. These targets are:

By 2002:

- 50 per cent of 16 year olds will achieve 5+ A* - C GCSEs or GNVQ equivalent.
- 95 per cent of 16 year olds will achieve 1+ A* - G GCSEs or GNVQ equivalent.

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

The national summary information includes the results of all 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 2000 Annual Schools Census. The figures therefore include pupils who did not go on to attempt any GCSE's or GNVQs. Further information about the national summary information is given in the Technical Annex (page 51).

How to Use the Information

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

Using **Table 1.1** (page 3) you can compare your results with the national results for 15 year olds in the GCSE / GNVQ public examinations. The *Your School's Results* column in the table is provided for you to enter the relevant data for your school. The *'Difference'* column, will show the variance between your school's results and the national results as '+' and '-' percentage points (e.g. +2 %).

The information relating to all pupils in Table 1.1 (but not the average points score per 15 year old pupil) should be shown alongside the school's own results and LEA summary figures in the school prospectus.

Table 1.1 GCSE / GNVQ Results for All Pupils, Boys and Girls in England in 2000¹

		National Results (%)	Your School's Results² (%)	Difference in percentage points (+/-)
Percentage of 15 year olds Entered for 5 or more GCSEs or GNVQ equivalent	All pupils	90.7		
	Boys	89.0		
	Girls	92.5		
Percentage of 15 year olds Achieving 5 or more grades A* - C at GCSE or GNVQ equivalent	All pupils	49.0		
	Boys	43.8		
	Girls	54.4		
Percentage of 15 year olds Achieving 5 or more grades A* - G at GCSE or GNVQ equivalent	All pupils	88.8		
	Boys	86.9		
	Girls	90.8		
Percentage of 15 year olds Entered for 1 or more GCSEs or GNVQ equivalent	All pupils	95.5		
	Boys	94.7		
	Girls	96.2		
Percentage of 15 year olds Achieving 1 or more grades A* - G at GCSE or GNVQ equivalent	All pupils	94.4		
	Boys	93.4		
	Girls	95.3		
Percentage of 15 year olds Achieving no passes	All Pupils	5.6		
	Boys	6.5		
	Girls	4.7		
		National Results	Your School's Results	Difference in point score (+/-)
Average GCSE / GNVQ point score per 15 year old pupil	All pupils	38.7		
	Boys	36.1		
	Girls	41.5		

Please Note: Total number of 15 year old pupils is 580,800³

Using **Table 1.2** overleaf, you can compare your English, mathematics and science results against national averages. Similar tables can be constructed for making simple comparisons with other subjects.

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

² To calculate your school's results please see Example 1 on page 51.

³ The number of pupils on roll in January 2000 aged 15 at the start of the academic year, i.e. 31 August 1999.

Table 1.2 2000¹ GCSE Core Subject Results²

	Percentage of 15 year olds ³		
	National Results (%)	Your School's Results (%)	Difference in percentage points (+/-)
ENGLISH:			
Attempted GCSE	92		
Achieved A* - G	91		
Achieved A* - C	54		
MATHEMATICS:			
Attempted GCSE	93		
Achieved A* - G	90		
Achieved A* - C	46		
ANY SCIENCE:			
Attempted GCSE	92		
Achieved A* - G	90		
Achieved A* - C	47		

Notes to the Table

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

² For each subject, only one attempt is counted - that which achieved the highest grade.

³ The number of pupils on roll in January 2000 aged 15 at the start of the academic year, i.e. 31 August 1999.

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

Some Questions 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?

Table 1.3 Recent Trends in the GCSE / GNVQ National Summary Results for All Pupils, 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 GCSEs or GNVQ equivalent	Achieving 5+ A* - G GCSEs or GNVQ equivalent	Entered for 1+ GCSEs or GNVQ equivalent	Achieving 1+ A* - G GCSEs or GNVQ equivalent	Achieving no passes	
All Pupils							
2000	90.7	49.0	88.8	95.5	94.4	5.6	38.7
1999	90.4	47.9	88.5	95.0	94.0	6.0	38.1
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
Boys							
2000	89.0	43.8	86.9	94.7	93.4	6.5	36.1
1999	88.6	42.8	86.5	94.1	93.0	7.0	35.5
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
Girls							
2000	92.5	54.4	90.8	96.2	95.3	4.7	41.5
1999	92.2	53.4	90.6	95.9	95.0	5.0	40.9
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

Table 1.4 2000¹ GCSE Results² for All Pupils, Boys and Girls in different subject combinations 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 580,800 ³):								
	Attempted GCSE			Achieved grade A* - G			Achieved grade A* - C		
	All Pupils	Boys	Girls	All Pupils	Boys	Girls	All Pupils	Boys	Girls
Any Subject (000's)	554	280	274	547	276	271	425	202	223
Any Subject (%)	95	95	96	94	93	95	73	68	78
English	92	90	94	91	89	93	54	46	62
Mathematics	93	92	94	90	89	91	46	46	47
Any Science	92	91	93	90	88	91	47	45	48
Any Modern Language	79	75	83	78	73	82	40	32	48
English and Mathematics	91	89	92	88	86	90	41	38	45
Mathematics and Science	91	90	92	87	86	89	40	39	41
English, Mathematics and Science	89	88	91	86	85	88	37	34	40
English, Mathematics, Science and a Modern Language	77	73	82	75	70	79	30	25	35

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

² For each subject, only one attempt is counted - that which achieved the highest grade.

³ The numbers of pupils on roll in January 20000 aged 15 at the start of the academic year, i.e. 31 August 1999.

Table 1.5 2000¹ GCSE Results² for All Pupils, 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		
	All Pupils	Boys	Girls	All Pupils	Boys	Girls	All Pupils	Boys	Girls
Any Subject	554	280	274	99	99	99	77	72	82
English	533	266	267	99	99	99	59	51	66
Mathematics	540	272	268	97	97	97	50	49	50
Any Science	533	268	265	98	97	98	51	50	52
Single Award Science	49	25	24	92	91	93	18	15	21
Double Award Science	445	221	224	98	98	98	51	49	52
Physics	38	23	15	100	100	100	90	90	89
Chemistry	38	22	15	100	100	100	90	89	91
Biological Sciences	39	23	16	99	99	99	89	89	89
Other Sciences	3	2	1	95	95	96	45	46	41
Design and Technology ³	405	207	197	96	96	97	51	43	59
Information Technology ⁴	86	52	34	96	96	97	55	52	60
Business Studies	87	48	39	95	95	96	54	52	56
Home Economics	34	2	32	95	91	95	46	34	47

(Continued overleaf)

Notes to the Table

The total number of 15 year old pupils is 580,800

To calculate the percentage of 15 year old pupils attempting any particular GCSE subject you need to divide the number of 15 year old pupils attempting a particular GCSE subject by the total number 15 year old pupils.

Example:

The percentage of 15 year pupils attempting Mathematics = $[540/580.8] \times 100\% = 93\%$

The percentage of 15 year pupils attempting Business Studies = $[87/580.8] \times 100\% = 15\%$

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

² For each subject, only one attempt is counted - that which achieved the highest grade.

³ Includes any combined syllabus of which Design and Technology is the major part.

⁴ Also includes Computer Studies, Information Systems, and any combined syllabus of which Information Technology is the major part.

Table 1.5 (Continued) 2000¹ GCSE Results² for All Pupils, 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		
	All Pupils	Boys	Girls	All Pupils	Boys	Girls	All Pupils	Boys	Girls
Geography	217	122	95	97	97	98	58	55	61
History	190	94	97	97	97	98	61	58	64
Humanities	19	9	10	96	94	97	43	37	49
Social Studies	15	4	11	95	93	96	53	42	57
Music	41	18	24	97	96	97	69	64	73
Any Modern Language	459	222	238	98	98	99	50	42	57
French	313	151	163	98	98	99	50	42	58
German	127	61	67	99	98	99	55	47	61
Spanish	42	18	24	98	98	99	55	47	61
Other Modern Language	19	9	11	98	97	98	72	67	77
Art and Design	178	82	97	98	97	99	65	54	75
English Literature	470	226	243	98	98	99	63	56	70
Drama	85	32	52	98	98	99	69	60	75
Communication Studies	31	14	18	97	97	98	56	46	63
Classical Studies	13	7	7	98	98	99	88	85	90
Physical Education	97	63	34	99	99	99	52	51	54
Religious Education	96	39	57	96	94	97	58	48	64
Any other subjects	21	11	11	95	95	95	52	51	52
English and Mathematics	527	263	264	97	97	97	45	42	48
Mathematics and Science	526	265	262	96	96	97	44	43	45
English, Mathematics and Science	518	259	259	97	97	97	41	39	44
English, Mathematics, Science and a Modern Language	448	215	232	97	96	97	38	34	43

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

² For each subject, only one attempt is counted - that which achieved the highest grade.

SECTION 2

NATIONAL VALUE ADDED INFORMATION

Using Pupil Level Results

The Purpose of this Section

This section enables you to compare the relative progress made by individual pupils in your school with the progress made by pupils nationally between Key Stages and GCSE/GNVQ. By comparing your pupils' results in this way, you can get an indication of how well your school is performing in GCSE/GNVQ examinations once prior attainment has been taken into account.

Changes from the 1999 Value Added Section

This year we have included the following new information:

- The value added analyses now includes 17 other popular GCSE subjects (page 15).
- Value added analyses between Key Stage 2 (KS2) and GCSE / GNVQ (page 33)
- Value added analyses between GCSE/GNVQ and A/AS Level/advanced GNVQ (page 38)

How to use the Value Added Lines and the Progress Charts

Graphs 2.1- 2.4 (pages 11 to 14) the upper sections show the national progress line relating pupils' average 1998 KS3 test points score to their 2000 GCSE/GNVQ total point score achieved and their point score in English, Mathematics and Science. The five Progress Charts in each lower section show for each subject the national distributions of the GCSE/GNVQ results achieved across the range of KS3 average points scores.

To use the line graphs, plot each pupil's 1998 KS3 average points score against the point score they achieved in the 2000 GCSE/GNVQ examinations using the guidance on page 52 of the Technical Annex. The solid line on each graph shows the median pupils' GCSE/GNVQ attainment nationally for any KS3 average points score. The dotted lines either side show the GCSE/GNVQ attainment for pupils at the upper and lower quartiles. The CD-ROM sent with the KS3 Autumn Package contains the Interactive Version, which will plot your pupils for you. Having plotted your results, you can identify pupils who have made relatively good progress (i.e. those who appear at or above the upper quartile line), and others who have made relatively poor progress (i.e. those who appear below the lower quartile line).

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

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

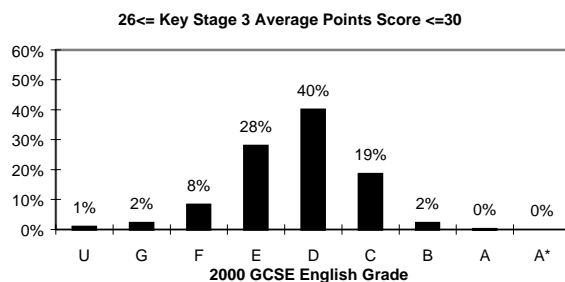
Some Questions for You to Consider Include:

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

- Have any pupils made unexpectedly good progress, or significantly less progress than expected? Are there any marked differences and if so can the teacher or the pupils, think of any reasons?
- In classes or groups where the majority of pupils make better than average progress, can teachers identify any teaching practices that they think contribute to their success? From the comparisons and discussions, what are the emerging priorities for the school?
- How do teachers set their expectations of pupils at the beginning of Year 10? Do pupils with high or low prior attainment make the progress expected of them?

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

Each set of Progress Charts shows, for pupils with similar attainments in the Key Stage statutory tests, the distribution of their attainment in the 2000 GCSE / GNVQ examinations. The average point score is used to select the appropriate chart. For example, if the pupil's average KS3 points score level is 27 (i.e. equivalent to an average Level 4) the following chart is appropriate when looking at their GCSE English grade.



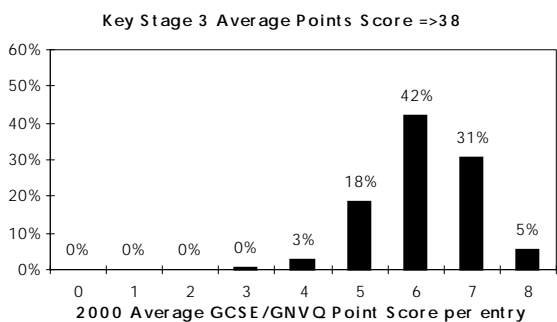
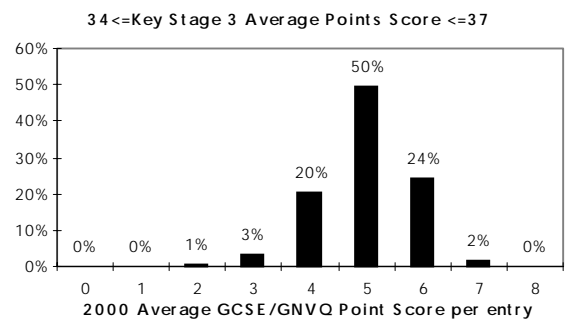
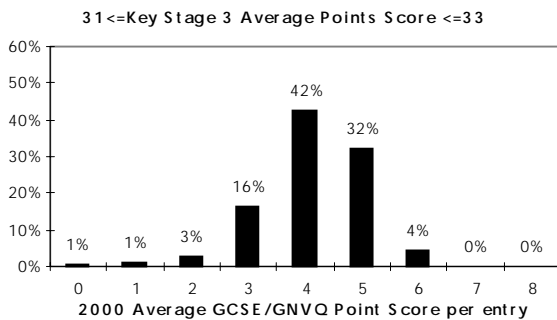
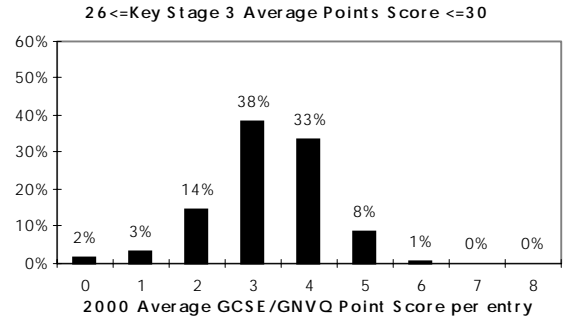
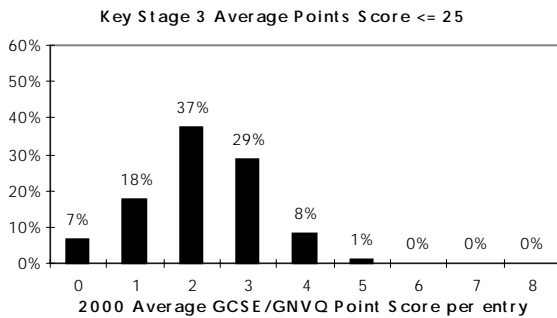
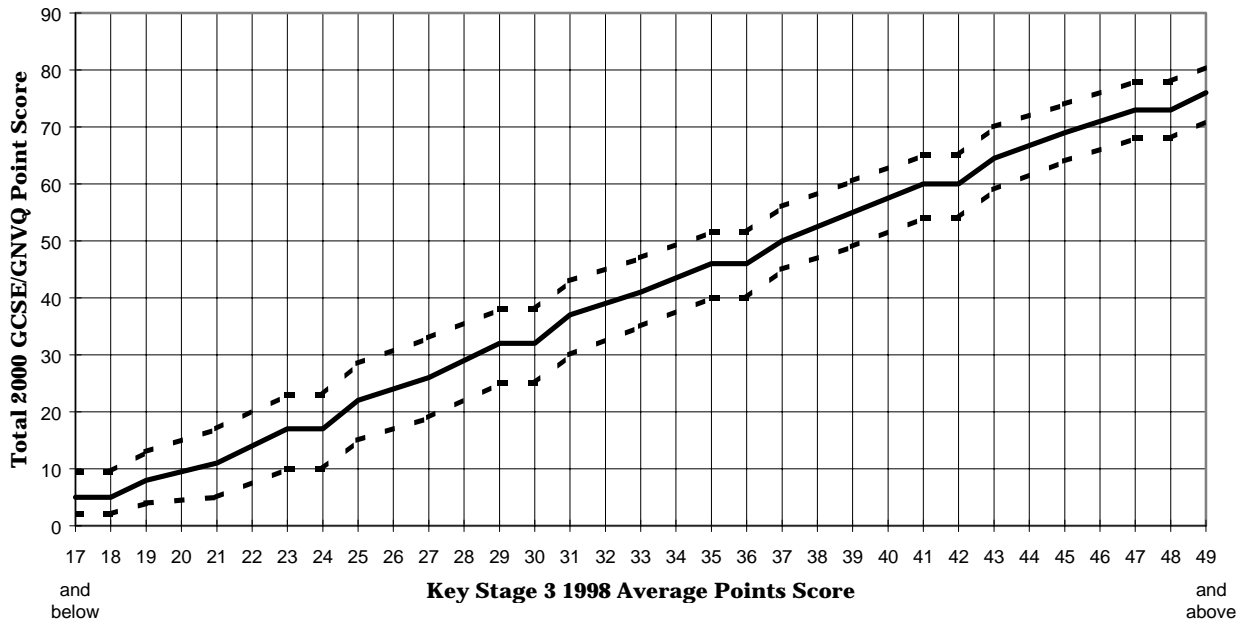
This Progress Chart shows that for the pupils, who had a similar KS3 points score, 40% achieved grade D at GCSE English and 19% achieved grade C.

Knowing their pupils' KS3 average points score, teachers can use the information in the Progress Charts, the National Value Added Lines and their own individual experience of their pupils to establish high expectations about what these pupils should go on to achieve. This information can also be used in discussions with pupils' parents, as a focus for agreeing stretching expectations for their child. Sharing such information can be helpful for parents to enable them to know how they can support their children at home, and can be used by teachers when planning work for the child.

Some Further Questions for You to Consider Include:

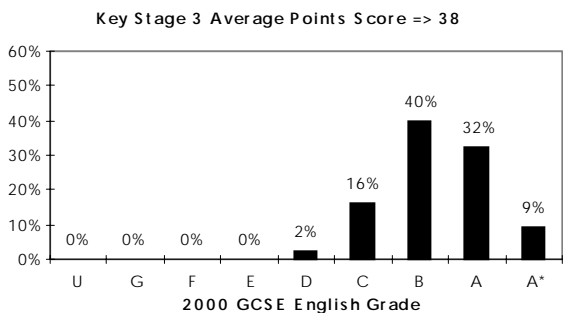
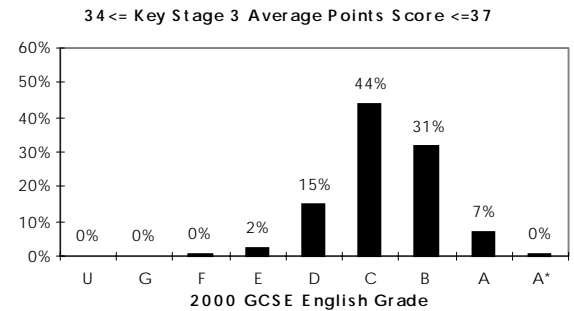
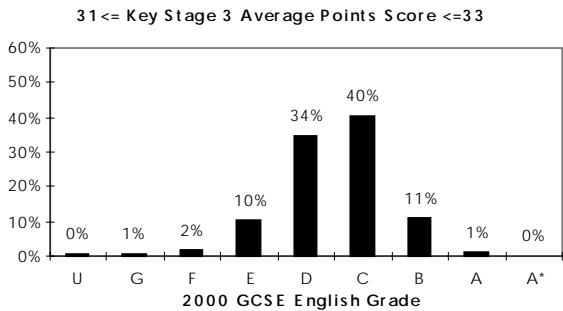
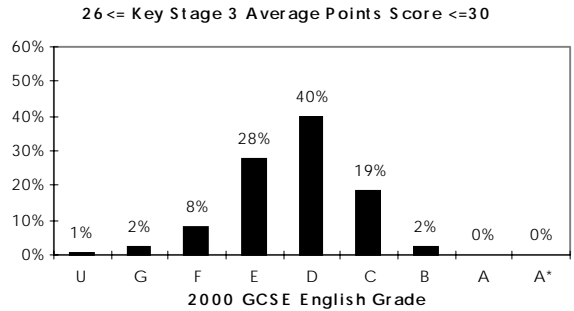
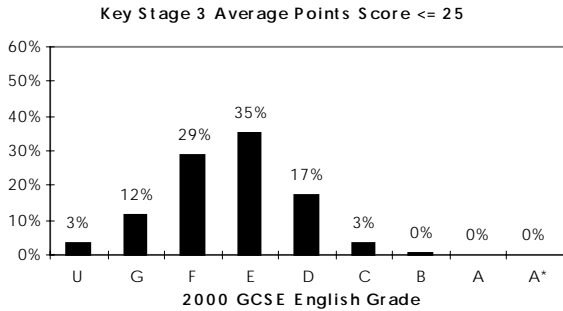
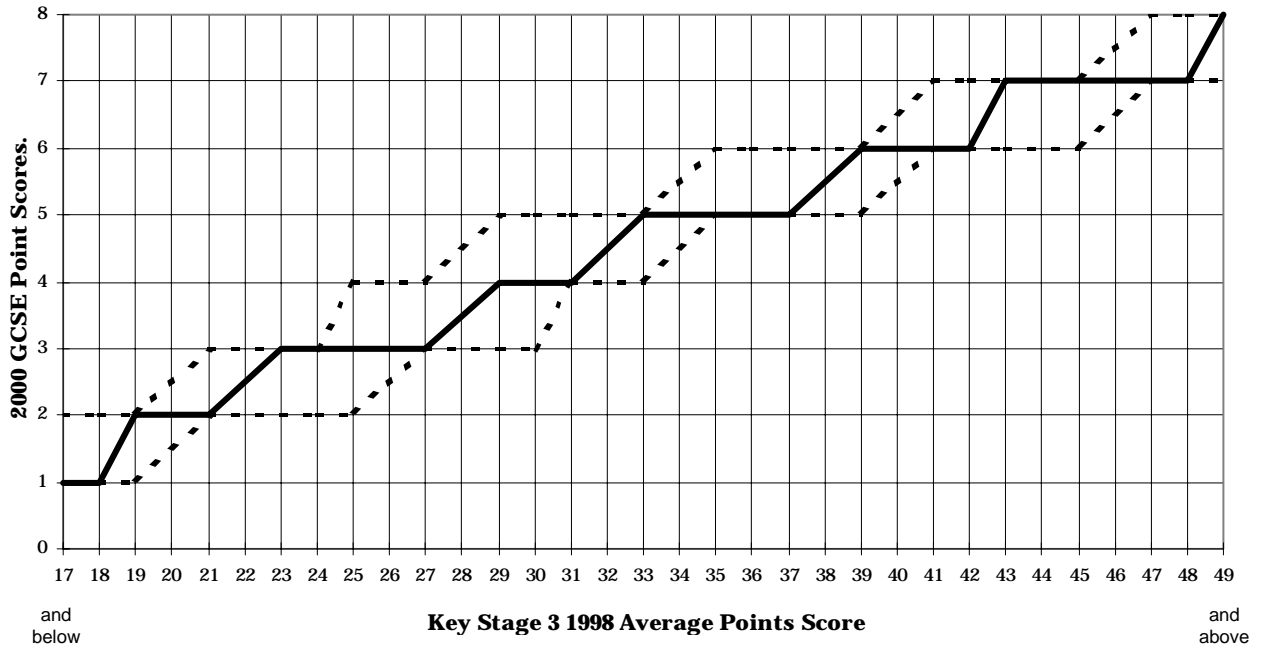
- How do parents' and pupils' expectations of future performance compare with the information shown in the Progress Charts?
- If parents' and pupils' own expectations are low, can they identify any particular aspects of work they find difficult and where they would benefit from extra help?
- How do teachers'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

Graph 2.1 National Median Line (with Quartile Boundaries) Relating Pupils' 1998 KS3 Attainment to their 2000 GCSE / GNVQ Total Point Score



