

Anonymous Primary School
High Street
South East
A1 B33

2004 PANDA Report

for

Anonymous Primary School

Unique Reference Number (URN): 999999

DfES Number : 3333

UNVALIDATED DATA

November 2004

**Office for Standards in Education (Ofsted)
Department for Education and Skills (DfES)
Qualifications and Curriculum Authority (QCA)**

WELCOME TO YOUR PERFORMANCE AND ASSESSMENT REPORT FOR 2004

Anonymous Primary School
Unique Reference Number (URN): 999999 DfES Number : 3333

UNVALIDATED 2004 DATA

Aim

- The PANDA report is designed to help schools and inspectors see how effective a school is in comparison with other schools. The report is sent to schools to help with self-evaluation and development of plans to raise standards, and is used by inspectors when a school is inspected.
- The report begins with some basic information about the school to help place the statistics in context. Much of the report compares the attainment of pupils with that of pupils in similar schools. These similar school comparisons use the Autumn Package benchmarks, grouping schools by the prior attainment of pupils, and by the proportion of pupils eligible for free school meals.

Distribution and access

- PANDA reports are being distributed in the autumn term to allow schools to use the information for evaluation and development as early in the academic year as possible. They are produced in conjunction with the Autumn Package, released by the DfES. This was a direct response to headteachers asking for the PANDA data to reach them as early as possible in the school year.
- PANDA reports are disseminated via a secure website, which can be accessed from the Ofsted website (www.ofsted.gov.uk). To access your PANDA you will need to click on the 'schools' link from the Ofsted home page, and then click on the ePANDA link. To gain access to your PANDA reports you will need to enter your Unique Reference Number (URN) and password. This has been sent to the headteacher of the school.

THE PASSWORD SHOULD BE KEPT IN A SAFE PLACE. THE PASSWORD WILL BE VALID FOR 2004/2005. IT CAN BE USED TO ACCESS THE PANDA REPORT AND THE INTERACTIVE ENHANCED DATA COLLECTION (EDC) FORMS S1-S4. Care should be taken when typing your password. It is case-sensitive. In some cases it can be helpful to type the password where you can read it before copying and pasting it into the password box.

What is new in my PANDA?

The 2004 teacher assessment Key Stage 1 trial

- Schools involved in the 2004 teacher assessment key stage 1 trial only submitted teacher assessment data for 2004. Teacher assessment results from schools involved in the trial are treated in exactly the same way as the test/task results from schools not involved in the trial. All schools are compared with a "combined" national result made up of teacher assessment in trial schools and test/task in non-trial schools. The Autumn Package offers some scope for further comparisons. Inspectors will be able to discuss any concerns you may have if your school is being inspected.

New inspection framework

- If a school is inspected after September 2003, the Inspection Judgement page of their PANDA report will contain direct judgements assigned on the scale of 1-7 (1 being excellent and 7 being very poor). This replaces the statistically assigned composites shown for pre-2003 inspections. The National Summary Data Report (NSDR) provides more detail and gives some helpful national comparative information.

Other new data

- As a response to headteacher and inspector feedback we have added some additional information to some areas of the PANDA report.
- Prior attainment score: the school's actual prior attainment score is given with its prior attainment group. Where a school lies very close to the boundary of the prior attainment band it may find it more appropriate to compare their school attainment with that of the band immediately above or below their own.
- Census data: the percentage of pupils from each of the wards is given alongside the census information. This provides a better overall perspective of the socio-economic characteristics of the pupils who make up the school.

Other sources of information

The National Summary Data Report

- This publication forms an integral part of this PANDA report. It is available from the publications section of the Ofsted website (www.ofsted.gov.uk) and from the ePANDA website. If you do not have access to the internet, you may order a paper copy by calling 020 7421 6633.
- The PANDA and NSDR should be read and used together. The PANDA signposts those areas where cross-referencing is particularly useful. The guidance and extensive range of information in the NSDR will enable schools to make comparisons with other schools in terms of critical management statistics, such as the pupil : teacher ratio, unit costs and the allocation of financial resources to different expenditure headings. The NSDR also gives information about the pattern of strengths and weaknesses in schools nationally, as indicated by inspection evidence, and gives advice about how the use of data informs inspection judgements.

The Autumn Package

- This is published by the DfES and provides technical guidance to supplement the information shown in the PANDA glossary. All benchmark tables in the PANDA are taken from the Autumn Package. The Autumn Package is available from the DfES website (www.standards.dfes.gov.uk/performance/ap).

Advice for headteachers and inspectors

- Inspectors should consider the PANDA report in the light of the school circumstances, drawing on other available information as appropriate. The report should help to raise questions and hypotheses to explore during inspection.
- We will not publish your PANDA report widely, but we do make it available to your LEA, the DfES and the inspectors. The Freedom of Information Act comes into force on 1st January 2005, and from that date Ofsted may be required to disclose your PANDA report, or part of it, to members of the public on request.

- All data about the school included in the inspection report should be taken from the school, not the PANDA report.
- In line with the Data Protection Act, PLASC data are provided on the understanding that they should in no circumstances be used to derive, or attempt to derive, information relating specifically to an identified person or household, and that no claim will be made suggesting the possibility of deriving such information.

What if my data are wrong?

- THIS PANDA REPORT USES UNVALIDATED DATA, WHICH DO NOT INCLUDE THE OUTCOMES OF ANY RE-MARKS OR APPEALS, OR CHANGES REQUESTED BY SCHOOLS PRIOR TO PUBLICATION OF THE PRIMARY PERFORMANCE TABLES.
- The DfES will send final datasets to Ofsted when they are produced, and we will use them to update PANDA reports in the spring term. You do not need to contact Ofsted about changes to your data. Schools that are being inspected should continue to bring any data corrections to the attention of the registered inspector.
- To help schools deal with the unvalidated data there is an Excel spreadsheet on the same internet site as the PANDA report. The spreadsheet can be very useful, as it enables you to change the data about your school and see the effect the changes would make to the grades in your PANDA.

Whom to contact

- Answers to the most frequently asked questions about PANDA reports are available on the Ofsted internet site, but if you need further help you can contact the helpdesk by email at raihelpdesk@ofsted.gov.uk. For urgent enquiries you can telephone the Ofsted helpdesk on 020 7421 6840. You will need your school Unique Reference Number (URN).
- Your LEA may be consulted on matters relating to the use and interpretation of your PANDA report in the context of school improvement work.
- The DfES is responsible for maintaining the national data sources, their updating and quality assurance. If you wish to contact DfES about key stage data, or the Pupil Level Annual School Census, please email statistics@dfes.gsi.gov.uk.
- The Autumn Package is available electronically at www.standards.dfes.gov.uk/performance/ap. If you have any questions about the Autumn Package, email autumn.package@dfes.gsi.gov.uk.
- Alternatively, you can call DfES Public Enquiry Unit on 0870 000 2288, making it clear to the operator that the query is about the Autumn Package or the way that data is corrected by the DfES, not about the PANDA report.

Future developments

- The PANDA report has been improved each year in the light of comments from inspectors and schools. We welcome views and comments on how to improve the reports. Please send any comments to: raihelpdesk@ofsted.gov.uk or write to: Ofsted, RAI Helpdesk, School Inspection Statistics, RAI Division, 5th floor, Alexandra House, 33 Kingsway, London WC2B 6SE.

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CONTENTS

BASIC CHARACTERISTICS OF YOUR SCHOOL	7
BASIC CHARACTERISTICS OF YOUR SCHOOL - ETHNICITY	8
INSPECTION JUDGEMENTS	9
ATTAINMENT SUMMARY	10
ATTAINMENT STATISTICS FOR THE INSPECTION REPORT	
Key Stage One	13
Key Stage Two	13
ATTAINMENT SECTION:	
Key Stage One	
Comparison with National Averages (levels)	14
Comparison with National Averages by Gender (average points)	16
Comparison with National Averages: Trends over Time (average points)	19
Comparison with National Benchmarks for all schools (levels)	21
Comparison with National Benchmarks for similar schools (levels)	
Free school meals	22
Comparison with National Benchmarks for similar schools (average points)	
Free school meals	23
Key Stage Two	
Comparison with National Averages (levels)	24
Comparison with National Averages by Gender (average points)	26
Comparison with National Averages: Trends over time (average points)	29
All core subjects	30
Comparison with National Benchmarks for all schools	31
Comparison with National Benchmarks for similar schools (levels):	
Prior attainment at Key Stage One (levels)	32
Free school meals (levels)	33
Comparison with National Benchmarks for similar schools (average points)	34
Prior attainment at Key Stage One (average points)	34
Free school meals (average points)	34
Value Added Key Stage 1 to Key Stage 2	35
Value Added Median Line: Key Stage 1 to Key Stage 2	36
ADDITIONAL INFORMATION	
Attendance	37
The School's Context: Census Information	38
The School's Context: The Inward Mobility	39
GLOSSARY	A1