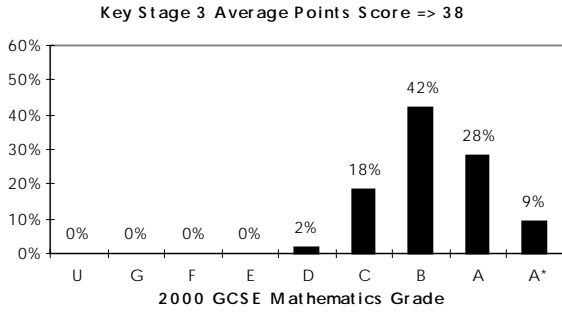
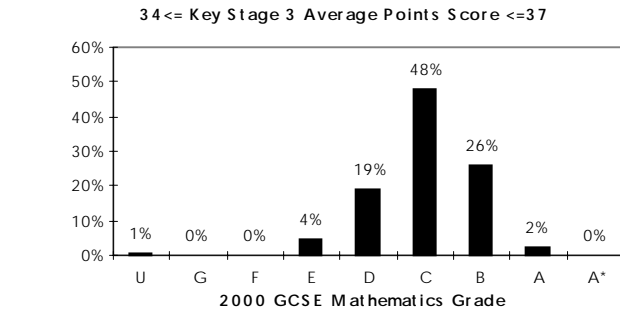
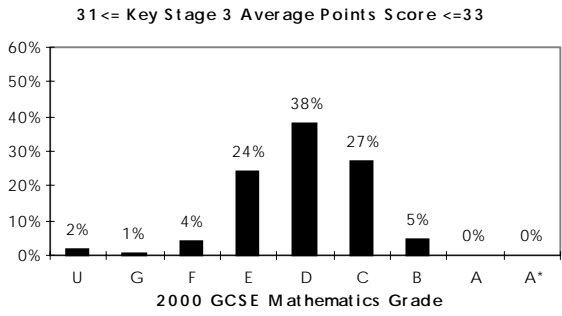
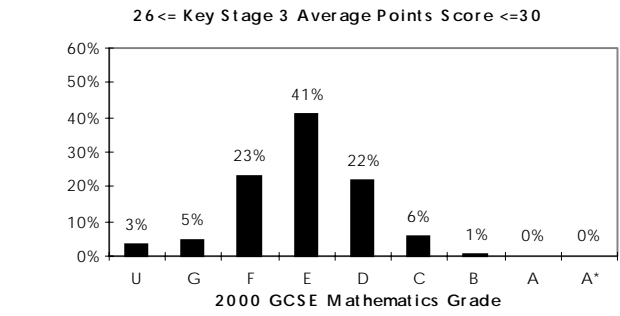
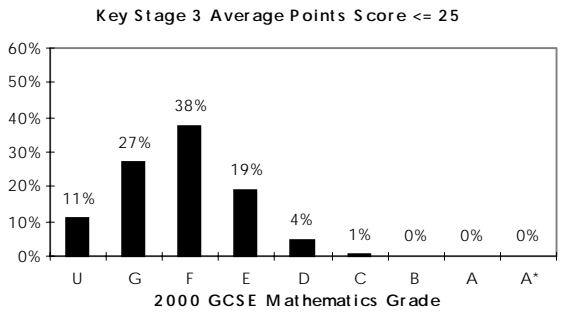
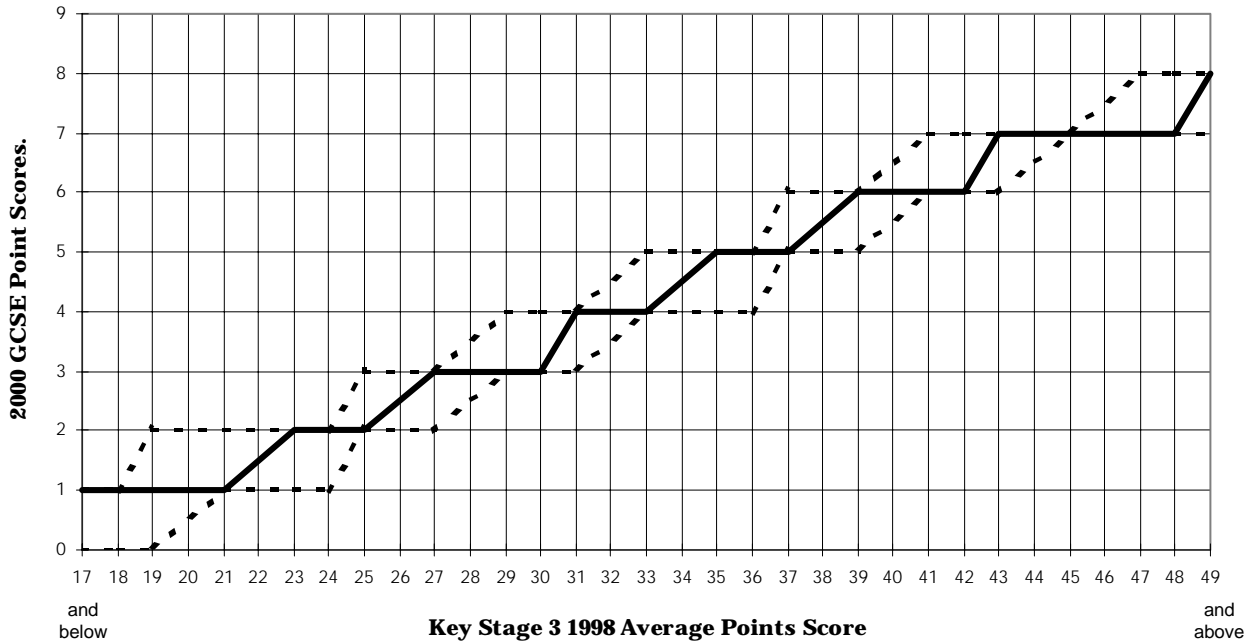
Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

Graph 2.2 National Median Line (with Quartile Boundaries) Relating Pupils' 1998 KS3 Attainment to their 2000 GCSE English Point Score



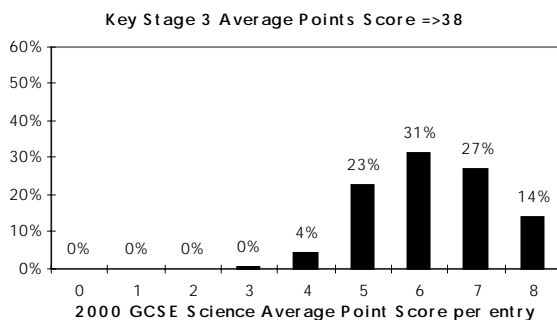
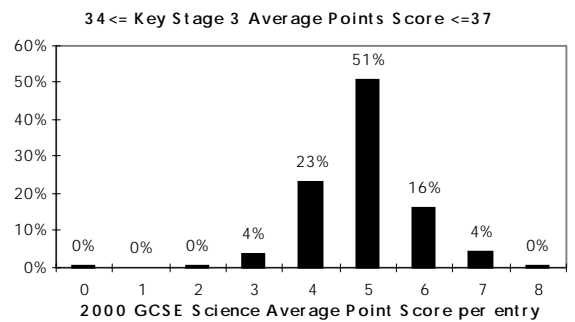
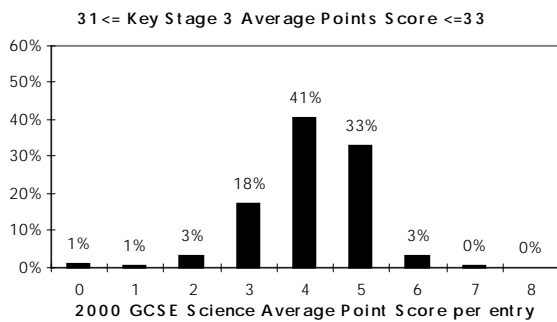
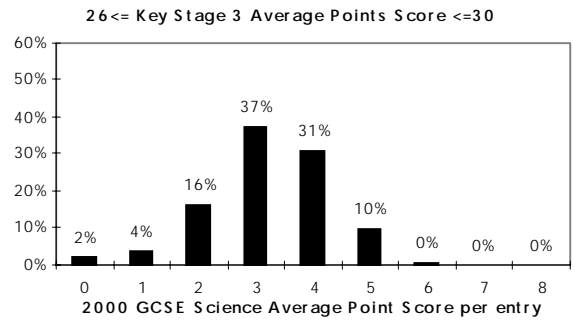
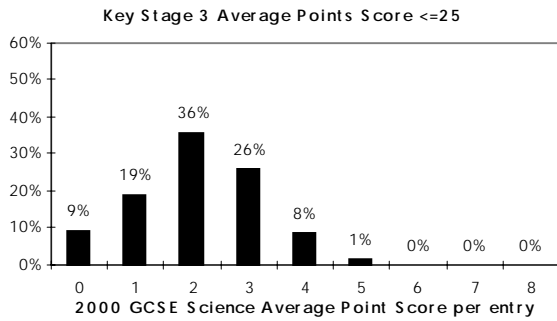
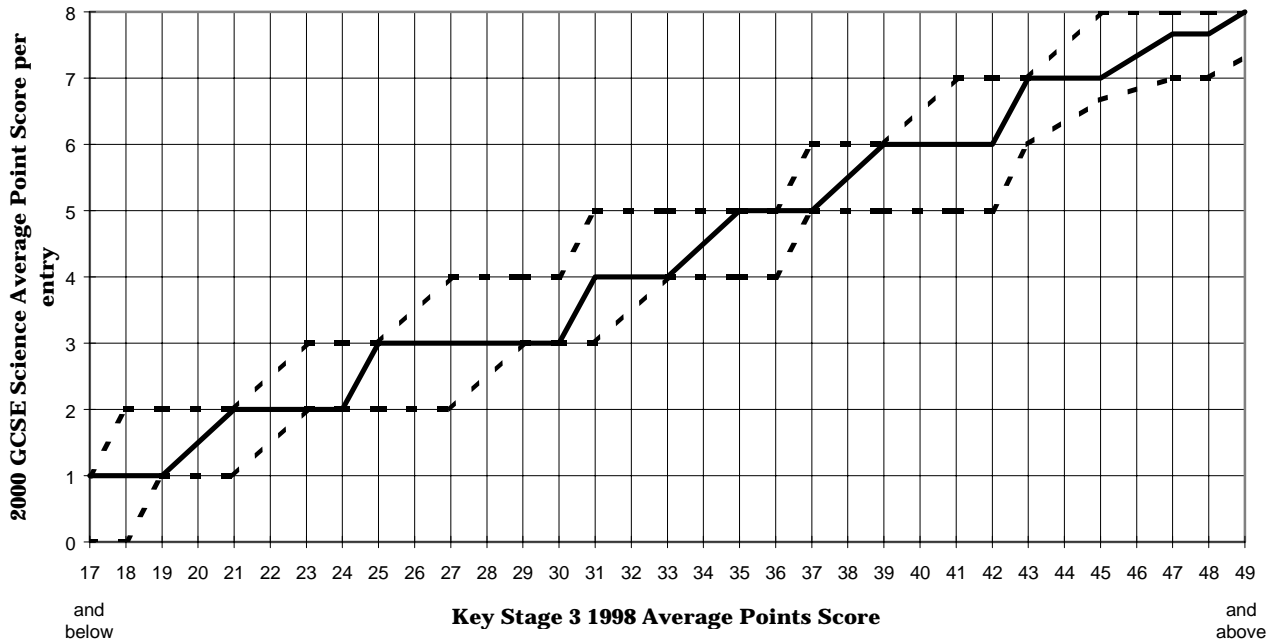
Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

Graph 2.3 National Median Line (with Quartile Boundaries) Relating Pupils' 1998 KS3 Attainment to their 2000 GCSE Mathematics Point Score



Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

Graph 2.4 National Median Line (with Quartile Boundaries) Relating Pupils' 1998 KS3 Attainment to their 2000 GCSE Science Average Point Score



Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

ADDITIONAL 1998 KS3 TO 2000 GCSE VALUE ADDED INFORMATION

Information is provided for the following other GCSE subjects:

	<i>Page</i>
<i>English Literature</i>	<i>16</i>
<i>Double Award Science</i>	<i>17</i>
<i>Design & Technology (Food)</i>	<i>18</i>
<i>Design & Technology (Graphics)</i>	<i>19</i>
<i>Design & Technology (Resistant Materials)</i>	<i>20</i>
<i>Information Technology</i>	<i>21</i>
<i>Information Technology (Short Course)</i>	<i>22</i>
<i>Business Studies</i>	<i>23</i>
<i>Geography</i>	<i>24</i>
<i>History</i>	<i>25</i>
<i>French</i>	<i>26</i>
<i>German</i>	<i>27</i>
<i>Art & Design</i>	<i>28</i>
<i>Drama</i>	<i>29</i>
<i>Physical Education</i>	<i>30</i>
<i>Religious Studies</i>	<i>31</i>
<i>Religious Education (Short Course)</i>	<i>32</i>

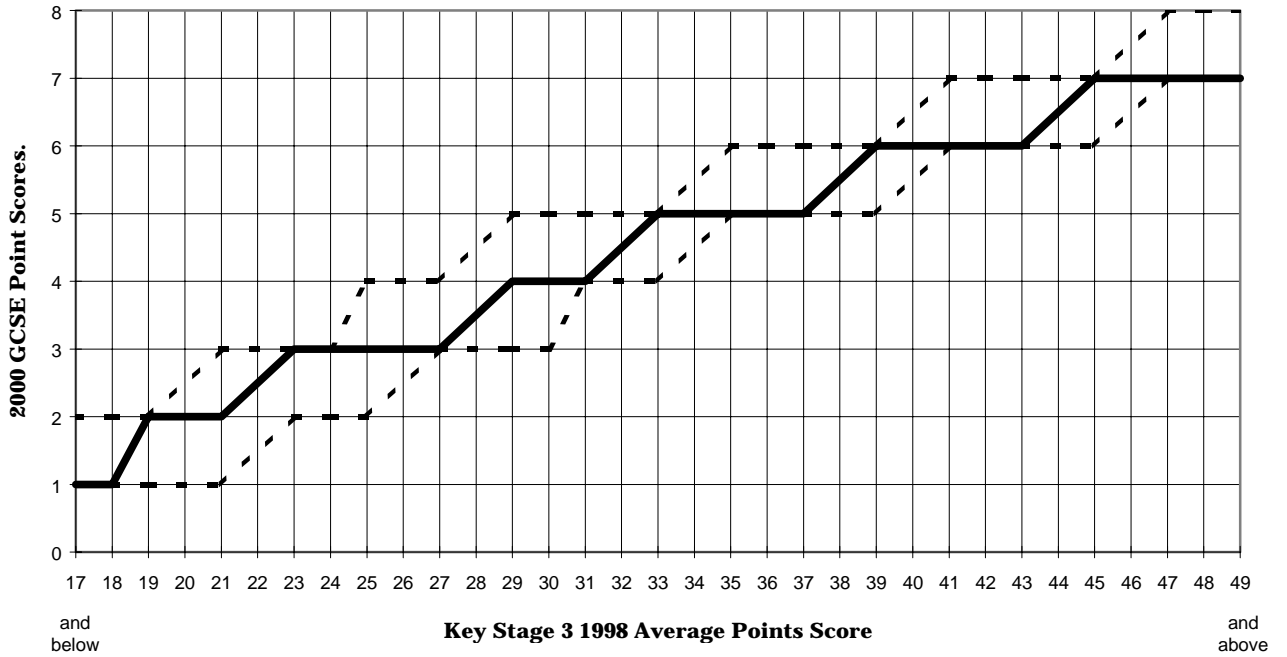
The Purpose of this Section

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 17 other popular GCSE subjects.

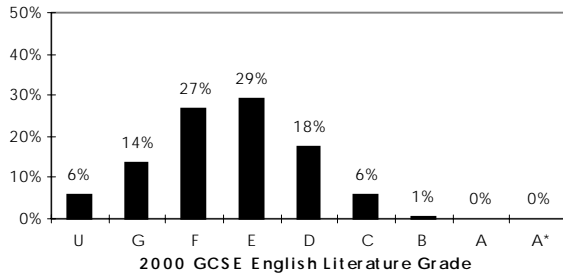
The value added information is presented in two ways;

- Value Added Lines
- Progress Charts

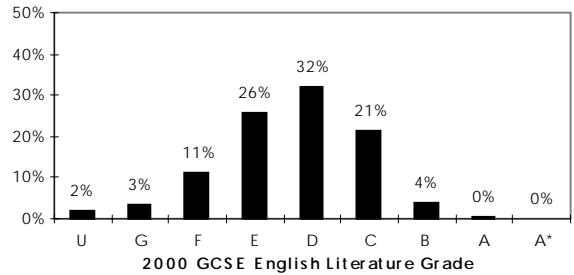
ENGLISH LITERATURE - GCSE Point Score Median Line (with Quartile Boundaries) and Progress Charts



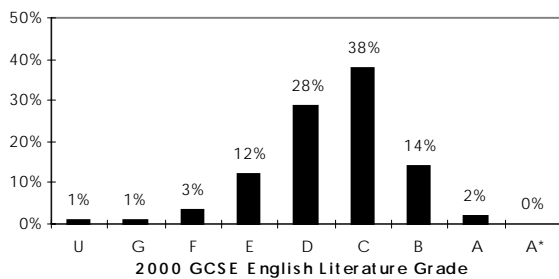
Key Stage 3 Average Points Score <= 25



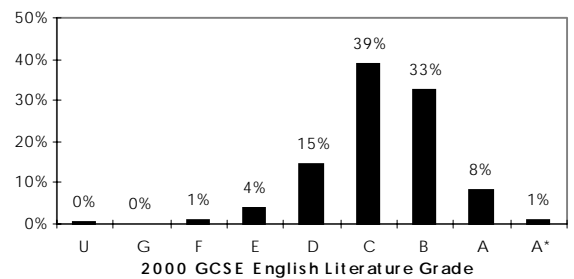
26 <= Key Stage 3 Average Points Score <= 30



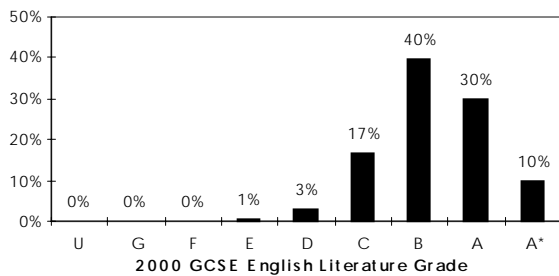
31 <= Key Stage 3 Average Points Score <= 33



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

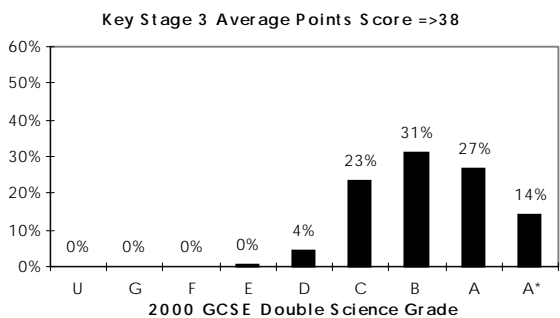
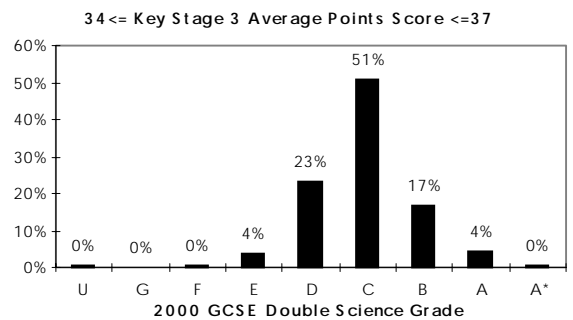
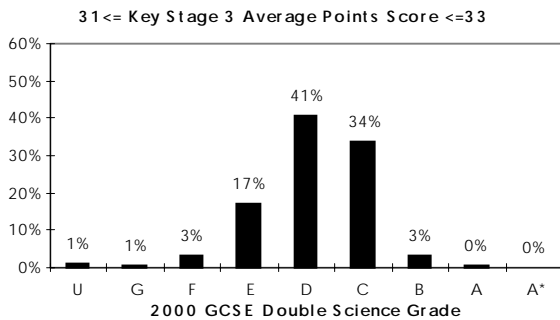
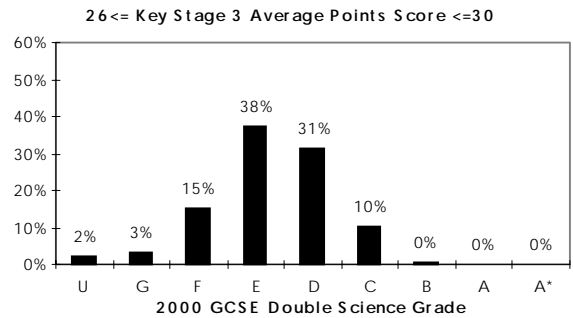
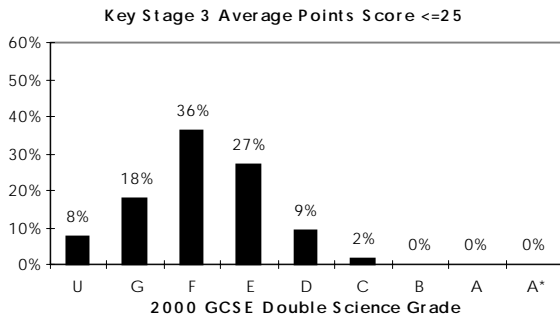
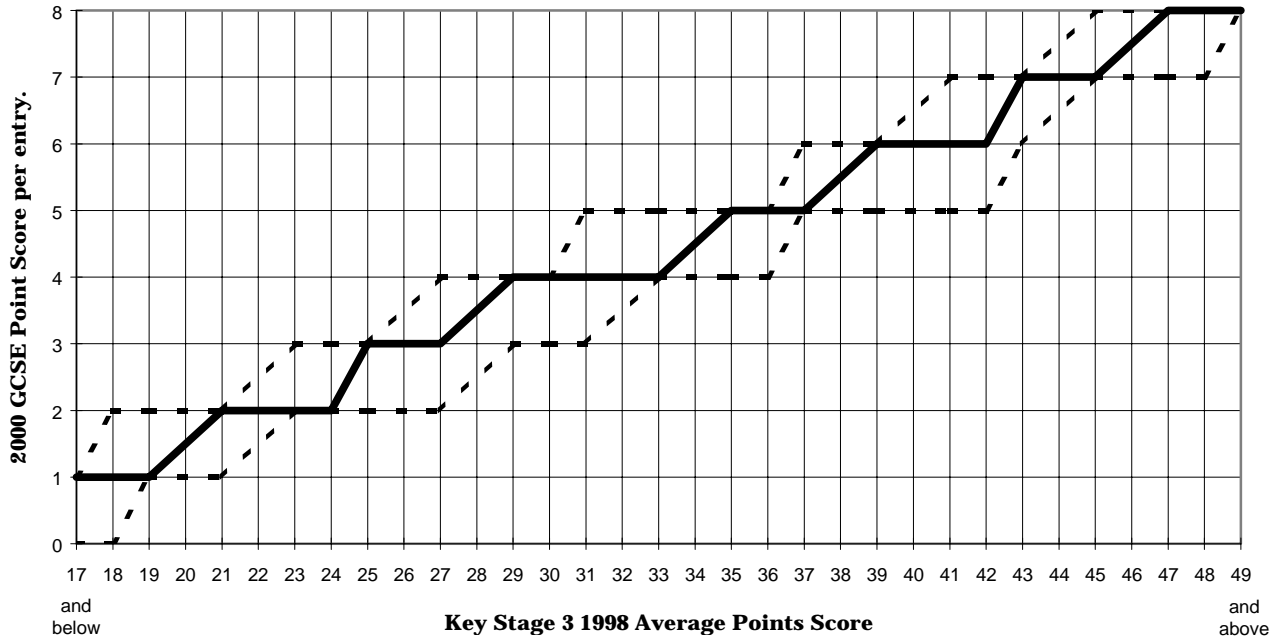