TABLES

Table Name	Page Number
Characteristics	
Table 1.1 School's Basic Characteristics	7
Table 1.2 School's Ethnicity Groups	8
Table 2.1 Inspection Judgements	9
Table 3.1 Attainment Summary - in comparison with all schools nationally	10
Table 3.2 Attainment Summary - in comparison with schools in similar context	11
Table 4.1 Attainment Statistics at Key Stage One	13
Table 4.2 Attainment Statistics at Key Stage Two	13
Key Stage One	
Table 5.1 Comparison with National Averages by Gender (average points)	16
Table 5.2 Comparison with National Benchmarks for all schools (levels)	21
Table 5.3 Comparison with National Benchmarks for all schools (average points)	21
Table 5.5 Comparison with National Benchmarks for similar schools (based on FSM, levels)	22
Table 5.6 Comparison with National Benchmarks for similar schools (based on FSM, average points)	23
Key Stage Two	
Table 6.1 Comparison with National Averages By Gender (average points)	26
Table 6.2 Comparison with National Benchmarks for all schools (levels)	31
Table 6.3 Comparison with National Benchmarks for all schools (average points)	31
Table 6.4 Comparison with National Benchmarks for similar schools (based on Prior attainment, levels)	32
Table 6.5 Comparison with National Benchmarks for similar schools (based on FSM, levels)	33
Table 6.6 Comparison with National Benchmarks for similar schools (based on prior attainment, average points)	34
Table 6.7 Comparison with National Benchmarks for similar schools (based on FSM, average points)	34
Table 6.8 Comparison with National Benchmarks: Value Added Between Key Stage 1 and Key Stage 2: National Distribution	35
Table 6.9 Comparison with National Benchmarks: Value Added Between Key Stage 1 and Key Stage 2: Free School Meals	35
Table 6.10 Comparison with National Benchmarks: Value Added Between Key Stage 1 and Key Stage 2: Prior Attainment	35

TABLES (Continued)

Additional Information

Table 7.1 Attendance	37
Table 7.2 The School's Context: Census Information	38
Table 7.3 The Inward Mobility	39

Glossary

Table 8.1 Points score equivalencies for 2003 Key Stage 1	A1
Table 8.2 Points score equivalencies for 2003 Key Stage 2	A1
Table 8.3 Prior attainment	A1
Table 8.4 Calculation of percentage change for each cohort	A3
Table 8.5 Key Stage 1 to Key Stage 2 median line	A5
Table 8.6 Grading system for inspections	A6

Basic Characteristics of your School

This section shows some key data for Anonymous Primary School compared with the national averages for primary schools. The information is based on the Pupil Level Annual School Census (PLASC) and Annual School Census returns, and shows five years' data to enable trends to be seen. This allows you to view your school's key indicators against the national picture. It should be noted that, out of these indicators, the percentage of pupils known to be eligible for free school meals shows the strongest correlation with pupils' attainment.

Table 1.1 School's basic characteristics

Primary Schools	2000	2001	2002	2003	2004
Number on roll					
- Your school	466	469	452	436	414
- National average	243	243	242	241	239
Percentage of pupils known to be eligible for free school meals ¹					
- Your school	68.0	60.8	60.8	64.8	58.8
- National average	19.7	18.6	18.3	17.9	18.4
Percentage of pupils speaking English as an additional language					
- Your school	98.5	97.0	n/a	n/a	n/a
Percentage of pupils' first language not/believed not to be English ²					
- Your School	n/a	n/a	100.0	100.0	100.0
Percentage of pupils with special educational needs (including statements)					
- Your school	13.5	16.4	20.8	14.7	10.1
- National average	23.2	23.7	22.2	17.5	19.0
Percentage of pupils with statements of special educational needs					
- Your school	0.0	0.2	0.9	0.7	1.2
- National average	1.7	1.8	1.7	1.6	1.8

This table shows that:

the school is bigger than other primary schools (414 pupils compared with the average size nationally of 239 pupils);

the percentage of pupils known to be eligible for free school meals (58.8 percent) is well above the national average;

the percentage of pupils' first language not/believed not to be English (100.0 percent) is very high;

the percentage of pupils identified as having special educational needs, including statements, (10.1 percent) is below the national average;

the percentage of pupils with statements of special educational needs (1.2 percent) is broadly in line with the national average.

¹The calculation excludes part-time nursery pupils. All judgements in the PANDA are based on this method of calculation. More details on the calculation of FSM percentages are given in the Glossary.

²This year, the First Language classification is used. The figure shown in the above table is an aggregation of two categories, i.e. First Language not English/believed not to be English. National averages are not shown here because the concentration of such pupils in certain areas makes the national average unrepresentative. The statement above is therefore based on the percentile groups method of comparison (please refer to the Glossary).

Basic Characteristics of your School

The table below shows some key data for your school with regards to ethnicity. The information is derived from the ethnic categories the school used to complete the Pupil Level Annual School Census.

Table 1.2 School's basic characteristics: ethnicity

Primary Schools	2004
Ethnic Code ¹	%
White - British	0.0
White - Irish	0.0
White - any other White background	0.3
Mixed - White and Black Caribbean	0.0
Mixed - White and Black African	0.0
Mixed - White and Asian	0.0
Mixed - any other mixed background	0.0
Asian or Asian British - Indian	0.7
Asian or Asian British - Pakistani	1.0
Asian or Asian British - Bangladeshi	94.8
Asian or Asian British - any other Asian background	0.7
Black or Black British - Caribbean	0.0
Black or Black British - African	2.4
Black or Black British - any other Black background	0.0
Chinese	0.0
Any other ethnic group	0.0
Parent/pupil preferred not to say and information not obtained	0.0

¹ In the 2004 PLASC data set, ethnicity is grouped using the ethnic categories introduced in the PLASC since 2002. Please note that figures may not add up to 100% due to rounding.

Inspection Judgements

Anonymous Primary School was inspected in the academic year 2002/2003 to the Framework for inspection introduced before April 1996, which was subsequently amended in January 2000. The judgements from inspections undertaken in these timescales and the resulting composites are comparable. As well as writing the inspection report, inspectors also completed a form which graded their judgements about the school on each of the criteria in the Ofsted Framework for Inspection.

The school's improvement since its last inspection was judged to be satisfactory.

For most schools, inspectors make over 80 judgements about the school as a whole and the quality of standards of provision in different key stages. From these judgements, Ofsted has constructed composite judgements concerning the four broad headings that inspection covers.

The composite judgements calculated for your school were as follows:

standards achieved by pupils were requiring some improvement;

the quality of education provided by the school was requiring some improvement;

the school's climate for learning was good;

the management and efficiency of the school were very good.

All schools inspected in 03/04 have been given a direct judgement on a scale of 1-7 (1 being excellent and 7 being very poor) for the 4 main areas of inspection. This allows inspectors to weigh up the balance of evidence they find and give overall school grades directly rather than statistically calculate composites. For the purposes of producing cumulative national information these direct judgements have been re-allocated into a category shown in Table 2.1 and matched to the related statistically calculated composite for 96/97 -- 02/03 (see Glossary for details).

Table 2.1 enables comparison of the judgements about the school with the judgements made about schools nationally and schools with pupils from similar backgrounds. In particular, the table shows the percentage of schools rated very good, good etc. against each of the four broad headings that inspection covers. The figures may not add up to 100 due to rounding.