Key Stage 3 Average Points Score >= 38



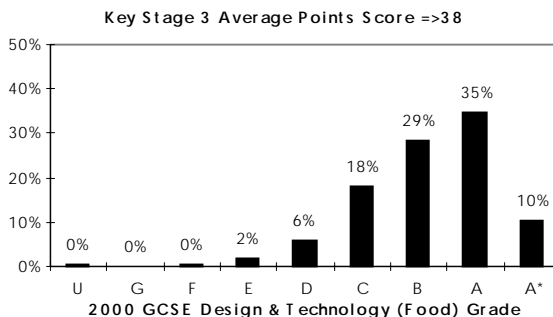
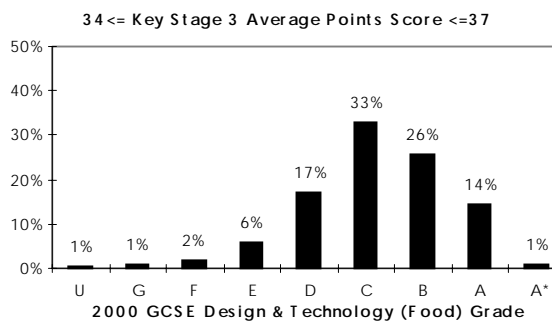
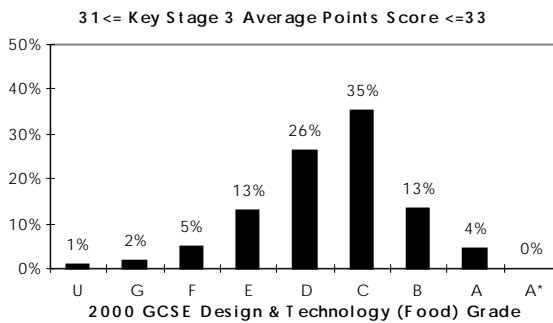
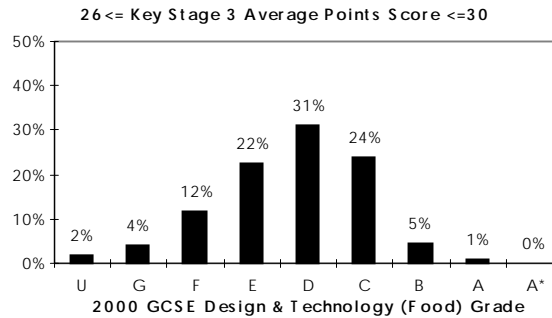
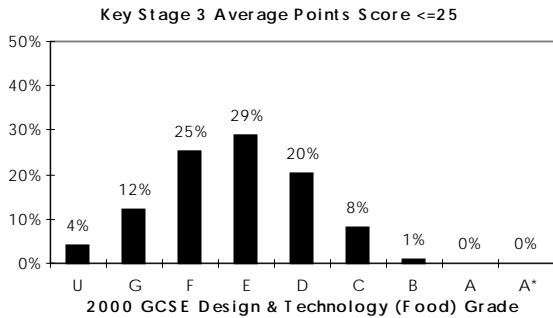
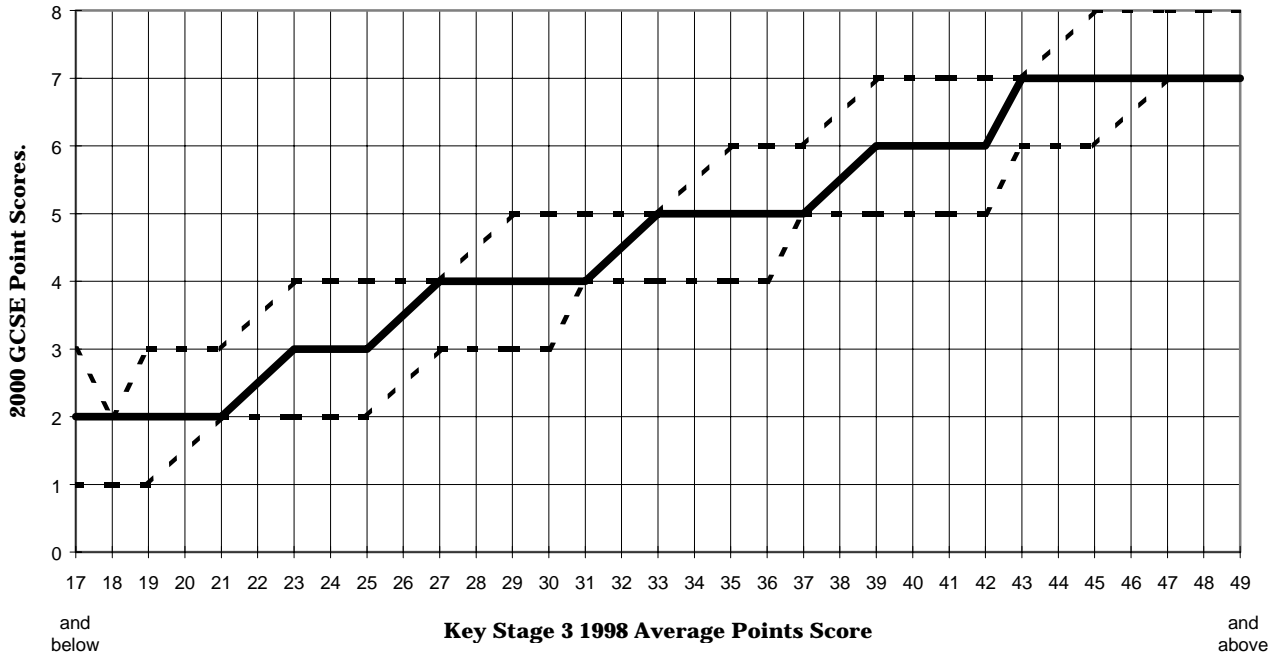
Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

DOUBLE AWARD SCIENCE - GCSE Point Score Median Line (with Quartile Boundaries) and Progress Charts



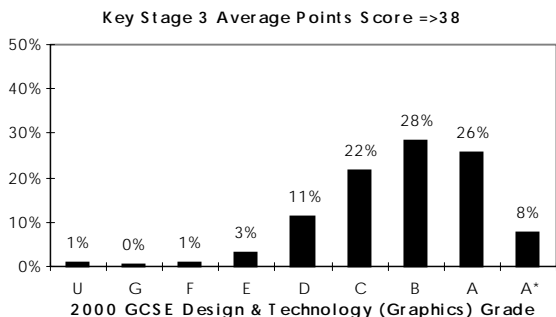
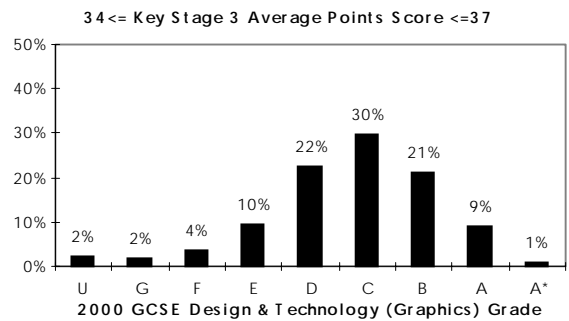
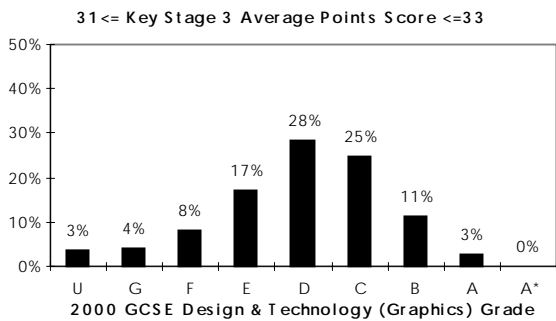
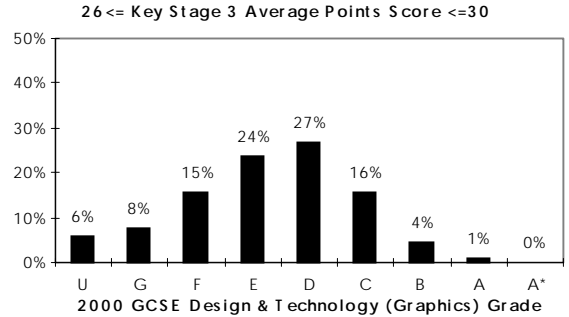
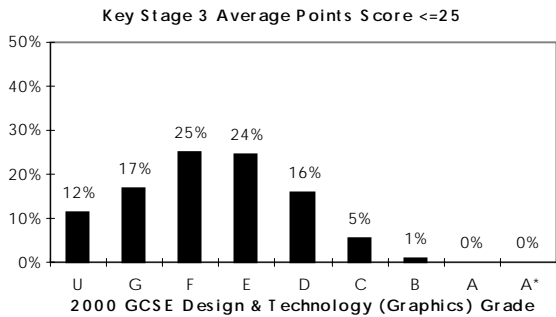
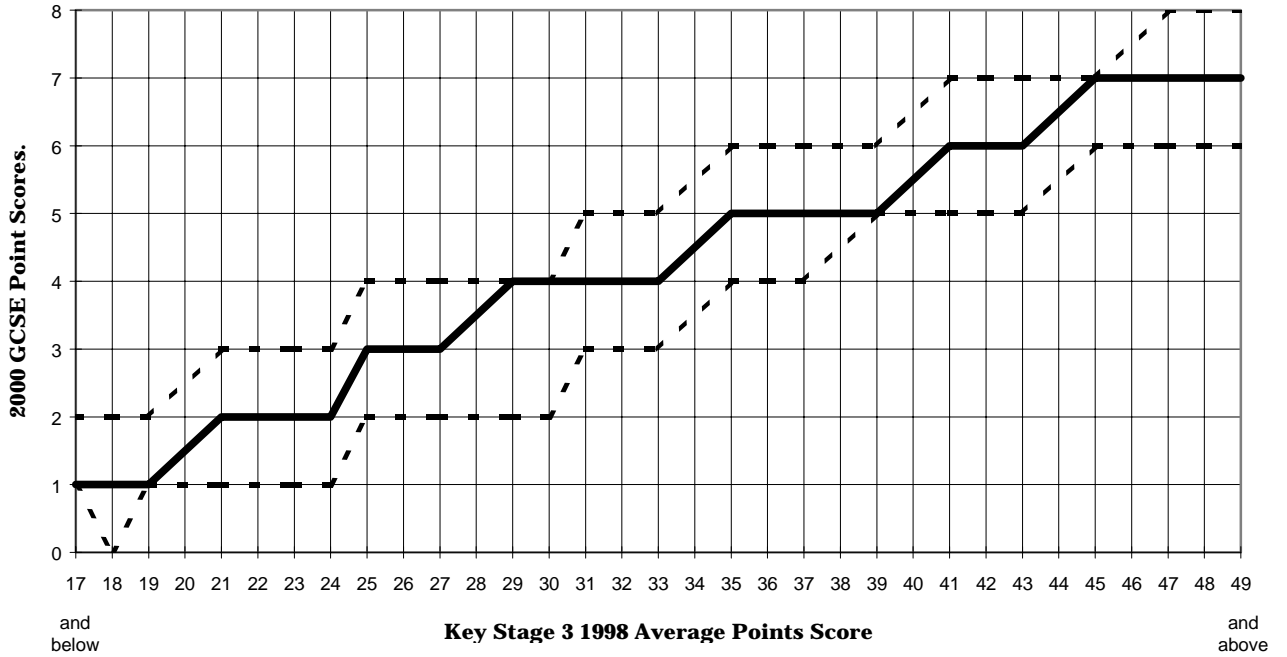
Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

DESIGN AND TECHNOLOGY (FOOD) - GCSE Point Score Median Line (with Quartile Boundaries) and Progress Charts



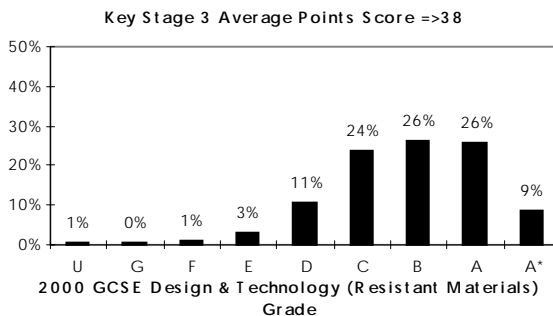
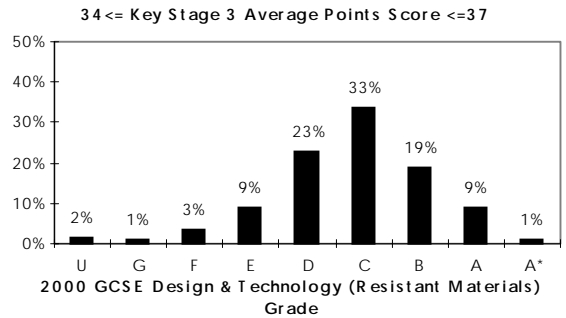
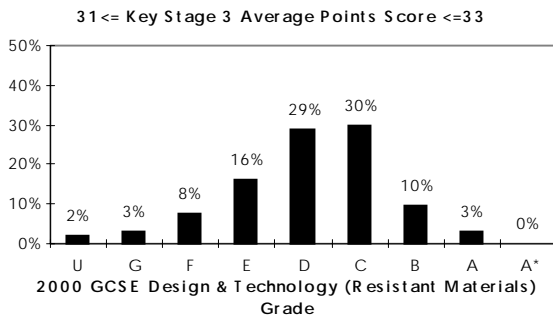
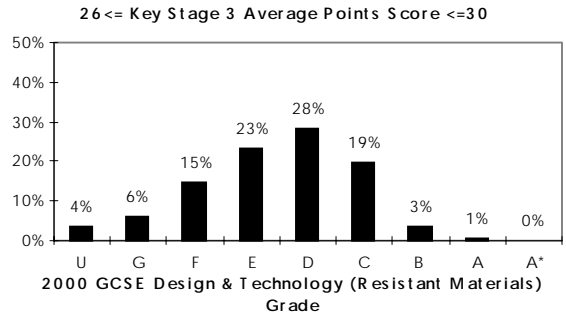
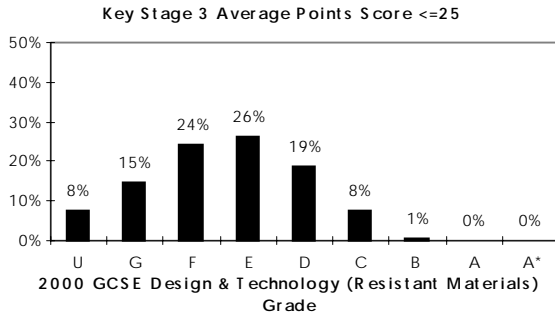
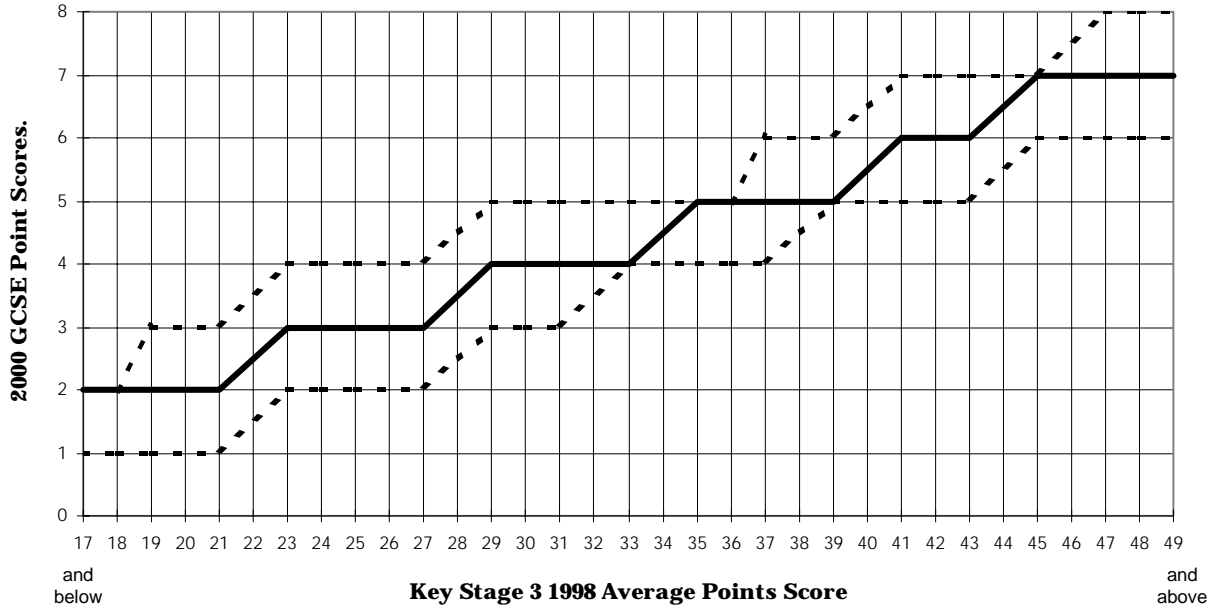
Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

DESIGN AND TECHNOLOGY (GRAPHICS) - GCSE Point Score Median Line (with Quartile Boundaries) and Progress Charts



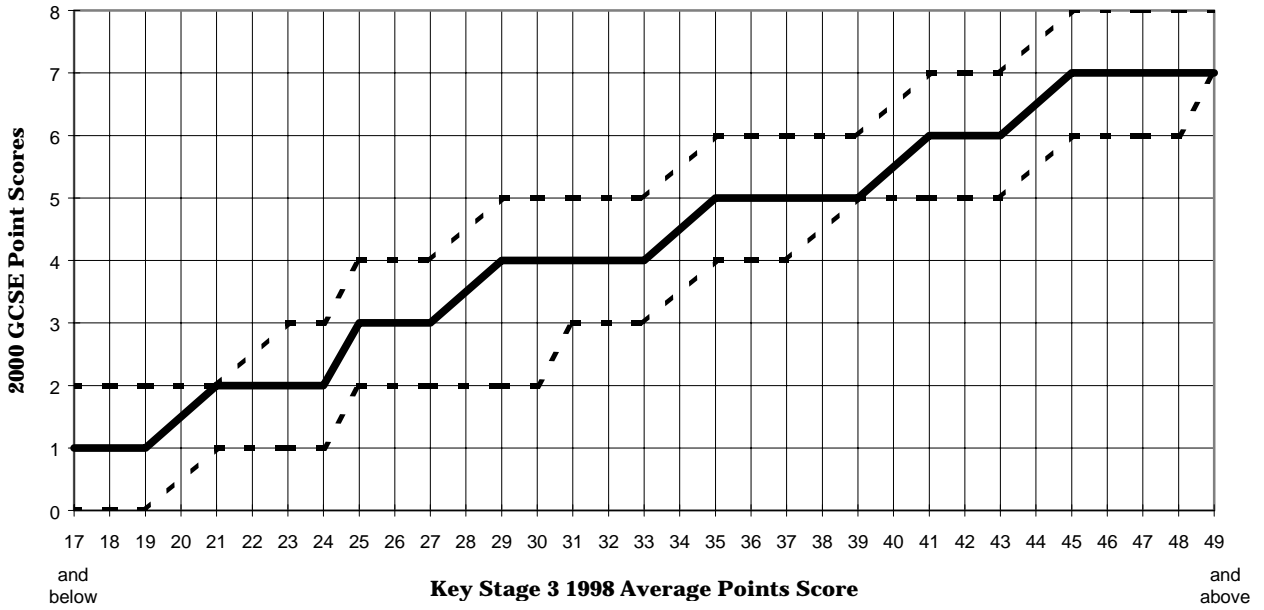
Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

DESIGN AND TECHNOLOGY (RESISTANT MATERIALS) - GCSE Point Score Median Line (with Quartile Boundaries) and Progress Charts

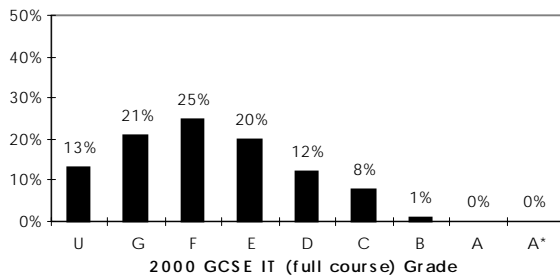


Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

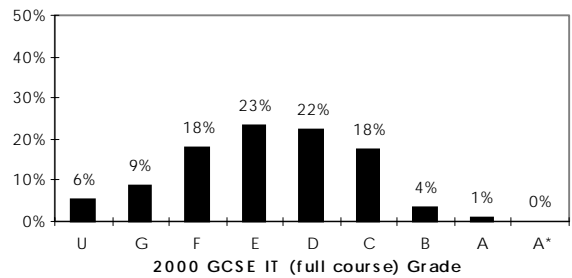
INFORMATION TECHNOLOGY - GCSE Point Score Median Line (with Quartile Boundaries) and Progress Charts



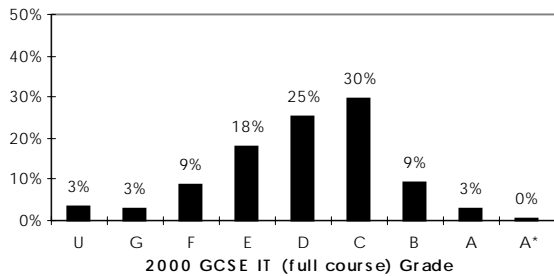
Key Stage 3 Average Points Score <= 25



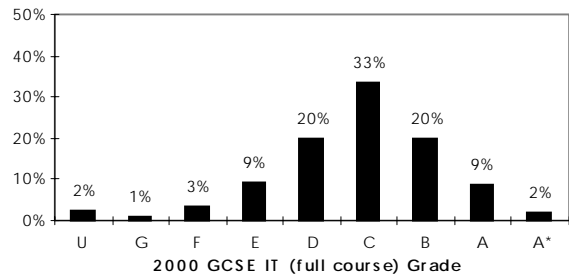
26 <= Key Stage 3 Average Points Score <=30



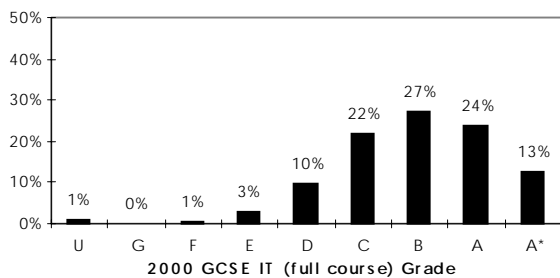
31 <= Key Stage 3 Average Points Score <=33



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

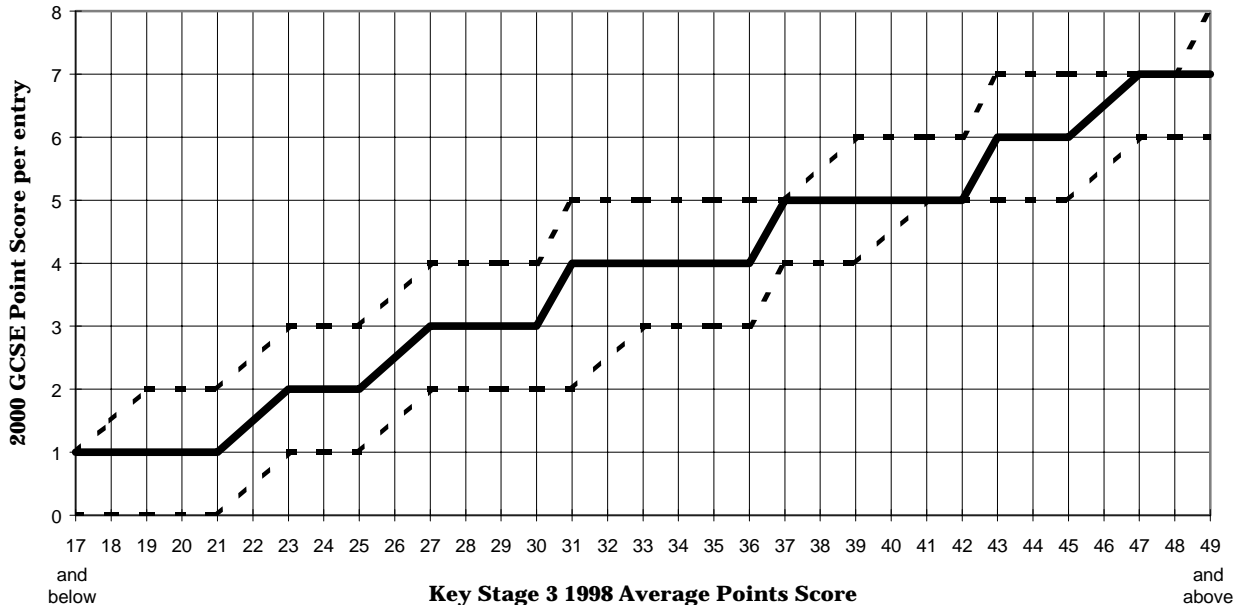


Key Stage 3 Average Points Score => 38

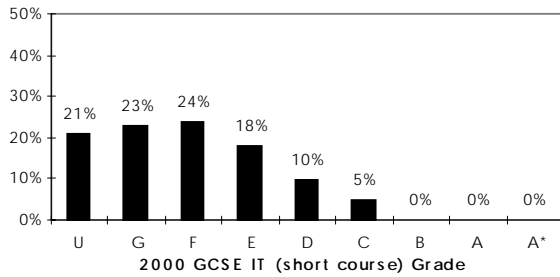


Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

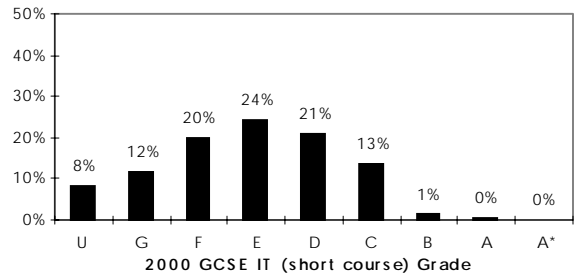
INFORMATION TECHNOLOGY (SHORT COURSE) - GCSE Point Score
 Median Line (with Quartile Boundaries) and Progress Charts



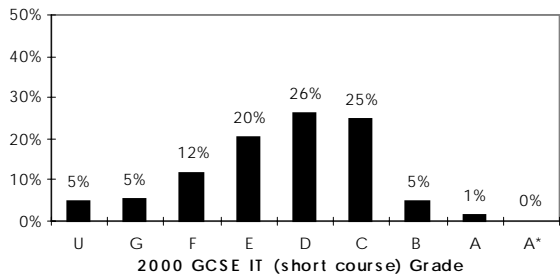
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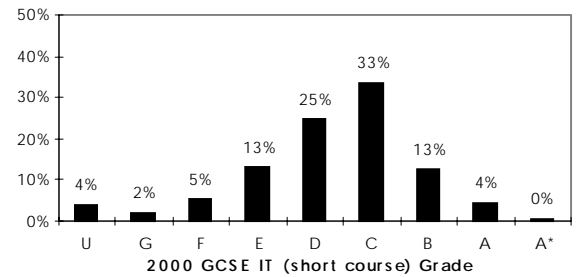
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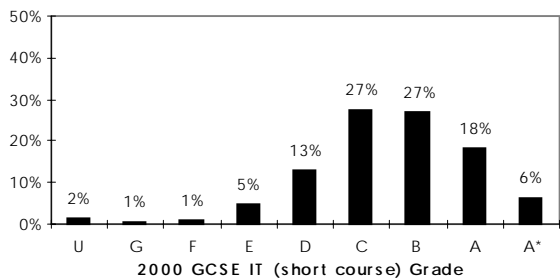
31 <= Key Stage 3 Average Points Score <= 33



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

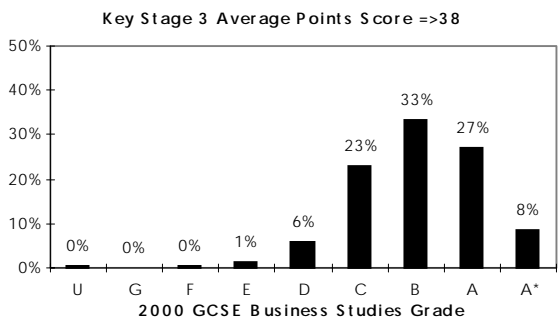
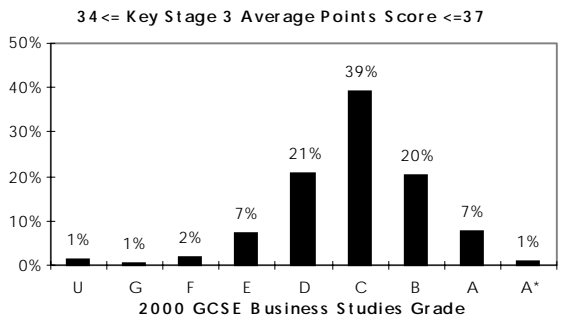
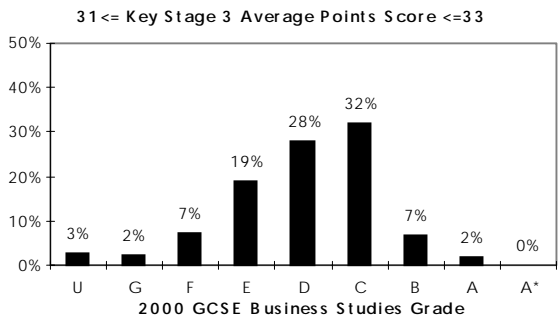
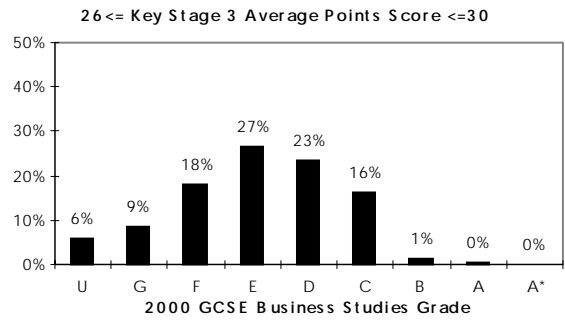
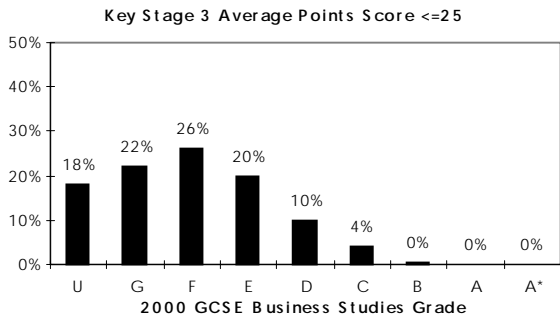
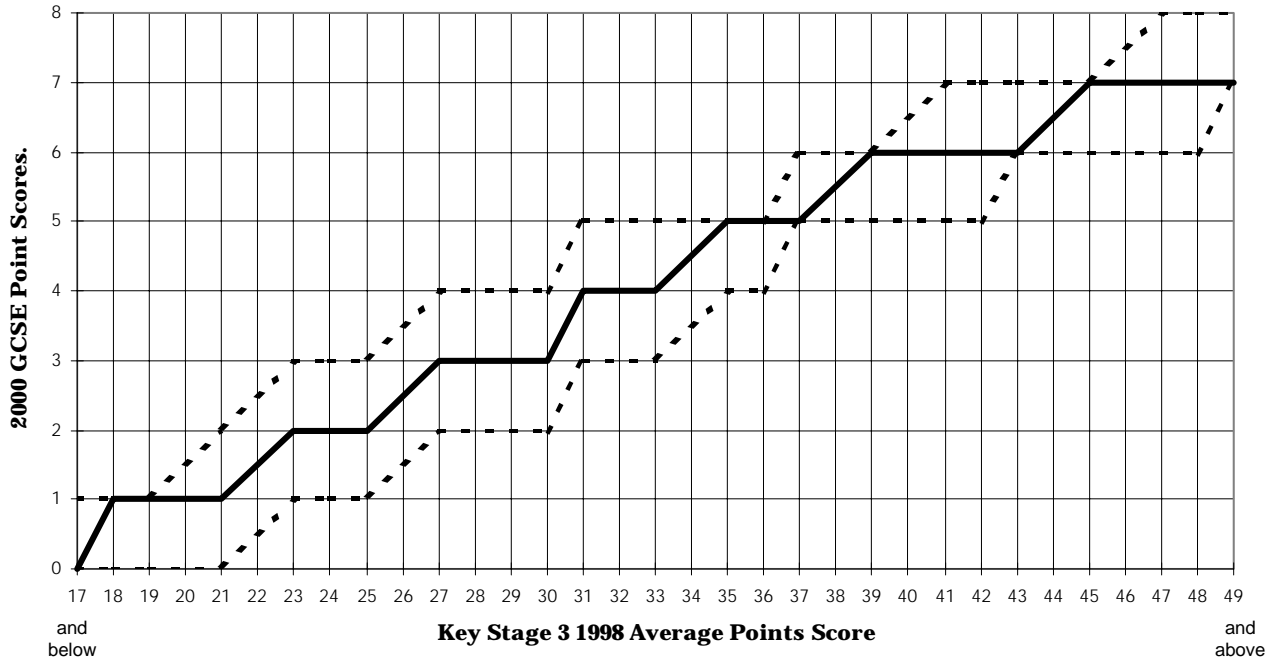


Key Stage 3 Average Points Score >= 38



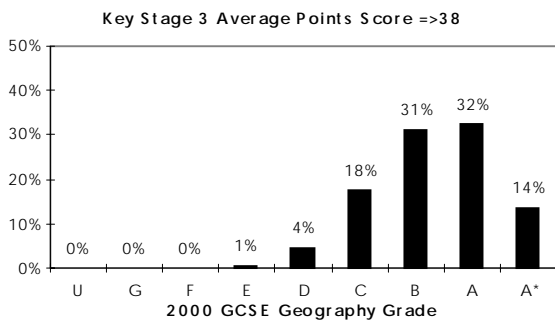
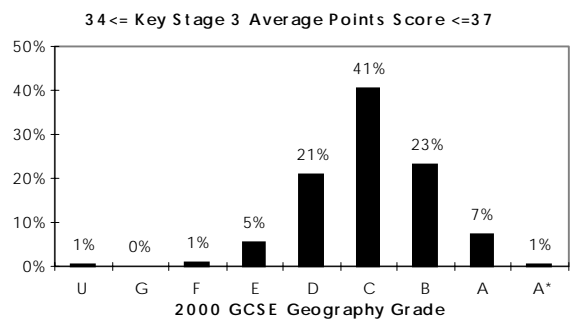
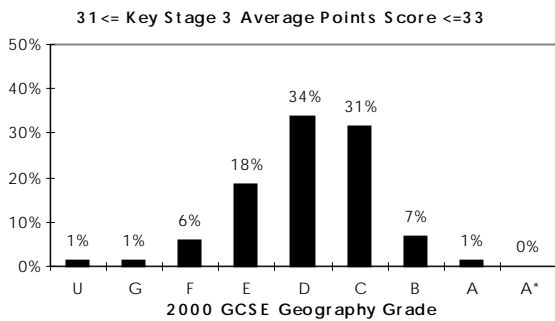
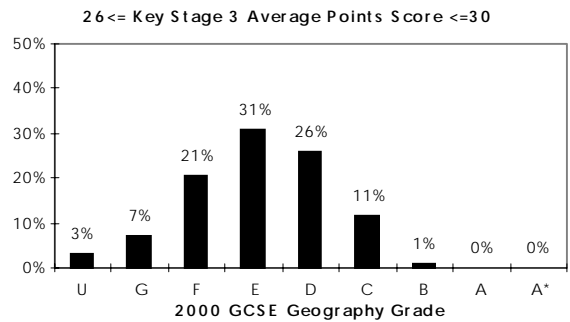
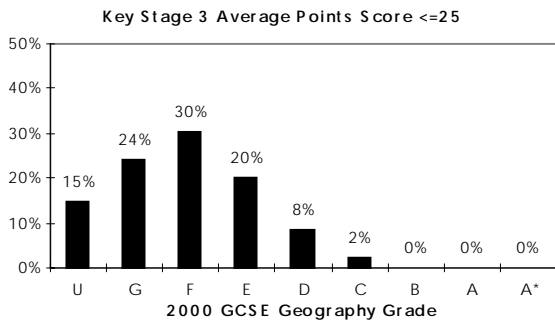
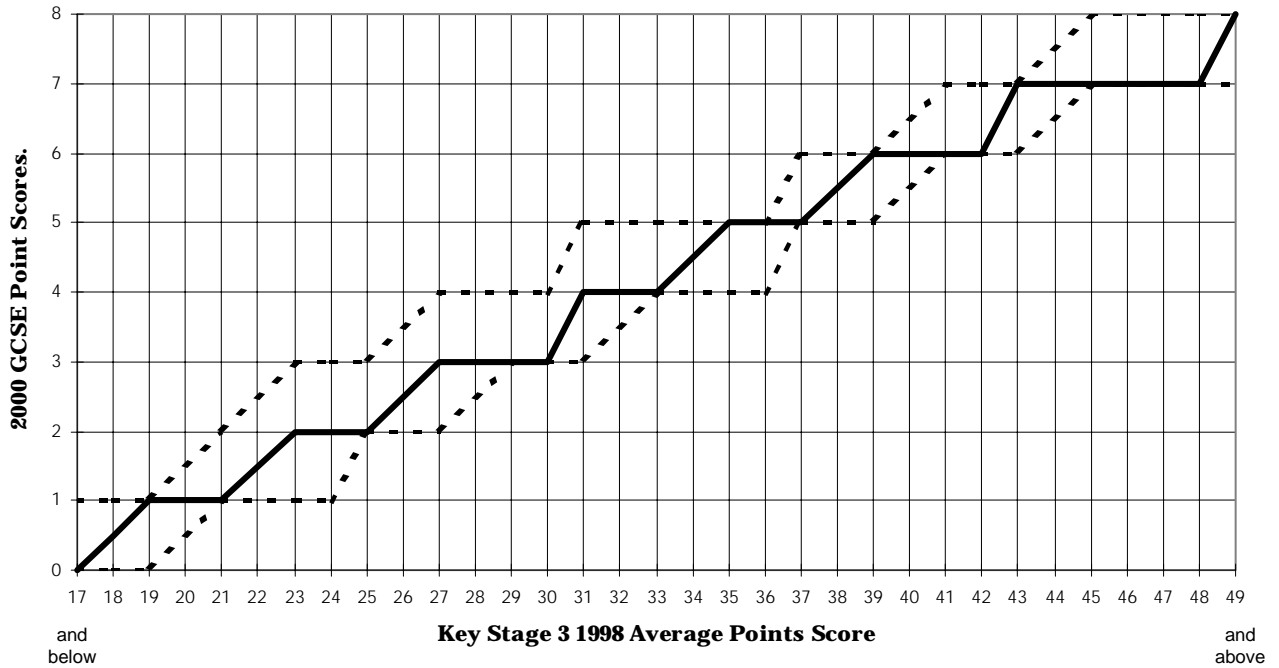
Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

BUSINESS STUDIES - GCSE Point Score Median Line (with Quartile Boundaries) and Progress Charts



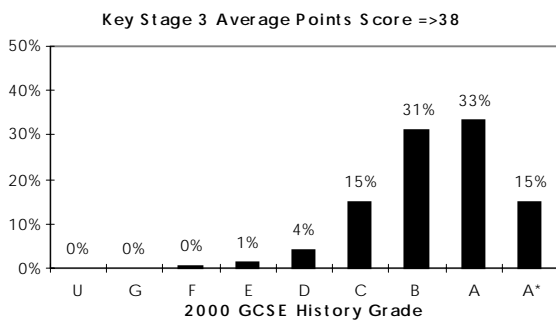
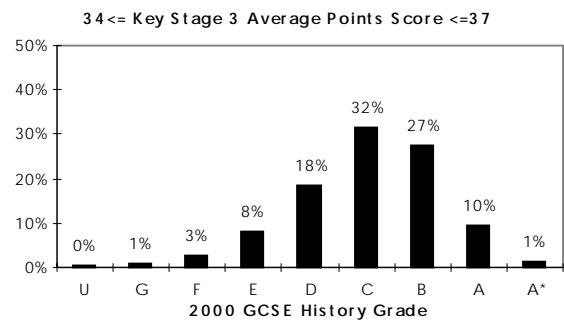
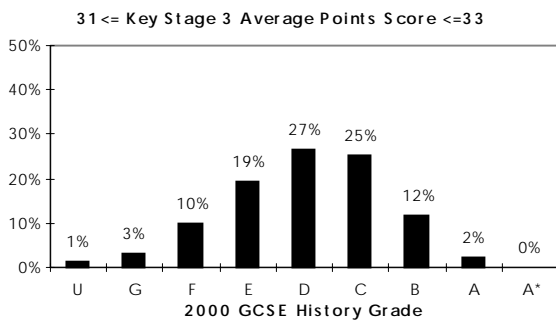
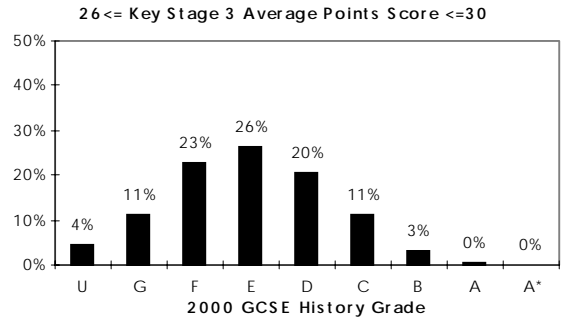
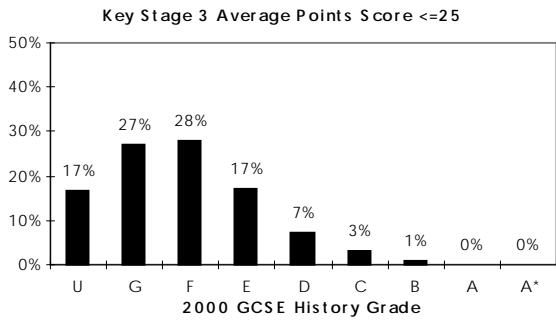
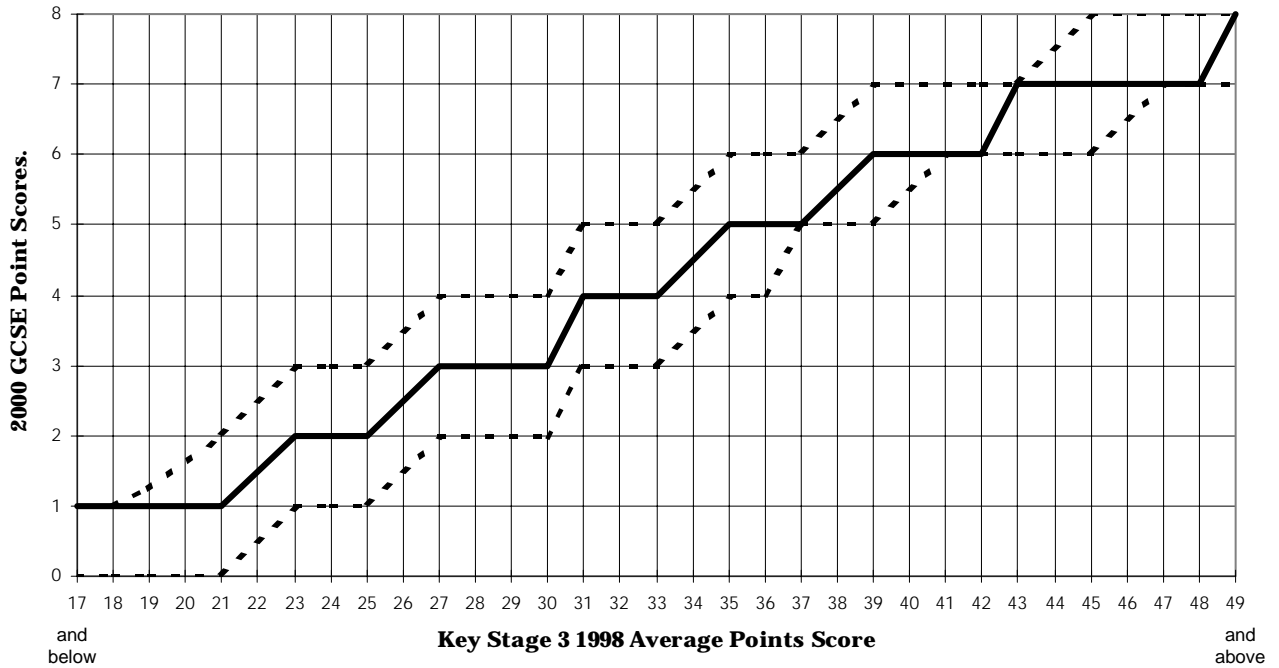
Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

GEOGRAPHY - GCSE Point Score Median Line (with Quartile Boundaries) and Progress Charts



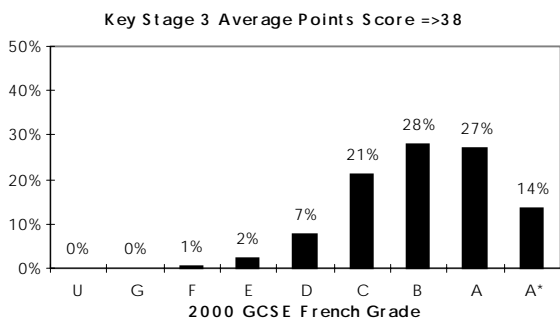
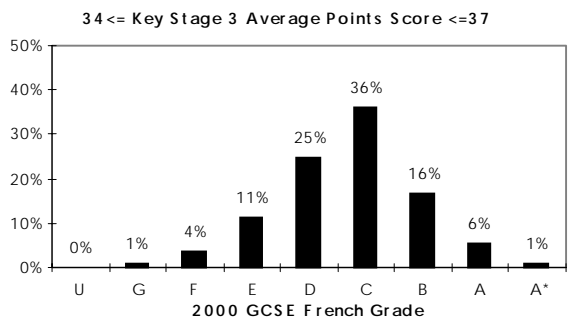
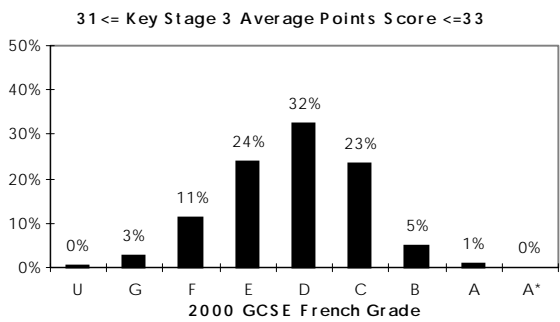
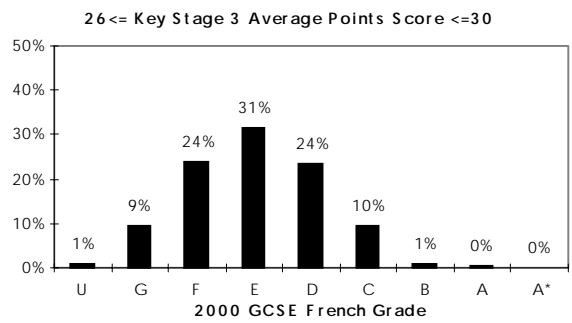
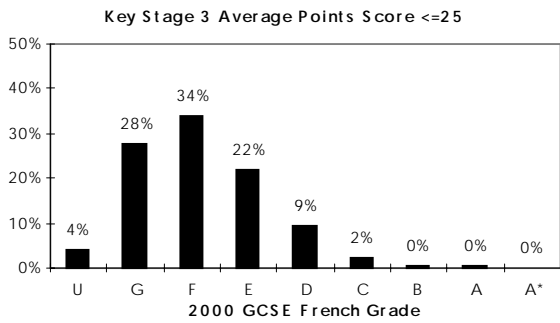
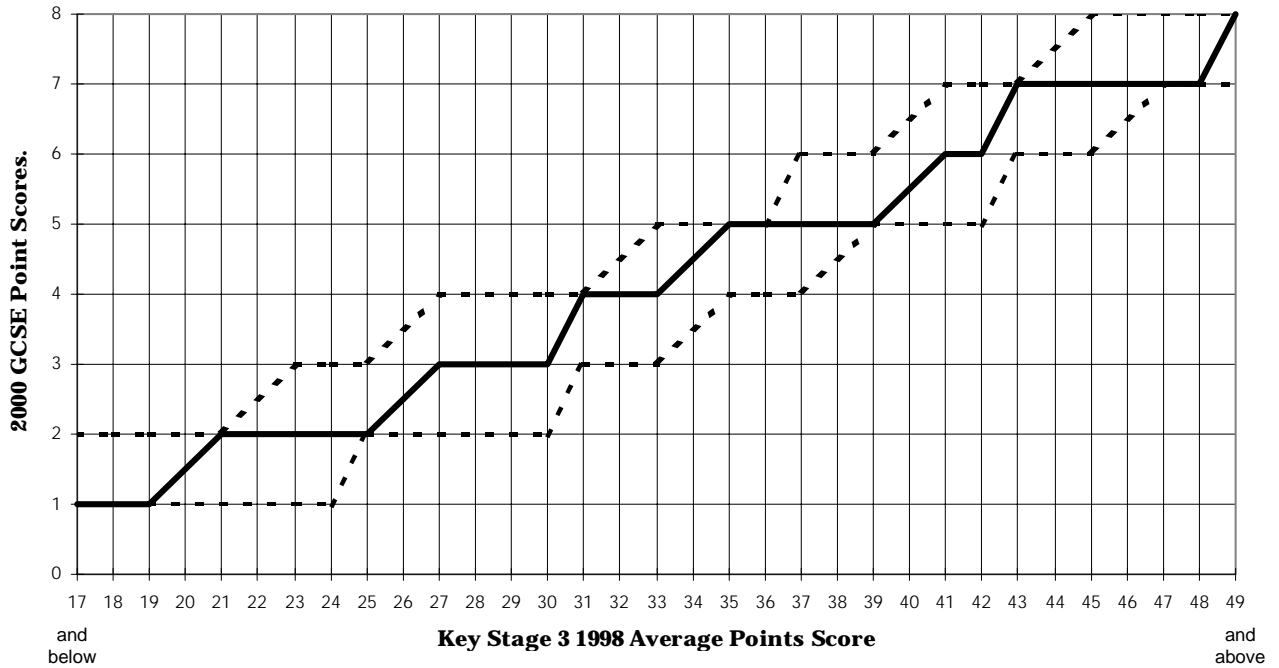
Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

HISTORY - GCSE Point Score Median Line (with Quartile Boundaries) and Progress Charts



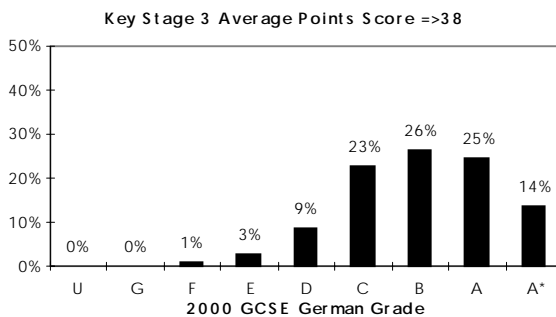
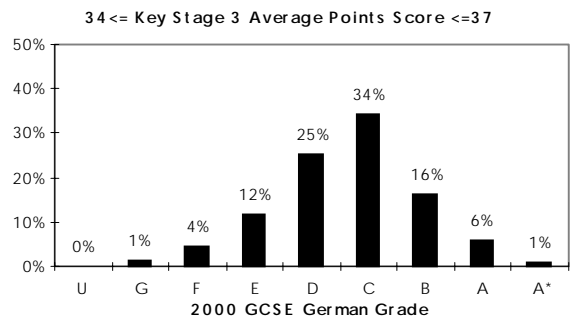
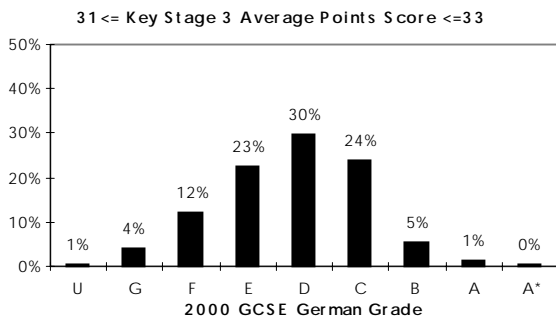
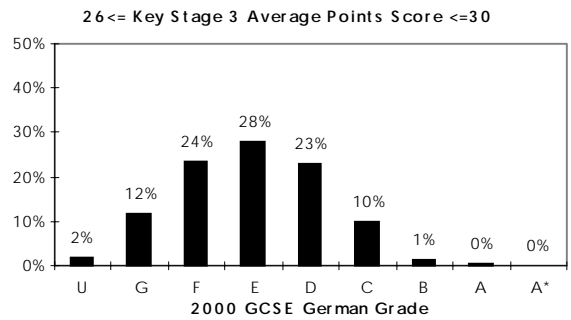
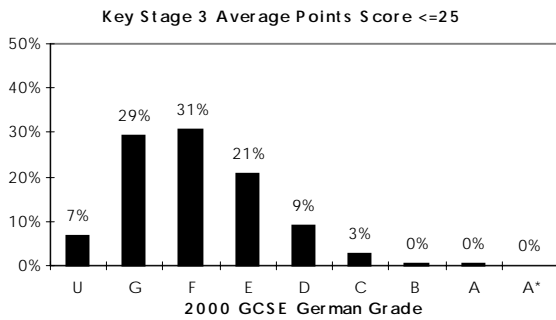
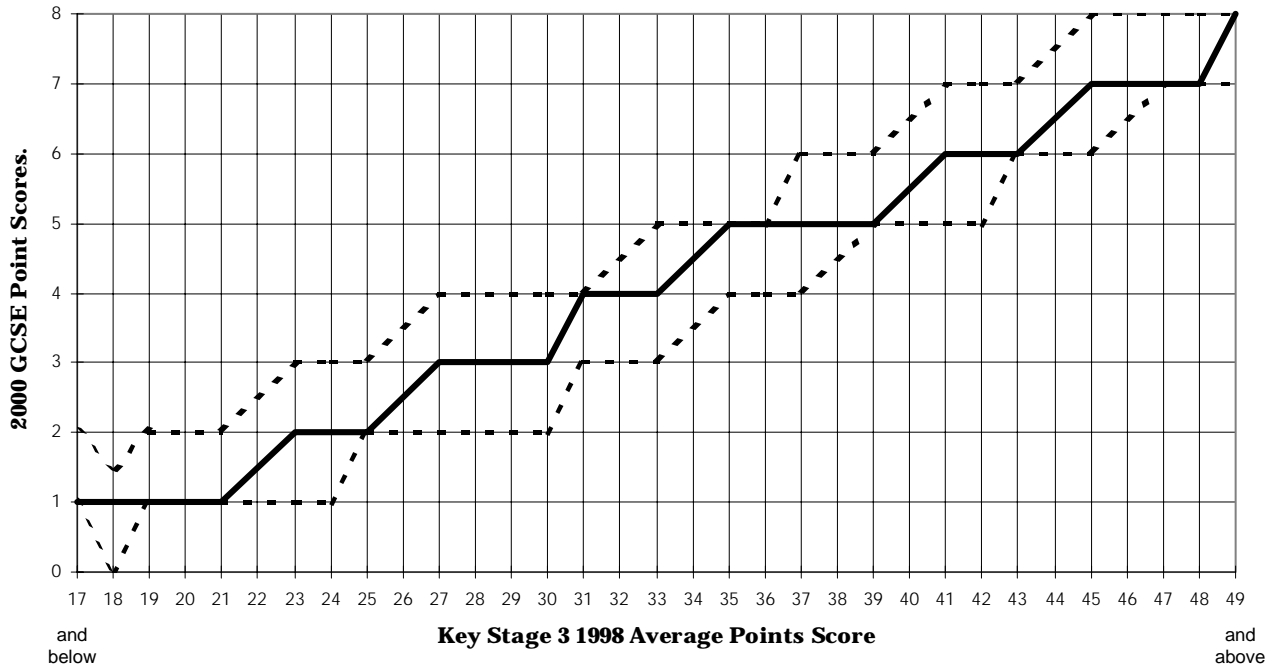
Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

FRENCH - GCSE Point Score Median Line (with Quartile Boundaries) and Progress Charts



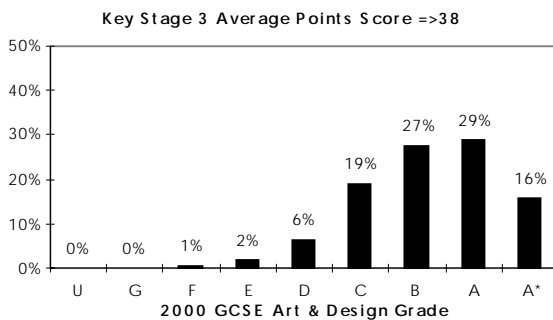
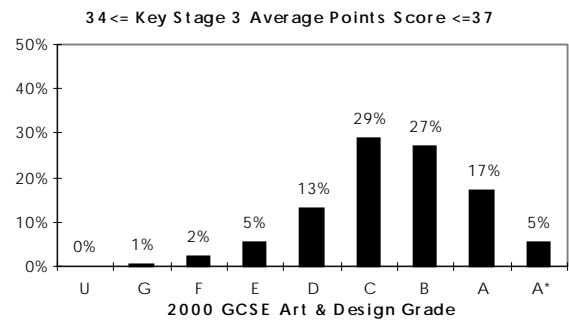
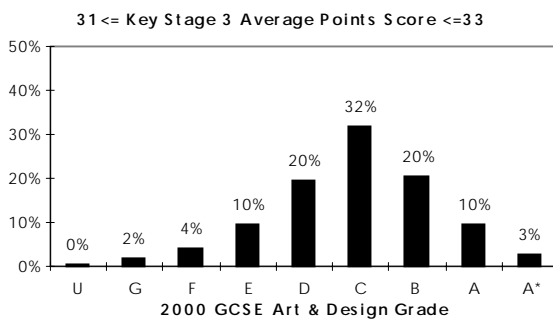
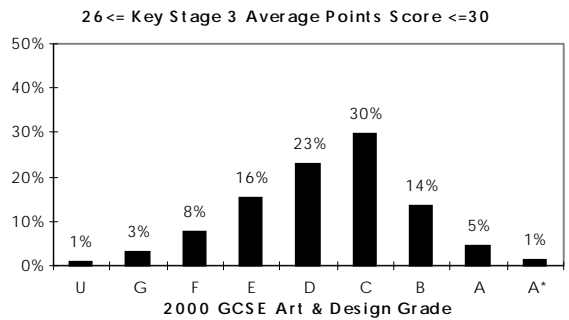
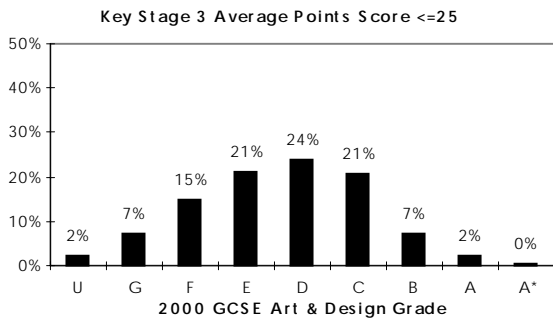
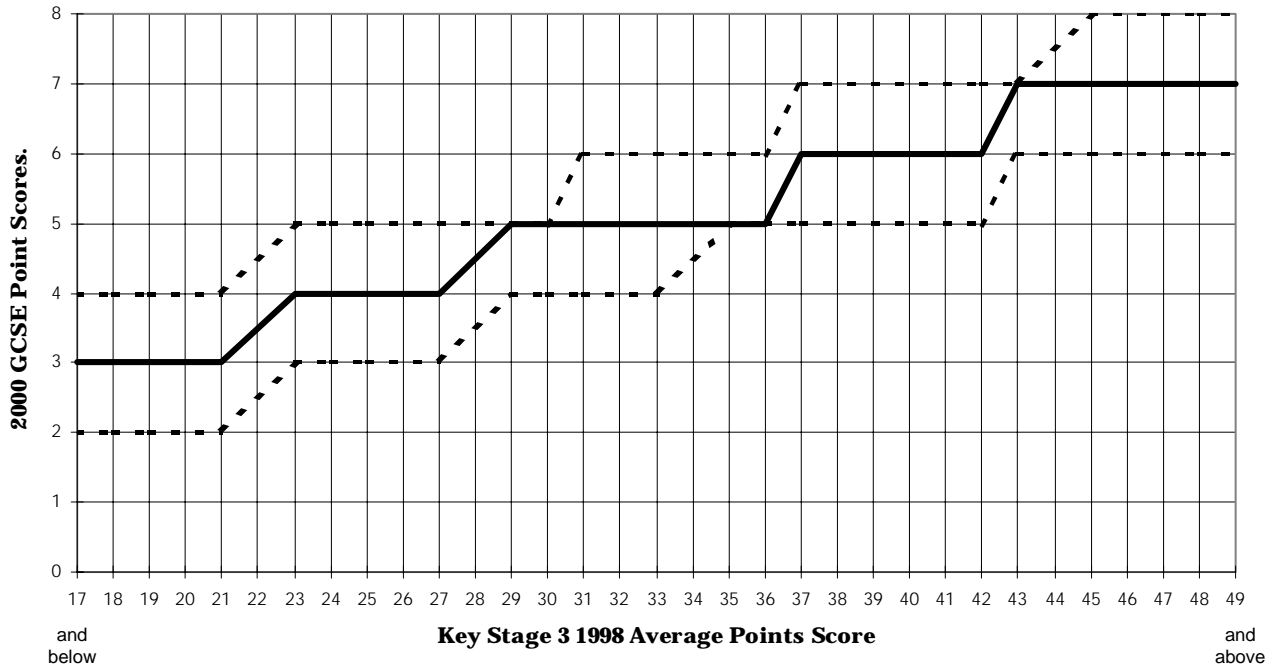
Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

GERMAN - GCSE Point Score Median Line (with Quartile Boundaries) and Progress Charts



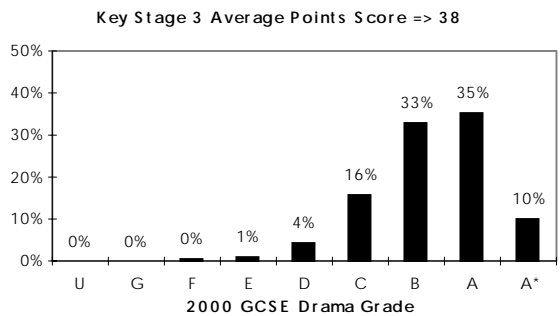
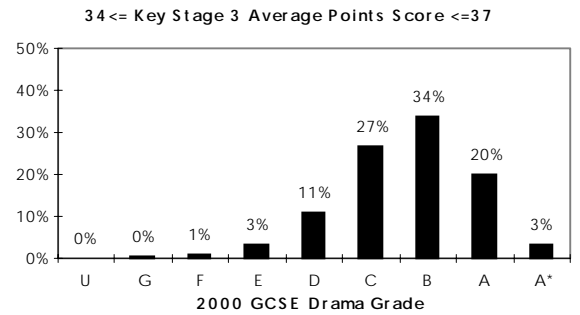
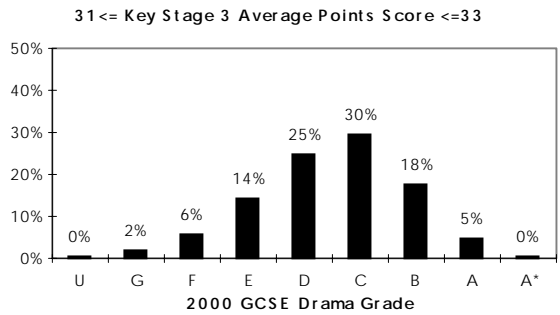
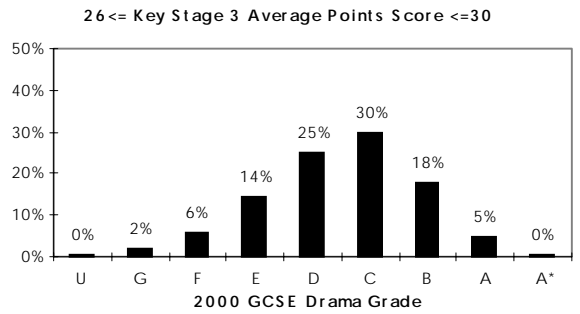
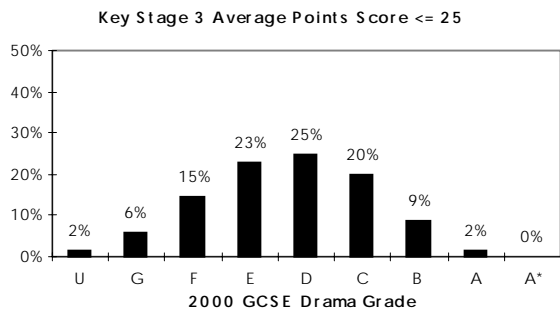
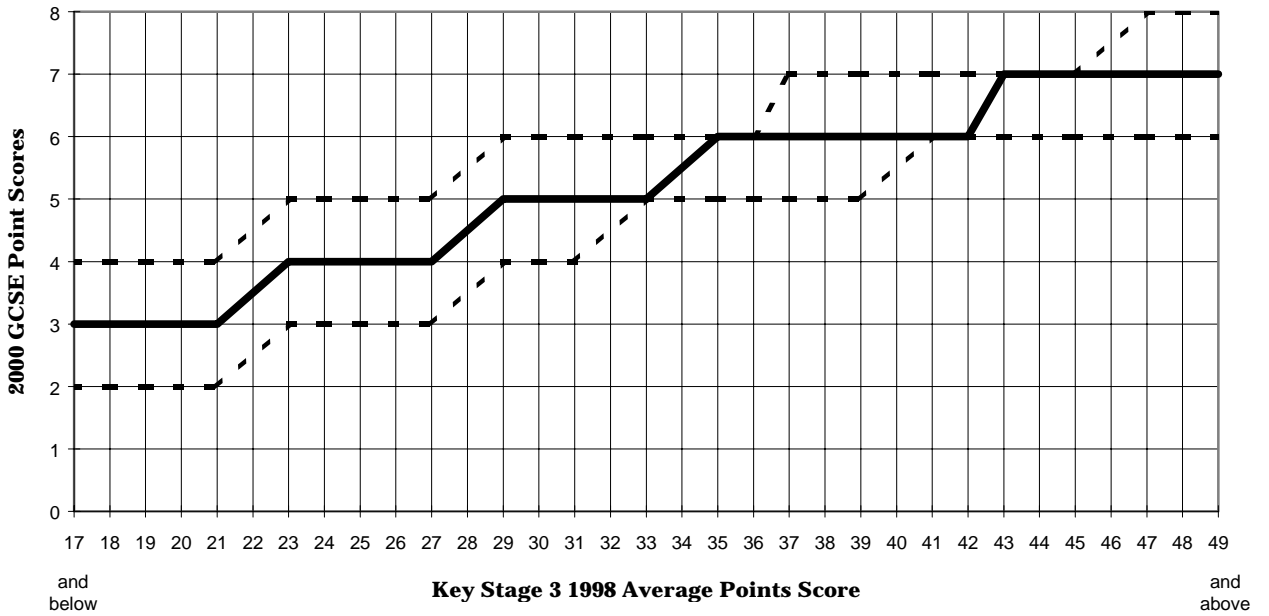
Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

ART & DESIGN - GCSE Point Score Median Line (with Quartile Boundaries) and Progress Charts



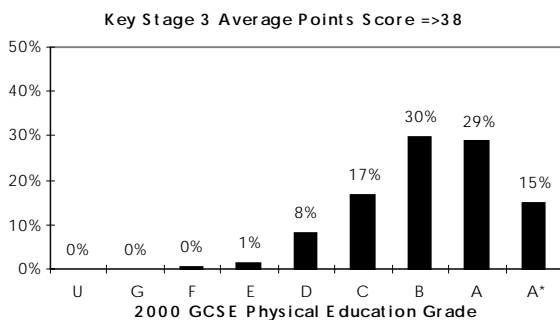
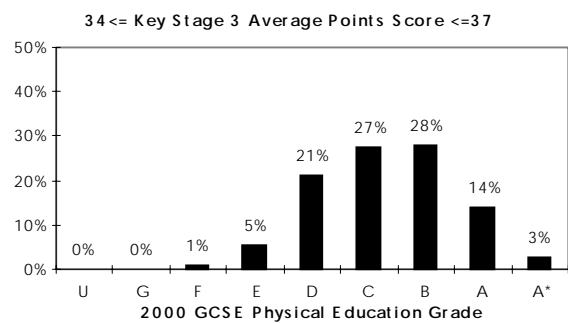
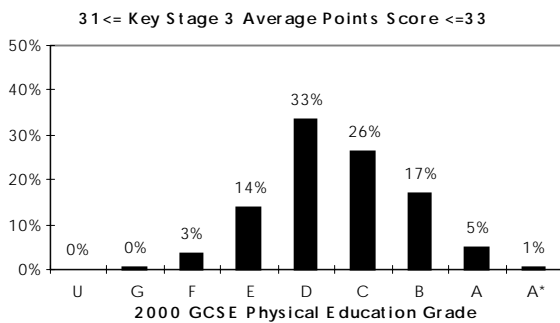
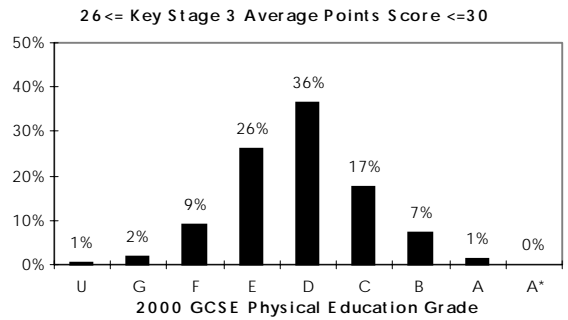
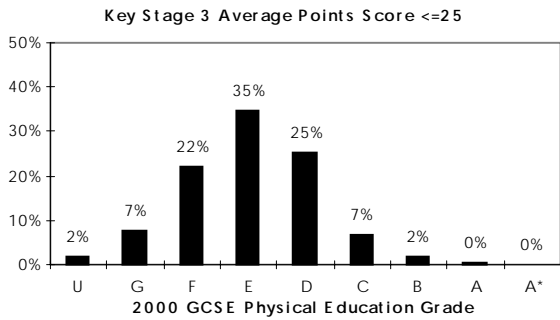
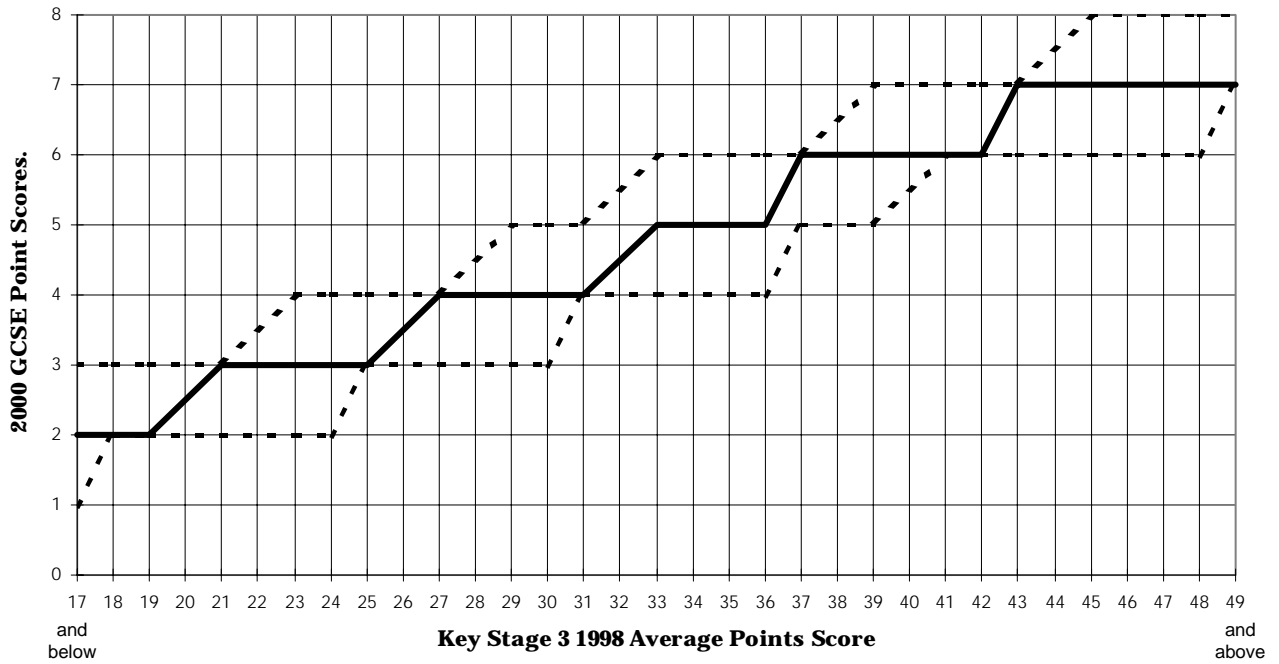
Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

DRAMA - GCSE Point Score Median Line (with Quartile Boundaries) and Progress Charts



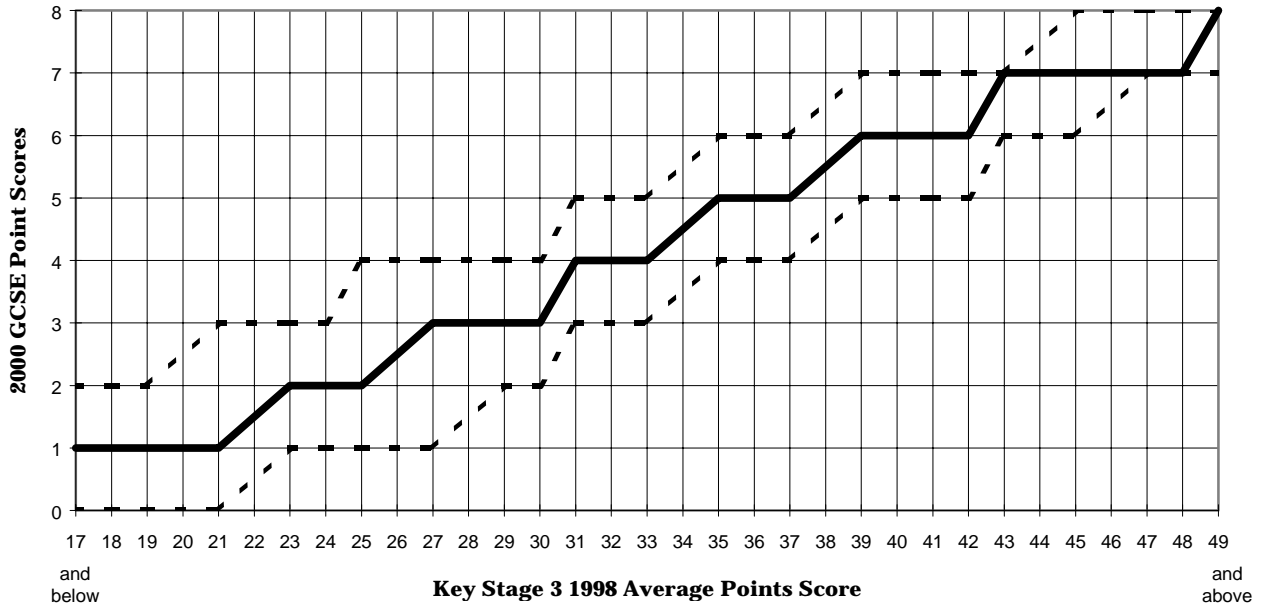
Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

PHYSICAL EDUCATION - GCSE Point Score Median Line (with Quartile Boundaries) and Progress Charts

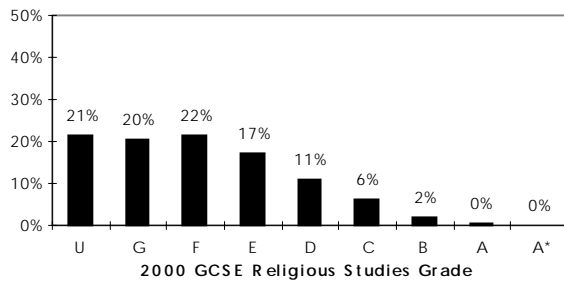


Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

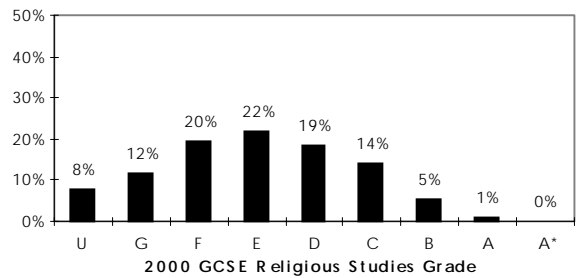
RELIGIOUS STUDIES - GCSE Point Score Median Line (with Quartile Boundaries) and Progress Charts



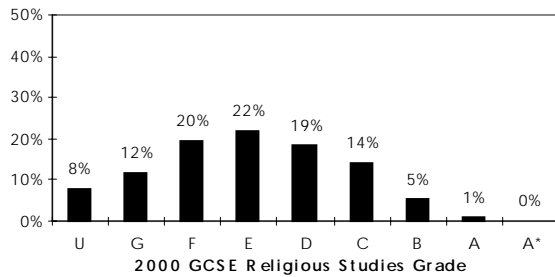
Key Stage 3 Average Points Score <= 25



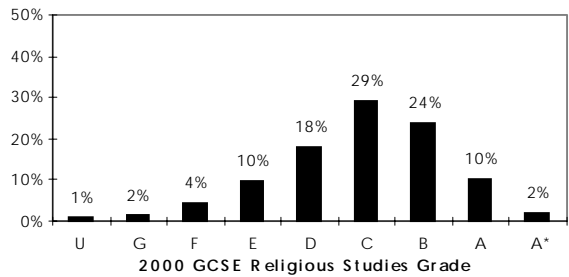
26 <= Key Stage 3 Average Points Score <=30



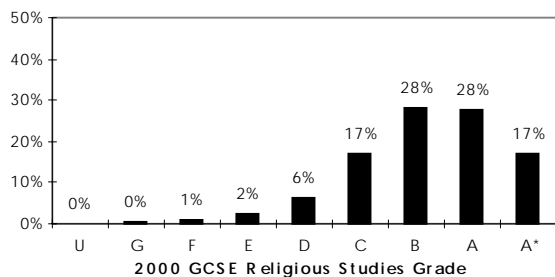
31 <= Key Stage 3 Average Points Score <=33



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

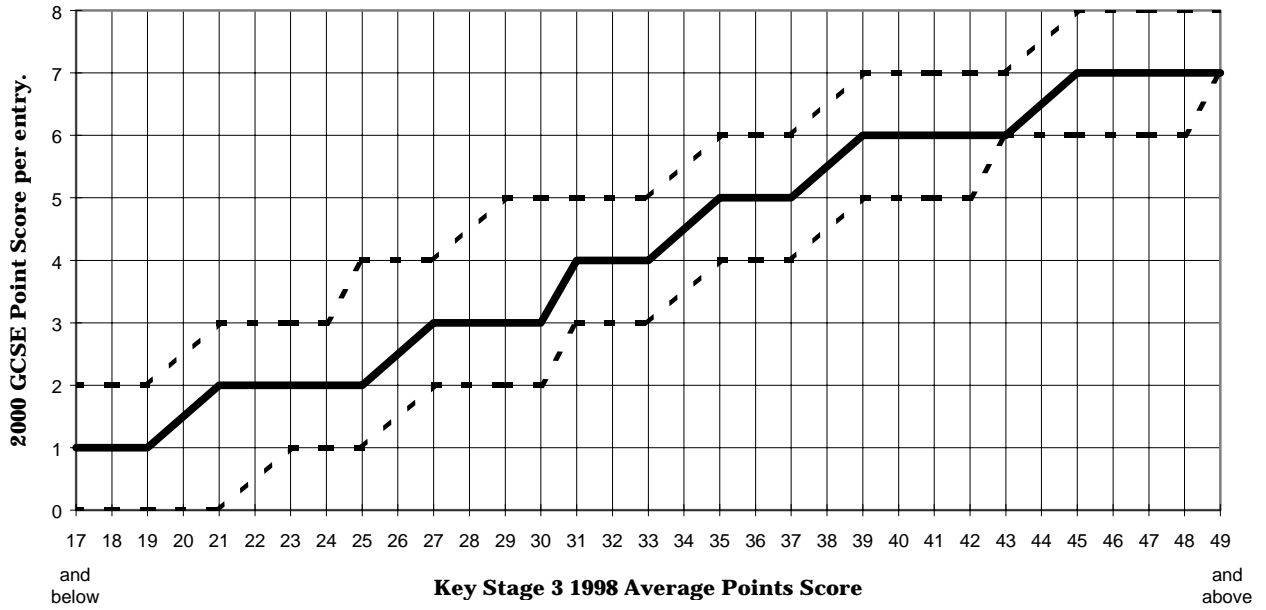


Key Stage 3 Average Points Score => 38

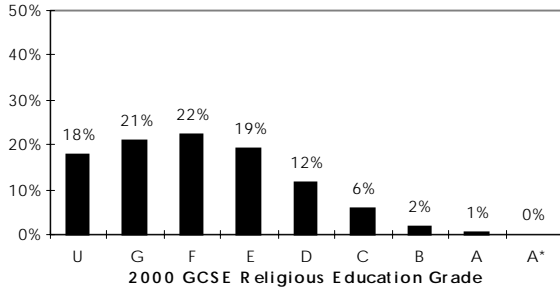


Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

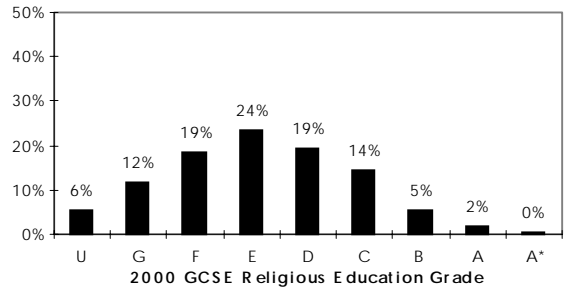
RELIGIOUS EDUCATION (Short Course) - GCSE Point Score Median Line (with Quartile Boundaries) and Progress Charts



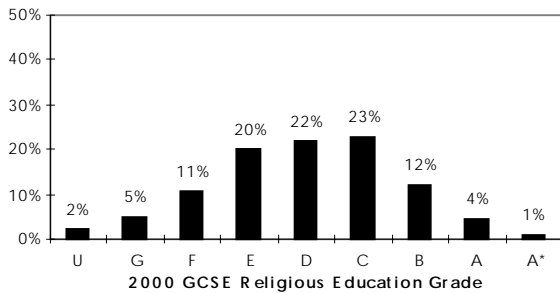
Key Stage 3 Average Points Score <=25



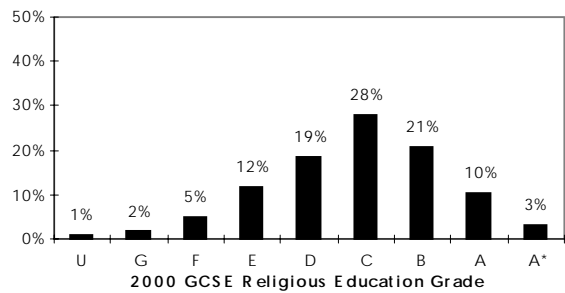
26 <= Key Stage 3 Average Points Score <=30



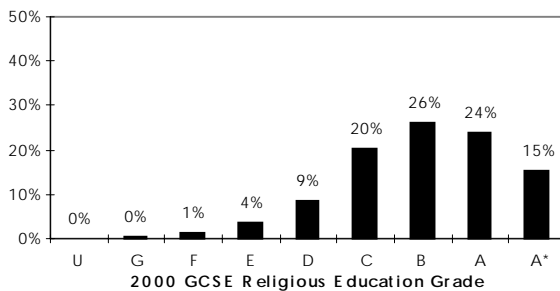
31 <= Key Stage 3 Average Points Score <=33



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



Key Stage 3 Average Points Score >=38



Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

Key Stage 2 to GCSE / GNVQ Value Added Information

For the first time this sub-section enables you to compare the relative progress made by individual pupils in your school with the progress made by pupils nationally between Key Stage 2 (KS2) and GCSE/GNVQ. By comparing your pupils' results in this way, you can get an indication of how well your school is performing in GCSE/GNVQ examinations once KS2 attainment has been taken into account

How to Use the Value Added Lines and the Progress Charts

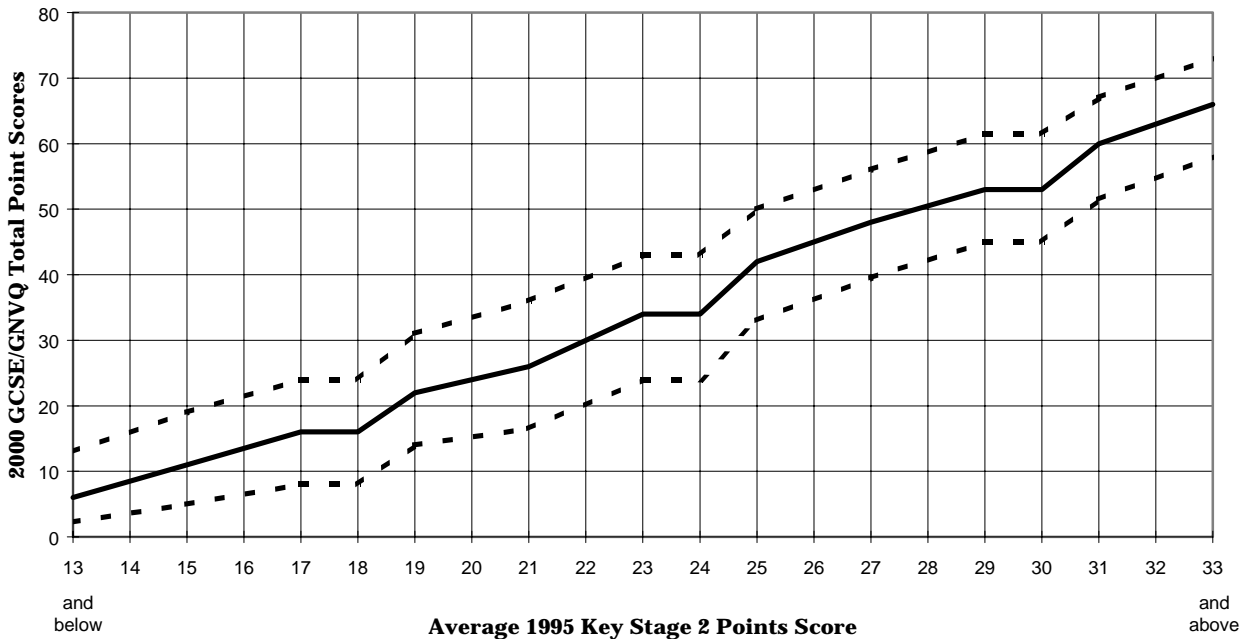
Graphs 2.5- 2.8 (*pages 34 to 37*) the upper sections show the national progress line relating pupils' average 1995 KS2 test points score to their 2000 GCSE/GNVQ total point score achieved and their point score in English, Mathematics and Science. The five Progress Charts in each lower section show for each subject the national distributions of the GCSE/GNVQ results achieved across the range of KS2 average points scores.

To use the line graphs, plot each pupil's 1995 KS2 average points score against the point score they achieved in the 2000 GCSE/GNVQ examinations using the guidance on page 52 of the Technical Annex. The solid line on each graph shows the median pupils' GCSE/GNVQ attainment nationally for any KS2 average points score. The dotted lines either side show the GCSE/GNVQ attainment for pupils at the upper and lower quartiles. The CD-ROM sent with the KS3 Autumn Package contains the Interactive Version, which will plot your pupils for you.

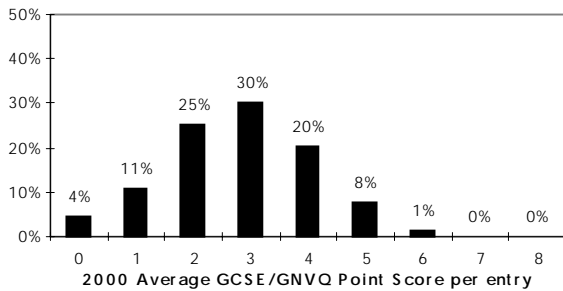
Having plotted your results, you can identify pupils who have made relatively good progress (i.e. those who appear at or above the upper quartile line), and others who have made relatively poor progress (i.e. those who appear below the lower quartile line).

The Progress charts in the lower section show the national distribution of GCSE/GNVQ results achieved across the range of average KS2 points scores. To use the progress charts please read the guidance on page 53 of the Technical Annex and information at the beginning of this section on page 10.

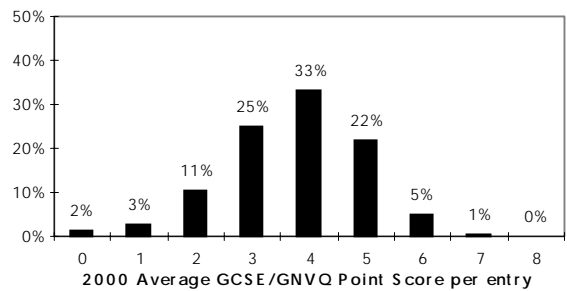
Graph 2.5 National Median Line (with Quartile Boundaries) Relating Pupils' 1995 KS2 Attainment to their 2000 GCSE / GNVQ Total Point Score



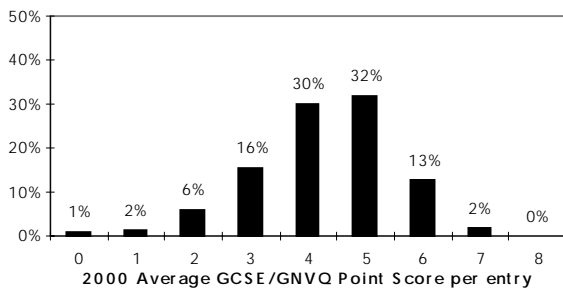
Key Stage 2 Average Points Score <=21



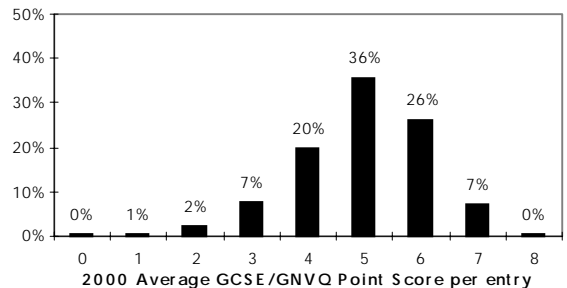
Key Stage 2 Average Points Score =23



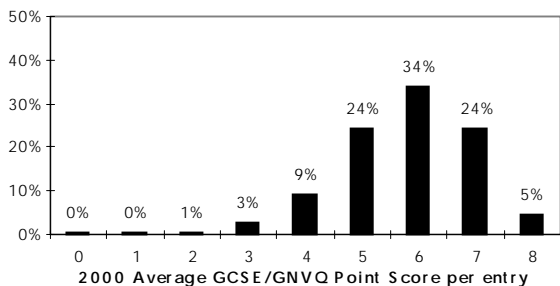
24<= Key Stage 2 Average Points Score <=25



Key Stage 2 Average Points Score =27

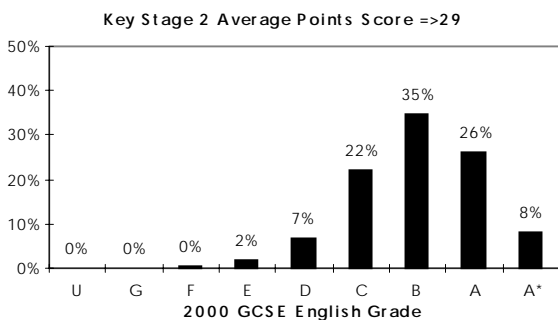
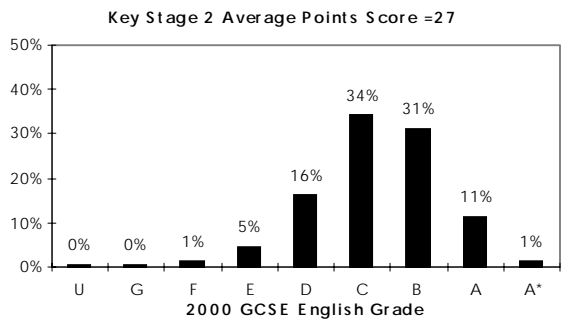
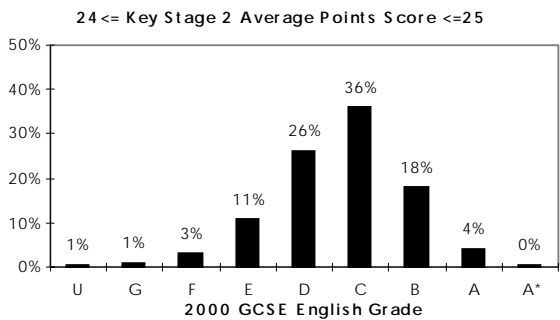
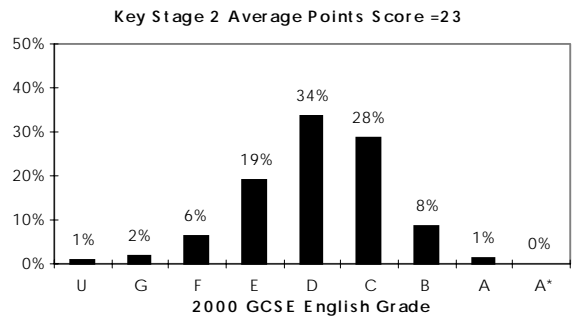
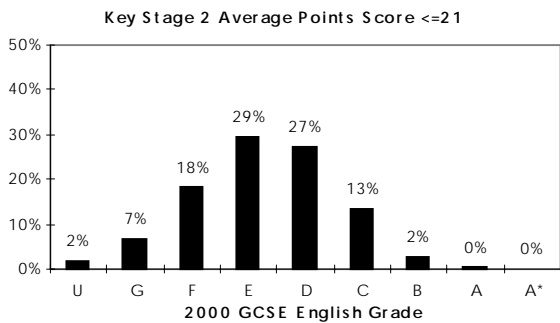
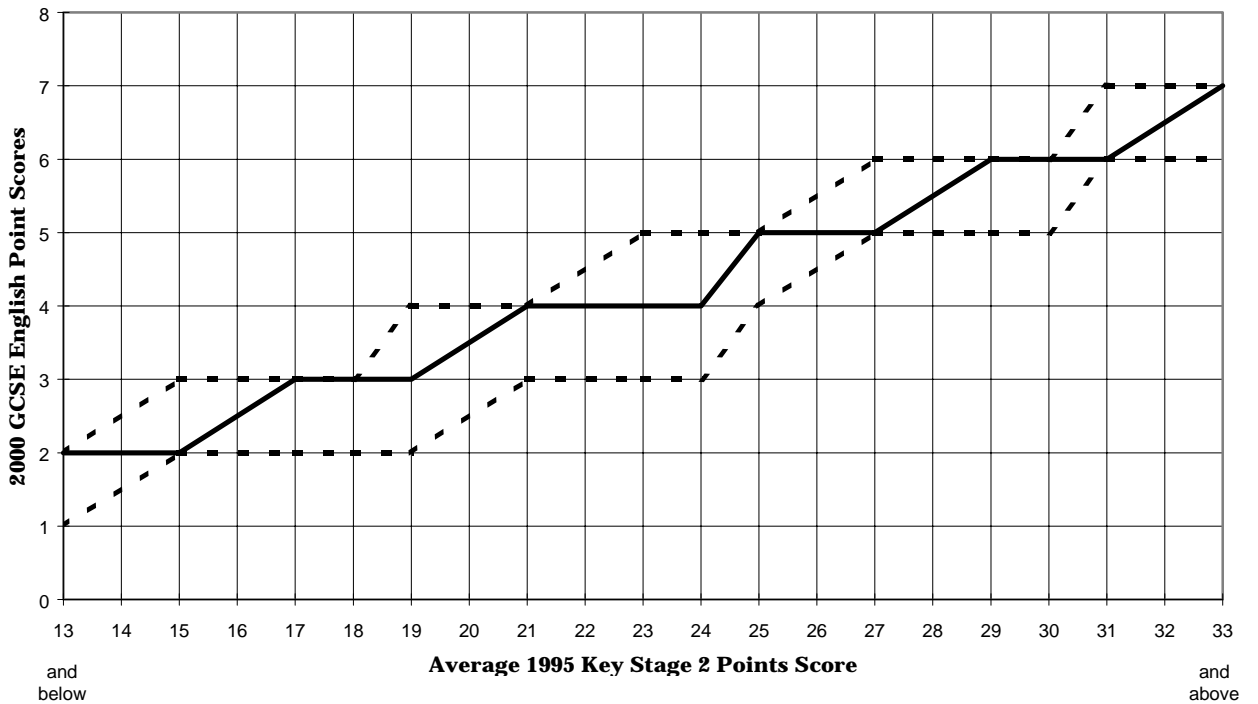


Key Stage 2 Average Points Score >=29



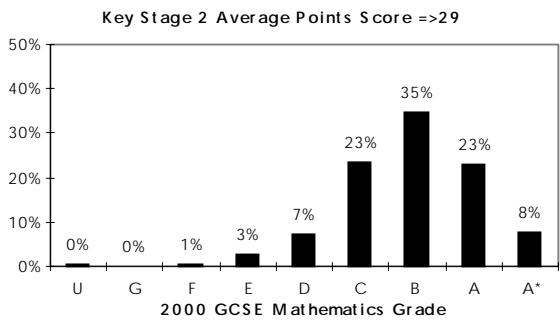
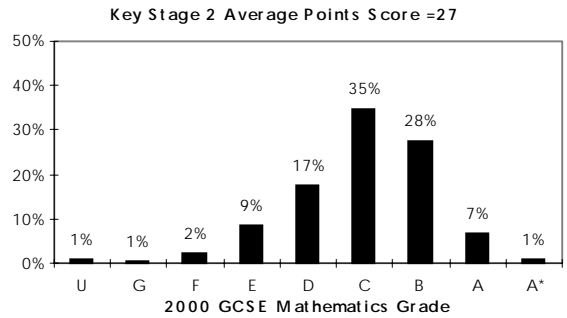
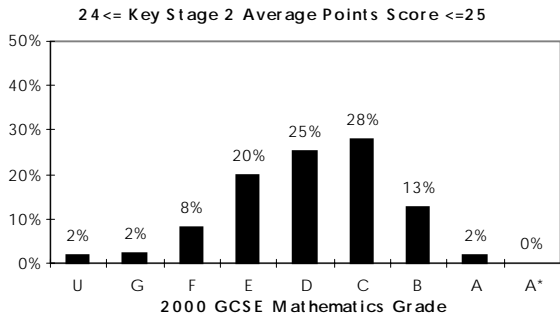
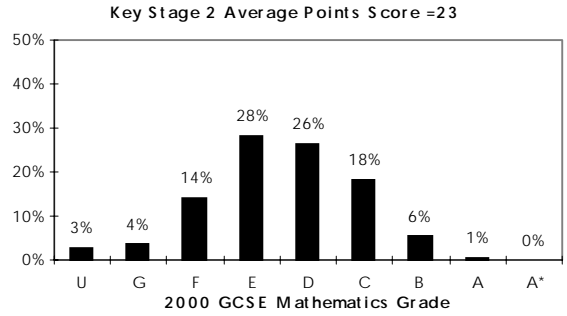
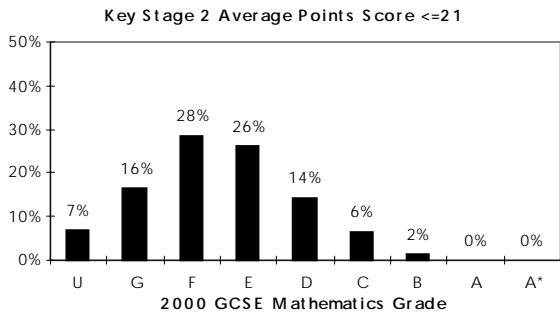
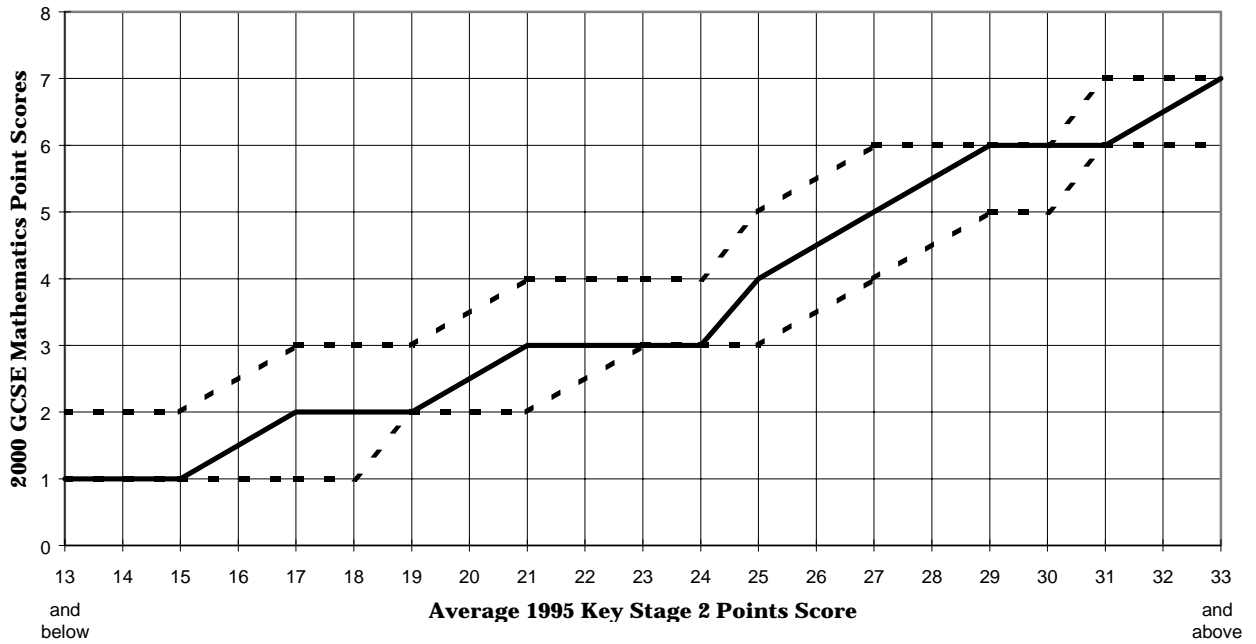
Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

Graph 2.6 National Median Line (with Quartile Boundaries) Relating Pupils' 1995 KS2 Attainment to their 2000 GCSE English Point Score



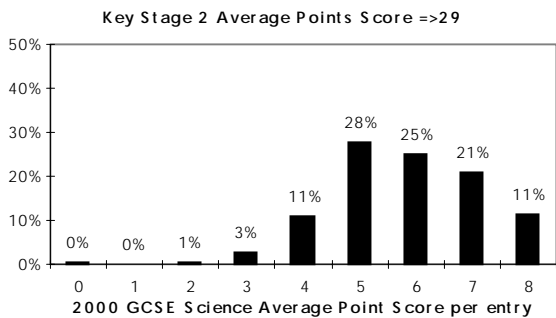
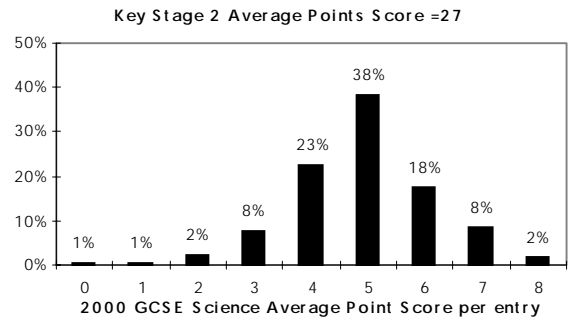
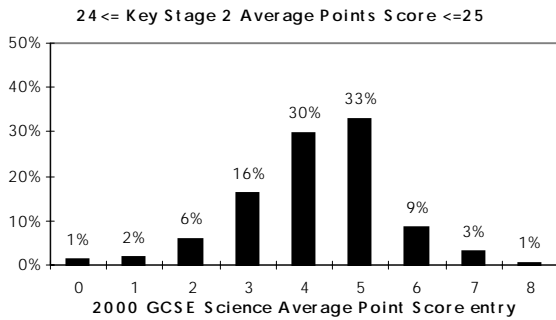
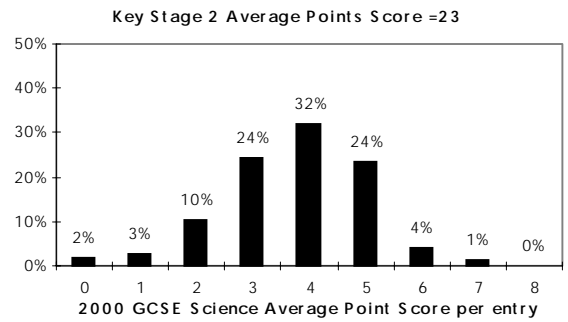
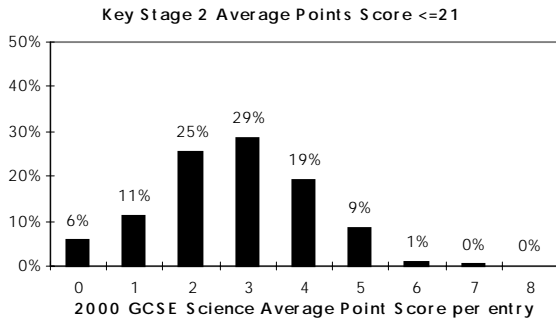
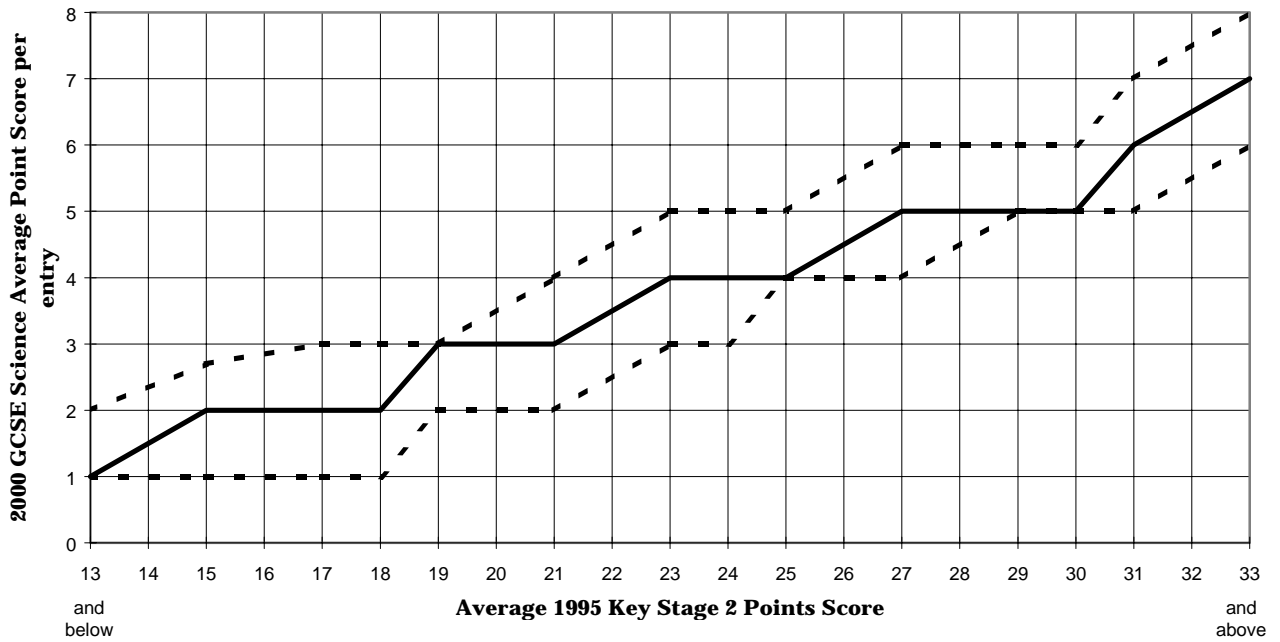
Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

Graph 2.7 National Median Line (with Quartile Boundaries) Relating Pupils' 1995 KS2 Attainment to their 2000 GCSE Mathematics Point Score



Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

Graph 2.8 National Median Line (with Quartile Boundaries) Relating Pupils' 1995 KS2 Attainment to their 2000 GCSE Science Average Point Score



Please see pages 52 and 53 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

POST 16 VALUE ADDED INFORMATION

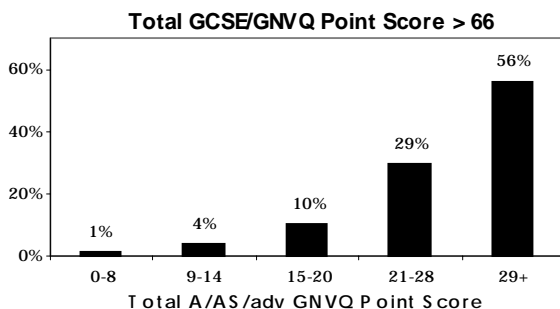
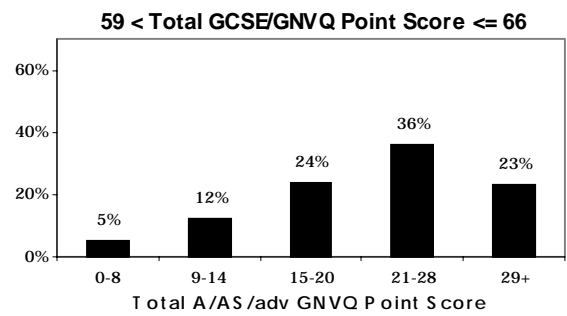
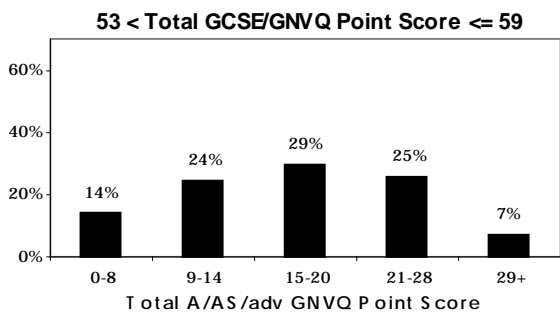
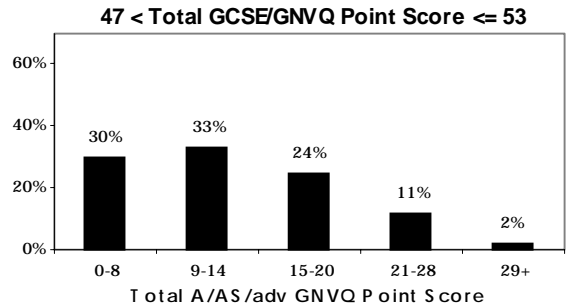
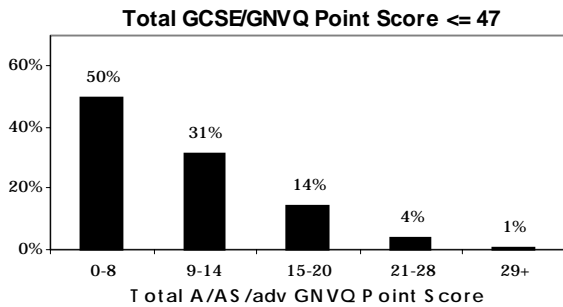
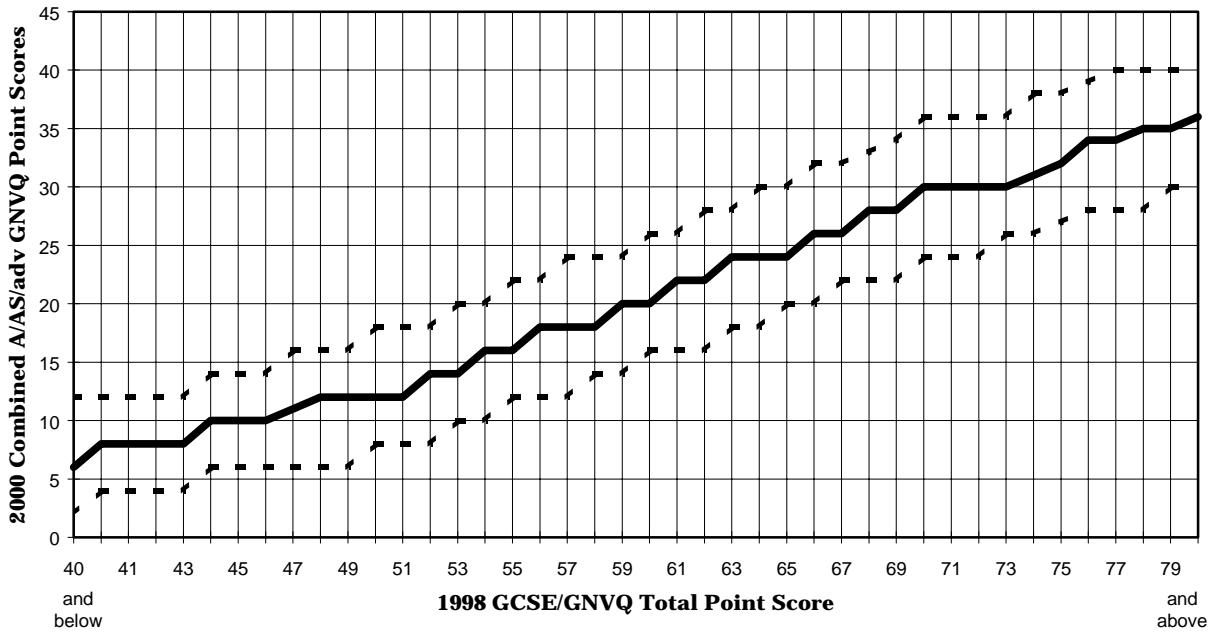
This year for the first time we have included a value added analysis between GCSE/GNVQ and A/AS Level/advanced GNVQ: the information shown overleaf is on the same basis as the pilot value added indicator published in this year's Performance Tables. The scope of the value added analysis and the detail you need to calculate the aggregate measure of value added for your students consistent with this national analysis is shown in the Technical Annex". The Department's Statistical Bulletin 'GCSE/GNVQ and *GCE A/AS Level performance of candidates attempting 2 or more A Levels or AS equivalents in 1998/99: schools and FE colleges in England*' (latest edition 01/00 published in March this year) gives a further perspective on student and institutional type post-16 value added.

How to Use the Value Added Lines and the Progress Charts

Graph 2.9 on page 39 the upper section shows the national progress line relating students' total GCSE/GNVQ point score attained cumulatively up to and including 1998, to their total A/AS/advanced GNVQ achievements gained between 1998/1999 and 1999/2000. The solid line shows the A/AS Level/advanced GNVQ performance of the median student across the range of their GCSE/GNVQ achievements, and the dotted lines represent, for any given level of prior attainment, the performance of the students at the upper and lower quartiles.

The Progress charts in the lower section show the national distribution of A/AS Level/advanced GNVQ results achieved across the range of total GCSE/GNVQ point score. To use the line graph and progress charts please read the guidance on pages 52 to 54 of the Technical Annex and information at the beginning of this section on pages 9 and 10.

Graph 2.9 National Median Line (with Quartile Boundaries) Relating Students' 1998 GCSE / GNVQ Attainment to their 2000 A/AS/Advanced GNVQ Total Point Score



Please see pages 52 to 54 in the Technical Annex for guidance on using the Value Added Line and Progress Charts

SECTION 3

NATIONAL BENCHMARK INFORMATION

Using School Level Results

The Purpose of this Section

This section enables you to compare your school's 2000 GCSE / GNVQ results with the performances achieved by other similar schools.

The benchmark information shows the range of performance of schools grouped together on the basis of school level prior attainment and one measure of pupil disadvantage. Prior attainment is based on achievement in the 1998 Key Stage 3 (KS3) tests and pupil disadvantage is the proportion of pupils in a school "known to be eligible for free school meals (FSM)".

The Technical Annex (page 54) provides further information about definitions used to create the benchmark tables.

How to Use the Information

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

National Benchmarks

Table 3.1 (page 41) shows the distributions of performance for schools nationally enabling you to benchmark your school against national results. The blank columns in the table allow you to insert your school's results so that you can compare your performance against all other schools.

Prior Attainment Benchmarks

Tables 3.2 - 3.7, (pages 42 to 45) show performance distributions for groups of similar schools, categorised by their 1998 KS3 prior attainment. You should choose the table(s) which most closely reflects the characteristics of your school. The flow chart in **Figure 1** (page 42) will help you identify which table(s) for you to use to assess your school's performance. Blank columns have been provided for you to insert your school's results. If your school straddles two benchmark groups, you may wish to look at your school's performances in the context of them both. A 'ready reckoner' is provided on page 56, to show how to calculate your school's average KS3 points score.

Free School Meal (FSM) Benchmarks

Tables 3.8 - 3.15, (pages 46 to 50) show the performance distributions for groups of similar schools, categorised by intensity of FSM. **Figure 2** (page 46) will help you identify which table to use. The definition on page 55 shows how to calculate your school's FSM proportion.

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

Some Questions For You To Consider:

- How does the school's performance in English, Mathematics and Science relate to the range of performance shown by other similar schools?
- Where the position has improved over last year, what changes in teaching practice do teachers feel have helped?
- If there are significant differences between the performances of the three subjects, can teachers identify any features of organisation or teaching that contribute to success? Are any of these features particularly worthy of use across the school as a whole and, particularly, in the less successful subjects?
- What can we learn from those better performing schools to raise the standards of achievement of our own pupils? In practice, how can networking with better performing schools best be built into the school's development plan?
- From comparisons and discussions, what are the emerging priorities for each of the three core subjects? Are any of these priorities worth adopting as a whole school issue?

Table 3.1 The Range of Performance in GCSE / GNVQ for all Maintained Mainstream Schools in England

Percentage of pupils achieving:

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	93	65	56	51	45	36	20
Maths GCSE A* - C	93	55	47	42	37	29	14
Science GCSE A* - C	86	57	48	43	38	29	13

5+ GCSE / GNVQ A* - C	92	59	51	45	40	31	15
5+ GCSE / GNVQ A* - G	99	96	94	92	90	86	73
1+ GCSE / GNVQ A* - G	100	98	97	97	96	94	87

Average point score achieved:

GCSE / GNVQ PS ¹	56.5	43.6	40.0	37.5	35.2	31.1	23.1
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(Number of schools: 3,137)

¹ PS = Average GCSE / GNVQ point score per 15 year old pupil

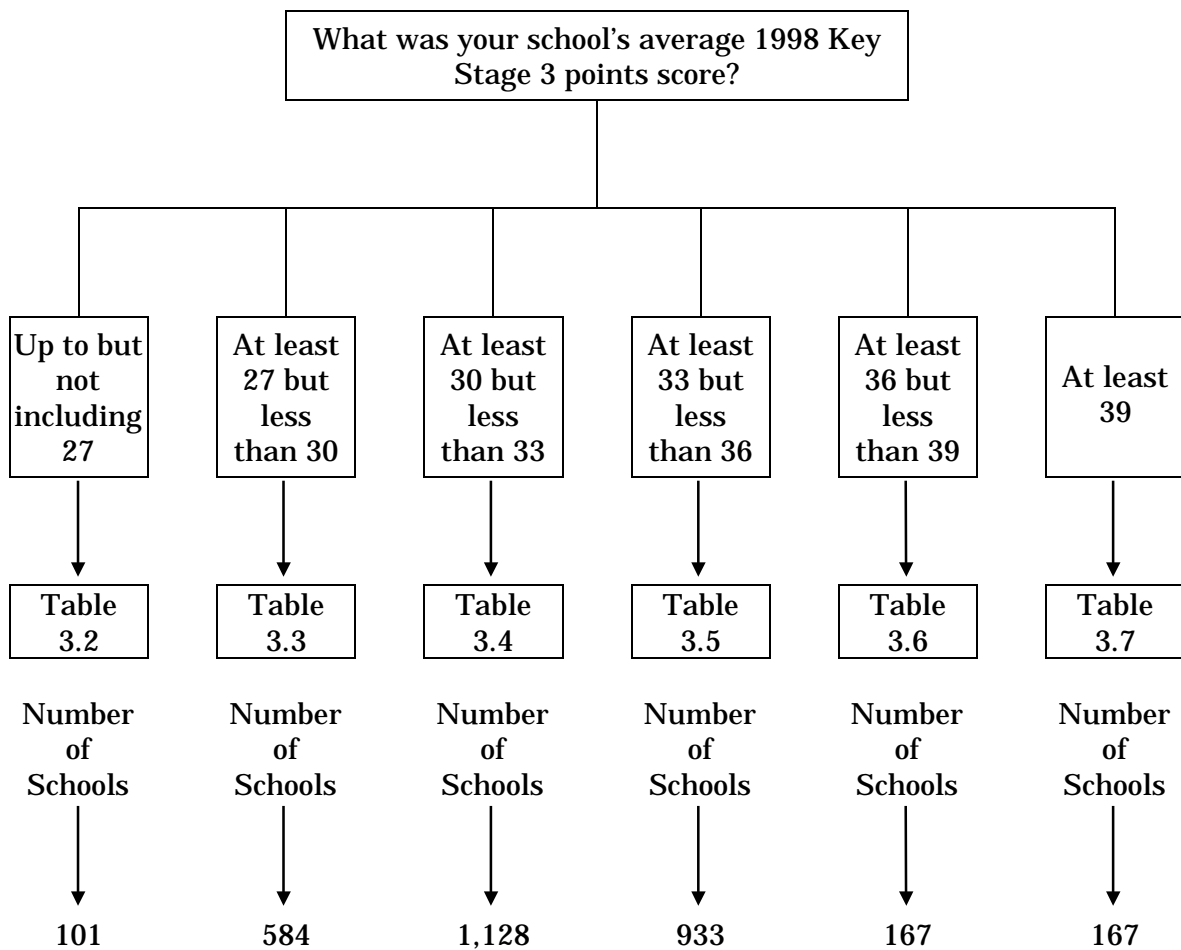
National Benchmark Information Based on Prior Attainment at Key Stage 3

The GCSE / GNVQ benchmark information presented in Tables 3.2 to 3.7 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 1998 and GCSE / GNVQ results in 2000 are included in these tables.

The 'ready reckoner' (page 56) shows you how to calculate your school's 1998 Key Stage 3 average points score by combining results from English, mathematics and science tests.

Full details are given in the Technical Annex (page 54) of the system to assign points to levels. It also explains in more detail how to use the tables.

Figure 1 Tables of GCSE / GNVQ National Benchmarks for Schools Based on 1998 Key Stage 3 Attainment



(Total number: 3,080)

Table 3.2 Secondary Schools with 1998 Key Stage 3 Average Points Score of:

up to but not including 27

Percentage of pupils achieving:

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	36	25	22	20	18	14	7
Maths GCSE A* - C	25	18	15	13	12	9	4
Science GCSE A* - C	29	19	16	14	12	9	4
5+ GCSE / GNVQ A* - C	31	20	17	15	13	10	4
5+ GCSE / GNVQ A* - G	92	80	76	72	70	64	52
1+ GCSE / GNVQ A* - G	99	93	91	89	87	84	72

Average point score achieved:

GCSE / GNVQ PS	30.4	25.3	23.6	21.5	20.2	17.7	14.9
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(Number of schools: 101)

Table 3.3 Secondary Schools with 1998 Key Stage 3 Average Points Score of:

at least 27 but less than 30

Percentage of pupils achieving:

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	46	35	33	30	28	24	16
Maths GCSE A* - C	38	28	24	22	20	17	11
Science GCSE A* - C	40	29	24	22	20	16	10
5+ GCSE / GNVQ A* - C	39	30	26	24	22	19	12
5+ GCSE / GNVQ A* - G	95	88	86	84	81	78	69
1+ GCSE / GNVQ A* - G	100	96	94	93	92	89	83

Average point score achieved:

GCSE / GNVQ PS	35.8	30.9	29.0	27.7	26.5	24.8	20.8
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(Number of schools: 584)

Table 3.4 Secondary Schools with 1998 Key Stage 3 Average Points Score of:
at least 30 but less than 33

Percentage of pupils achieving:

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	63	53	48	46	43	38	28
Maths GCSE A* - C	53	43	40	37	34	31	22
Science GCSE A* - C	56	46	41	38	36	31	20
5+ GCSE / GNVQ A* - C	56	46	42	40	37	33	24
5+ GCSE / GNVQ A* - G	98	94	92	91	89	87	79
1+ GCSE / GNVQ A* - G	100	97	96	96	95	93	89

Average point score achieved:

GCSE / GNVQ PS	42.4	38.2	36.3	35.2	34.1	32.0	27.4
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(Number of schools: 1,128)

Table 3.5 Secondary Schools with 1998 Key Stage 3 Average Points Score of:
at least 33 but less than 36

Percentage of pupils achieving:

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	78	69	65	64	61	57	49
Maths GCSE A* - C	68	60	57	54	52	49	40
Science GCSE A* - C	71	62	58	55	52	48	39
5+ GCSE / GNVQ A* - C	71	64	60	58	56	52	45
5+ GCSE / GNVQ A* - G	99	97	96	95	94	93	88
1+ GCSE / GNVQ A* - G	100	99	98	98	97	96	94

Average point score achieved:

GCSE / GNVQ PS	49.9	45.8	44.1	43.1	42.2	40.4	36.7
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(Number of schools: 933)

Table 3.6 Secondary Schools with 1998 Key Stage 3 Average Points Score of:***at least 36 but less than 39*****Percentage of pupils achieving:**

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	91	82	78	76	75	71	65
Maths GCSE A* - C	87	75	71	68	66	63	56
Science GCSE A* - C	85	76	73	71	68	64	54
5+ GCSE / GNVQ A* - C	88	79	76	73	71	67	60
5+ GCSE / GNVQ A* - G	100	99	98	98	97	96	93
1+ GCSE / GNVQ A* - G	100	99	99	99	98	98	96

Average point score achieved:

GCSE / GNVQ PS	56.6	52.1	50.3	49.5	48.0	46.7	43.3
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(Number of schools: 167)**Table 3.7 Secondary Schools with 1998 Key Stage 3 Average Points Score of:*****39 or more*****Percentage of pupils achieving:**

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

Average point score achieved:

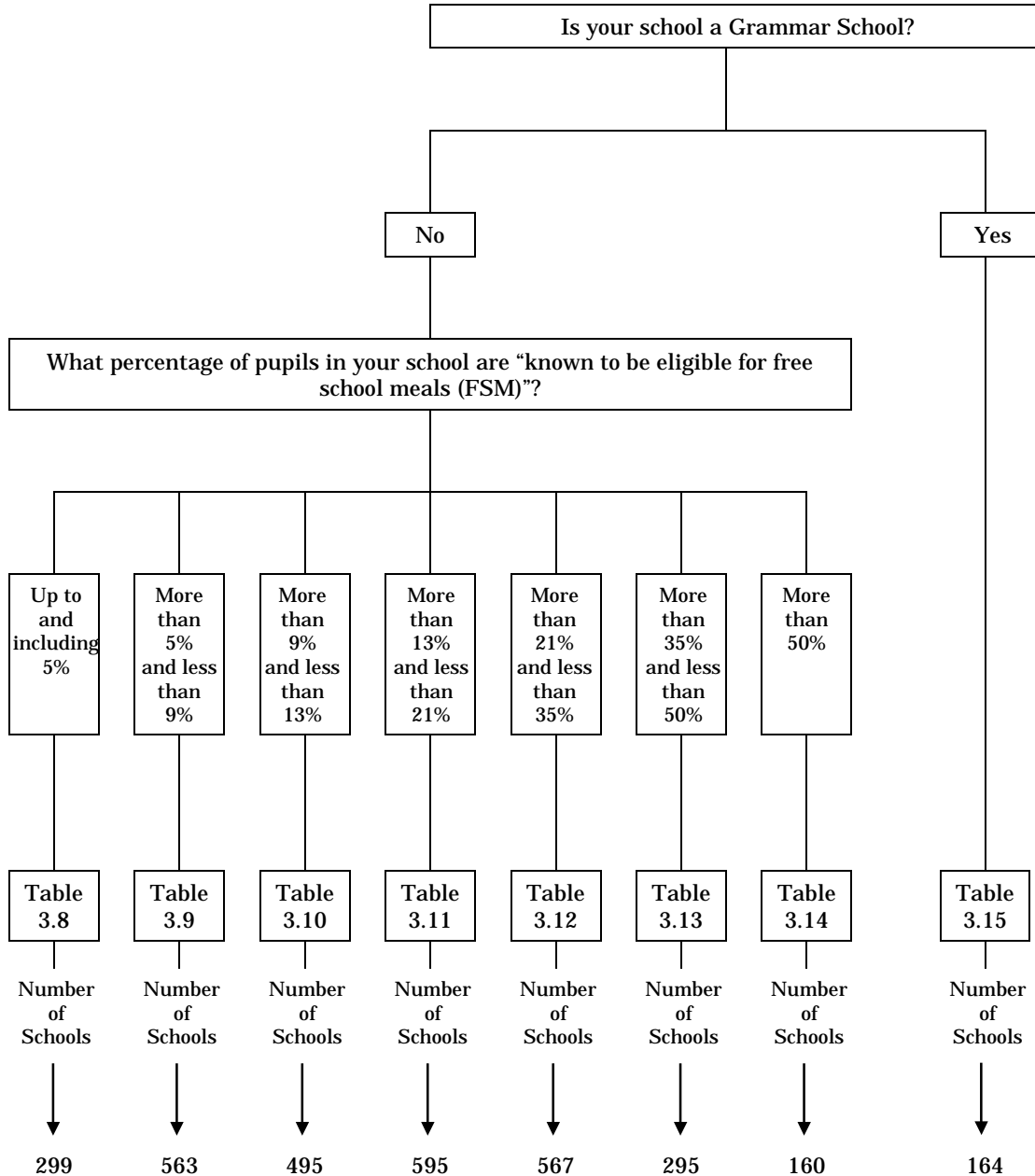
GCSE / GNVQ PS	71.6	65.6	62.7	61.5	59.8	58.2	54.3
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(Number of schools: 167)

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

Table 3.1 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 is a separate table showing the performance of all grammar schools (Table 3.15).

Figure 2 Tables of GCSE / GNVQ National Benchmarks for Schools Based on School Annual Census Information



(Total number of schools: 3,138)

Table 3.8 Non-selective schools with pupils “known to be eligible for FSM” of:***up to and including 5% of pupils******Percentage of pupils achieving:***

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	89	77	73	70	68	64	53
Maths GCSE A* - C	83	69	64	62	59	56	45
Science GCSE A* - C	81	72	66	64	60	57	44
5+ GCSE / GNVQ A* - C	85	73	68	66	64	61	49
5+ GCSE / GNVQ A* - G	100	98	97	97	96	95	92
1+ GCSE / GNVQ A* - G	100	99	99	98	98	97	96

Average point score achieved:

GCSE / GNVQ PS	55.8	49.9	47.9	46.5	45.4	43.4	39.4
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(Number of schools: 299)**Table 3.9** Non-selective schools with pupils “known to be eligible for FSM” of:***more than 5% and up to 9%******Percentage of pupils achieving:***

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	78	69	65	62	60	55	44
Maths GCSE A* - C	69	60	56	54	51	46	33
Science GCSE A* - C	73	62	57	54	52	46	34
5+ GCSE / GNVQ A* - C	74	64	60	57	54	50	39
5+ GCSE / GNVQ A* - G	99	97	96	95	94	93	88
1+ GCSE / GNVQ A* - G	100	99	98	98	97	96	93

Average point score achieved:

GCSE / GNVQ PS	50.5	46.0	43.9	42.8	41.4	39.6	34.8
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(Number of schools: 563)

Table 3.10 Non-selective schools with pupils “known to be eligible for FSM” of:***more than 9% and up to 13%*****Percentage of pupils achieving:**

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	74	64	58	54	52	46	33
Maths GCSE A* - C	64	54	50	47	43	39	28
Science GCSE A* - C	68	55	50	48	45	39	22
5+ GCSE / GNVQ A* - C	68	57	53	50	47	42	28
5+ GCSE / GNVQ A* - G	98	96	94	93	92	90	83
1+ GCSE / GNVQ A* - G	100	98	98	97	96	95	91

Average point score achieved:

GCSE / GNVQ PS	47.7	43.1	40.7	39.8	38.4	36.3	30.1
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(Number of schools: 495)**Table 3.11** Non-selective schools with pupils “known to be eligible for FSM” of:***more than 13% and up to 21%*****Percentage of pupils achieving:**

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	67	55	49	47	43	38	26
Maths GCSE A* - C	58	46	41	38	35	31	19
Science GCSE A* - C	59	47	41	39	36	31	17
5+ GCSE / GNVQ A* - C	60	48	44	41	38	33	21
5+ GCSE / GNVQ A* - G	98	94	92	90	89	87	79
1+ GCSE / GNVQ A* - G	100	97	96	95	95	93	88

Average point score achieved:

GCSE / GNVQ PS	44.4	39.4	36.8	35.6	34.2	31.7	27.1
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(Number of schools: 595)

Table 3.12 Non-selective schools with pupils “known to be eligible for FSM” of:***more than 21% and up to 35%*****Percentage of pupils achieving:**

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	58	46	39	36	34	29	18
Maths GCSE A* - C	50	37	32	29	27	21	13
Science GCSE A* - C	51	38	33	30	26	22	12
5+ GCSE / GNVQ A* - C	52	39	34	31	29	24	14
5+ GCSE / GNVQ A* - G	97	92	89	87	85	81	72
1+ GCSE / GNVQ A* - G	100	97	95	94	93	91	86

Average point score achieved:

GCSE / GNVQ PS	41.6	34.8	32.6	31.3	29.8	27.2	21.8
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(Number of schools: 567)**Table 3.13 Non-selective schools with pupils “known to be eligible for FSM” of:*****more than 35% and up to 50%*****Percentage of pupils achieving:**

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	53	37	32	30	26	23	12
Maths GCSE A* - C	42	30	26	23	21	16	8
Science GCSE A* - C	44	30	25	22	18	15	8
5+ GCSE / GNVQ A* - C	43	32	27	24	21	17	9
5+ GCSE / GNVQ A* - G	95	88	85	83	81	76	61
1+ GCSE / GNVQ A* - G	100	96	94	92	91	88	80

Average point score achieved:

GCSE / GNVQ PS	37.6	31.5	29.0	27.5	26.1	24.1	18.0
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(Number of schools: 295)

Table 3.14 Non-selective schools with pupils “known to be eligible for FSM” of:***more than 50%******Percentage of pupils achieving:***

	95%	UQ	60%	Median	40%	LQ	5%
English GCSE A* - C	48	35	29	26	23	19	8
Maths GCSE A* - C	37	25	21	18	16	12	6
Science GCSE A* - C	40	27	23	20	16	13	6
5+ GCSE / GNVQ A* - C	41	29	23	21	18	15	8
5+ GCSE / GNVQ A* - G	95	87	82	79	75	71	58
1+ GCSE / GNVQ A* - G	100	97	94	92	90	87	79

Average point score achieved:

GCSE / GNVQ PS	36.8	30.1	27.3	25.4	24.0	21.8	17.0
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(Number of schools: 160)**Table 3.15 Grammar schools*****Percentage of pupils achieving:***

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

Average point score achieved:

GCSE / GNVQ PS	71.7	65.8	62.9	61.6	59.7	58.1	53.8
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(Number of schools: 164)

SECTION 5 - TECHNICAL ANNEX

How To Use The Autumn Package

Part A: Guidance to the Autumn Package Sections

Introduction

This section explains the calculations you will need to carry out on your school's data to use particular sections of the Autumn Package. Where it refers to tables of points scores these are given in Part B on page 57.

i) The National Results Section

To compare your school's results to National Summary Results you will need to express them as "percentages of 15 year olds". To do this you should use the number of pupils aged 15 years old at 31 August 1999, as counted in the January 2000 Annual School Census. To be consistent with the 2000 Secondary School Performance Tables this denominator should be adjusted for excluded pupils as follows:
add to the number on roll any 15 year old pupils permanently excluded between the beginning of the 1998 Autumn term and 20 January 2000 (the date of the Annual School Census); and subtract any 15 year olds permanently excluded from other schools and admitted to your school during this period.

You will also need to calculate the number of pupils in each of the aggregates (eg achieving 5 A*-C). For pupils with GNVQs, use Table 5.5 in Part B to find the GCSE equivalent of each GNVQ. Please note GCSE short course passes count as half of a pass at the equivalent grade.

Example 1

In a school with ten 15 year old pupils,
4 pupils each achieved 1 A*, 6 As, 2 Cs and 1 D
1 pupil achieved 3 Cs and a merit in an Intermediate GNVQ part 1
(which Table 5.5 shows is equivalent to 2 GCSE passes at A*-C)
3 pupils achieved 4Cs and 4Ds,
1 achieved 2Ds and 2Es and
1 did not achieve any GCSE results.
Therefore:
50% of the 10 pupils attained 5+ A*-C,
80% achieved 5+ A*-G and
90% achieved 1+ A*-G.

The National Results Section starts on page 2

Compare your school's % of 5+ A*-C, % of 5+ A*-G and % of 1+ A*-G using Table 1.1 on page 3

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

Calculating the school's GCSE/GNVQ point score per pupil

To calculate the GCSE/GNVQ point score per pupil, allocate a point score to each GCSE or GNVQ result using Tables 5.4 and 5.5 in Part B (pages 58 to 59), and take the sum. If a pupil has more than one attempt in the same subject, only the highest grade awarded should be counted. When calculating total point scores, remember that double award science counts as two passes and therefore carries twice the number of points appropriate to its grade.

Example 2

For the school in Example 1, the total numbers of results at each grade are 4@A*, 24@A, 23@C, 18@D, 2@E plus 1 merit in an Intermediate GNVQ Part 1, worth 12 GCSE points

The school average GCSE/GNVQ points score per pupil is

$$[(4*8)+(24*7)+(23*5)+(18*4)+(2*3)+(1*12)]/10 = 405/10 = \mathbf{40.5}$$

The Value Added Information starts on page 9

ii) The Value Added Section - Evaluating your Pupils' 2000 Results

To use the value added section for pupils who took GCSE/GNVQs in 2000 you will need to have information about each pupil's 1998 KS3 test results (i.e. their "prior attainment") as well as their current attainment at GCSE/GNVQ. This year you can also evaluate your pupils' progress between KS2 and GCSE/GNVQ using their 1995 KS2 results.

Calculating KS3 prior attainment

Each pupil should have 1998 KS3 test results available for English, mathematics and science. For each of these, Table 5.3 on page 58 shows a "points score" for each outcome. Take the average of these three subject's points scores to get the KS3 prior attainment for the pupil.

Calculating KS2 prior attainment

To calculate 1995 KS2 prior attainment, carry out an analogous calculation using the point scores shown in Table 5.1 on page 57.

If one or two of the three test results of a pupil's Key Stage results are missing, take an average of the points scores for the remaining subjects, or the score for the sole subject.

Calculating prior attainment for use in Value Added Line Graphs

Example 3

A pupil's KS3 results were level 5 in English, level 6 in maths and level 5 in science. These have points scores of 33, 39 and 33 respectively.

The pupil's prior attainment is $(33+39+33)/3 = 105/3 = 35$

Another pupil was awarded a compensatory level 3 in English at KS3, failed to achieve a level in the mathematics test (N) and was absent from the science test.

The pupil's prior attainment is $(21+15)/2 = 36/2 = 18$

Calculating current overall attainment

For the GCSE/GNVQ total point score Value Added (VA) line graph, the 2000 GCSE/GNVQ attainment for each pupil is calculated by allocating a point score to each GCSE or GNVQ result using Tables 5.4 and 5.5 in Part B (pages 58 to 59), and taking the sum. If a pupil has more than one attempt in the same subject, only the highest grade awarded should be counted. When calculating total point scores, remember that double award science counts as two passes and therefore carries twice the number of points appropriate to its grade. When plotting pupils by total point score, schools should bear in mind that, as last year, the comparison is with other pupils who entered at least one GCSE/GNVQ (see page 70 of last years KS4 Autumn Package for further details).

Calculating current attainment in English and mathematics

For the English and mathematics GCSE VA line graphs, the 2000 GCSE attainment is the grade in the relevant subject, converted into a points score using Table 5.4 in Part B, page 58.

Calculating current attainment in science

The “average science” GCSE VA line graph uses the average point score per science entry. For pupils with only one science result at GCSE (eg single or double award science) use the point score appropriate to their grade from Table 5.4 in part B. For pupils with more than one science grade e.g. those taking separate sciences allocate a point score to each result and take the average.

Other subjects and short courses

VA information using KS3 prior attainment is also included for a range of popular GCSE subjects. For IT and for Religious Studies/Religious Education two separate sets of results are given: one refers to the full GCSE and the other to the GCSE short course. In all other cases the VA information refers to full GCSEs only.

Pupils who did not enter any GCSE/GNVQs or who did not enter a particular subject cannot be plotted overall or for that subject, and other information should be used to evaluate their progress.

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

The Progress Charts can be found in the lower sections of pages 11 to 39

For setting GCSE/GNVQ targets you should use the value added information for pupils who have not yet taken GCSE/GNVQ. For these pupils you will need to have information about each pupil’s KS3 test results (their “prior attainment”) for 1999 or 2000. Use the Table 5.3 on page 58 to convert these to points scores and then take the average of the three subject points scores to get the prior attainment for the pupil.

Using the Progress Charts

The Progress Charts and VA lines show what pupils in 2000 achieved at GCSE/GNVQ from particular prior attainments in 1998: they can be used as guidelines to predict how pupils will perform in the future. However, it is likely that future patterns of attainment will not simply repeat what has happened in the past and that school improvements you have made could lead to higher levels of attainment. Therefore, your targets (for individual pupils and at class or school level) should include a degree of challenge.

Calculating average GCSE/GNVQ points per entry

The progress charts for overall GCSE/GNVQ (Graph 2.1 on page 11) show the average points *per entry*. This is the total GCSE/GNVQ points for a pupil calculated in the usual way (see para. 5, page 52) divided by the total number of entries. Note that GCSE short courses each count as half an entry. The equivalent number of GCSE entries for GNVQs can be found in the first row of Table 5.5 on page 59. When calculating the average points per entry, fractions should be rounded to the nearest integer, with numbers ending in .5 rounded up. This rounding convention also applies to the ‘Science Average’ progress charts.

iv) Post 16 Value Added section

The Post 16 Value Added section starts on page 38

This year the Autumn Package includes post-16 value added information which can be used, by schools with sixth forms, to evaluate recent pupil progress, and to set targets for those embarking on A/AS Level/Advanced GNVQ courses.

Coverage of students

The value-added information covers all students in schools and colleges in England who were:

- aged 17 on 31 August 1999;
- on roll at 20 January 2000 (for schools), or at the start of the spring term 2000 (for colleges);
- entered for 2 or more GCE A levels or the AS/Advanced GNVQ equivalents in the 1998/1999 and 1999/2000 academic years (so long as at least one of those entries was in 1999/2000); and
- entered for at least 1 GCSE/GNVQ by the end of their compulsory education.

Calculating GCSE/GNVQ prior attainment

The prior attainment for a student is their total GCSE/GNVQ point score attained up to and including age 15 calculated as shown in section ii), on page 52, using the point score equivalencies in Tables 5.4 and 5.5 (pages 58 to 59).

Calculating current attainment

The A/AS and Advanced GNVQ total point score attained is calculated using the point scores shown in Part B Tables 5.6 and 57 (page 59). Students who obtained a GCE A level and an AS level in the same subject over the academic years 1998/1999 and 1999/2000 should only have the A-level result included in the value added calculation, unless the student did not achieve a pass grade in the A-level in which case the AS level should be included.

The National Benchmark Section starts on page 40

v) School Level Benchmarks

The school level benchmarks allow you to compare your school's results to the distribution of schools nationally and to the results of "similar" schools. The performances of maintained schools in England other than maintained special schools and PRUs are covered in the benchmark tables.

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

Calculation of your school's current attainment for benchmarks

Calculating current attainment at GCSE/GNVQ for use in National Benchmarking Section

The percentages of pupils achieving 5 A*-C, 5 A*-G and 1 A*-G are defined as the number of pupils achieving those results divided by the number of 15 year olds (adjusted for exclusions). This is the same definition as used in the national results section (see page 51). Pupils achieving A*-C in science are defined as all those with at least one grade C or better in any science subject (Single or Double award science, chemistry, physics or biology.)

The average point score per pupil is the same as used in the national results section above. See also Examples 1 and 2 (pages 51 and 52 respectively).

Calculating School
Average Points Score at
KS3 for use in the
National Benchmarking
Section

Selection of benchmark groups - prior attainment benchmarks

To use the prior attainment benchmarks you will need to calculate your school's average KS3 points score for all pupils who took the tests/tasks in your school in 1998. You can use the ready reckoner on page 56 for this calculation.

Calculating the school's
FSM proportion

Selection of benchmark groups - free school meals benchmarks

To use the FSM benchmarks you will need to calculate the percentage of pupils "known to be eligible for free school meals" in your school. You gave the information for this calculation in your January 2000 Annual School Census return. You should divide the numbers of pupils aged 15 or under who are "known to be eligible for free school meals" by the total pupils on roll aged 15 or under, less boarding pupils (if any).

In the calculation of the proportion of pupils "known to be eligible for FSM", Post 16 pupils have been excluded. Since these pupils are less likely to be reported as "known to be eligible for FSM", their absence from the FSM calculation is designed to improve school comparisons.

Ready Reckoner for GCSE Prior Attainment Benchmarks

This ready reckoner calculates your school's average KS3 points score in 1998

Possible Outcome	A	D	N	B	2	3	4	5	6	7	8	EP
Points Score - English	Disregard	Disregard	21	21	-	21	27	33	39	45	51	57
Number of pupils at each level ¹	X	X			X							
Total points score for that level ²	X	X			X							
Points Score - Mathematics	Disregard	Disregard	15	15	15	21	27	33	39	45	51	57
Number of pupils at each level	X	X										
Total points score for that level	X	X										
Points Score - Science	Disregard	Disregard	15	15	15	21	27	33	39	45	51	57
Number of pupils at each level	X	X										
Total points score for that level	X	X										

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=

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Number of relevant pupils for English

Total points score for English³

Number of relevant pupils for Maths

Total points score for Maths

Number of relevant pupils for Science

Total points score for Science

School Average points score for 1998 KS3

$$\text{English}^4 = \frac{\text{Total points score}}{\text{Number of relevant pupils}} = \frac{\text{[]}}{\text{[]}} = \text{[]}$$

$$\text{Mathematics}^4 = \frac{\text{Total points score}}{\text{Number of relevant pupils}} = \frac{\text{[]}}{\text{[]}} = \text{[]}$$

$$\text{Science}^4 = \frac{\text{Total points score}}{\text{Number of relevant pupils}} = \frac{\text{[]}}{\text{[]}} = \text{[]}$$

$$\text{Overall KS3 1998 points score}^5 = \frac{\text{English + Mathematics + Science}}{3} = \frac{\text{[]}}{\text{3}} = \text{[]}$$

¹ Record the number of pupils at each level in each test - each pupil should not appear more than once in a row.
² Calculate the total points score for each level by multiplying the number of pupils at each level by the points score for that level.
³ Sum the number of relevant pupils and the total points score for each subject.
⁴ The school's points score average for each subject is the total points score divided by the number of relevant pupils.
⁵ The school's overall 1998 KS3 points score is the average of the point scores for English, Mathematics and Science.

Part B: Tables of Points Score Equivalencies

Please Note: For a full explanation of Points Scores used for Key Stage levels, please consult the Technical Annex in *1999 Autumn Package of Pupil Performance Information*.

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

Table 5.1: KS2 1995, 1996 Points Scores			
Test Outcome	English	Mathematics	Science
A - Absent	Disregard	Disregard	Disregard
D - Disapplied	Disregard	Disregard	Disregard
Working towards level 1	3	3	3
Level 1	9	9	9
Failed to register a level on the test (F) Level 2	15	15	15
Level 3	21	21	21
Level 4	27	27	27
Level 5	33	33	33
Level 6	39	39	39

Table 5.2: KS2 1997, 1998, 1999, 2000 Points Scores			
Test Outcome	English	Mathematics	Science
A - Absent	Disregard	Disregard	Disregard
D - Disapplied	Disregard	Disregard	Disregard
B - Working below the level of the test N - Below Level 2 threshold Compensatory Level 2	15	15	15
Level 3	21	21	21
Level 4	27	27	27
Level 5	33	33	33
Level 6	39	39	39

Table 5.3: KS3 1998, 1999, 2000 Points Scores

Test Outcome	English	Mathematics	Science
A – Absent	Disregard	Disregard	Disregard
D – Disapplied	Disregard	Disregard	Disregard
B - Working below the level of the test N - Below Level 2/3 threshold †	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
Exceptional Performance (EP)	57	57	57

† Below compensatory Level 3 threshold for English, and below the lowest compensatory level available on each tier for mathematics and science

Table 5.4 GCSE Point Scores

Grade	Full Course	Short Course
A*	8	4
A	7	3.5
B	6	3
C	5	2.5
D	4	2
E	3	1.5
F	2	1
G	1	0.5
U - Unclassified	0	0
Equivalent No. of GCSEs	1	½

Table 5.5 GNVQ Point Scores

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

Table 5.6 GCE Point Scores

Grade	A Level Points	AS Points
A	10	5
B	8	4
C	6	3
D	4	2
E	2	1
N	0	0
Unclassified	0	0
X	0	0

Table 5.7 Advanced GNVQ Point Scores

Award	Points
Distinction	18
Merit	12
Pass	6
No Award (X)	0

X = Students who were registered on an Advanced GNVQ course with an Awarding Body between 1 September and 31 December 1998 and had at least one unit certified in the 1999/2000 academic year but did not gain the qualification in the 1999/2000 academic year.

SECTION 6

USEFUL CONTACTS

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For general information please contact:

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