Table 2.1 Inspection judgements (latest inspection 1996-2004)

Inspection Grades	Very Good	Good	Some Improvement Required	Substantial Improvement Required
All Schools				
Standards achieved by pupils	11	42	39	8
Quality of education	17	60	22	2
The school's climate ¹	50	43	6	1
Management and efficiency ²	37	44	16	3
Schools with more than 50% FSM				
Standards achieved by pupils	2	14	57	26
Quality of education	11	56	29	5
The school's climate ¹	23	60	14	3
Management and efficiency ²	30	44	20	6

¹The direct judgement for schools inspected in 03/04 is named "Pupils' attitudes, values and other personal qualities."

²The direct judgement for schools inspected in 03/04 is named "The leadership and management of the school."

Attainment Summary

This section gives a broad overview of examination results of pupils at Anonymous Primary School, both in comparison with all schools and in comparison with similar schools. For these latter comparisons, schools are grouped together by their average prior attainment at Key Stage 1, or by the proportion of pupils eligible for free school meals.

In 2004, around 4860 schools were involved in a Key Stage 1 teacher assessment trial. These schools only submitted teacher assessment data. Teacher assessment results from schools involved in the trial are treated in exactly the same way as the test/task results from schools not involved in the trial. The professional judgement of teachers in determining pupil attainment is considered to be an equally valid method of assessment as test/task. All schools are compared to a "combined" national result made up of teacher assessment in trial schools and test/task in non-trial schools. The Autumn Package offers some scope for further comparisons. Please see the glossary for details.

Your school was involved in the 2004 teacher assessment trial.

The grades shown are based on the average National Curriculum points achieved by pupils at your school. Average points are calculated by attaching points scores to the levels achieved by pupils. Details are given in the Autumn Package (Key Stages 1 and 2). Data showing the proportions of pupils achieving particular levels are provided on the following pages.

Table 3.1 Attainment summary

	In comparison with all schools nationally			
	2001	2002	2003	2004
Key Stage 1(average points)				
Reading	E	E	E	E
Writing	E	E	E	E
Mathematics	E	C	E	E
Key Stage 2 National Curriculum tests (average points)				
English	C	C	B	A*
Mathematics	C	C	A	A
Science	C	D	A*	A
All subjects	C	D	A	A*

The grades above have descriptive meanings, which are explained in the Glossary pages at the end of this PANDA report. Please note that grades shown in bold type are those that will usually be given in the Parents' Summary of the Inspection Report.

Care should be taken when analysing the results of small year groups and small schools. The effect of one additional pupil on, for example, a school percentage measure can be considerable, whereas in larger schools the effect will be less marked. This does not mean that analysing the performance of small cohorts is invalid. Rather it means that the findings from such analyses should be interpreted carefully, and may need to be augmented with other information or considered over more than one year. Please refer to the section on small cohorts in the Glossary.

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Your school was involved in the 2004 teacher assessment trial.

The grades shown are based on the average National Curriculum points achieved by pupils at your school. Average points are calculated by attaching points scores to the levels achieved by pupils. Details are given in the Autumn Package (Key Stages 1 and 2). Data showing the proportions of pupils achieving particular levels are provided on the following pages.

Table 3.2 Attainment summary

	In comparison with Similar schools nationally			
	2001	2002	2003	2004
Free School Meals				
Key Stage 1 (average points)				
Reading	C	C	C	C
Writing	C	B	C	B
Mathematics	C	A	B	D
Key Stage 2 National Curriculum tests (average points)				
English	A	A	A*	A*
Mathematics	A	A	A*	A*
Science	A	B	A*	A*
All subjects	A	A	A*	A*

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Attainment Summary

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The grades shown are based on the average National Curriculum points achieved by pupils at your school. Average points are calculated by attaching points scores to the levels achieved by pupils. Details are given in the Autumn Package (Key Stages 1 and 2). Data showing the proportions of pupils achieving particular levels are provided on the following pages.

Table 3.3 Attainment summary

	In comparison with Similar schools nationally ¹			
	2000	2002	2003	2004
	Prior Attainment ²			
Key Stage 2 National Curriculum tests (average points)				
English	B	D	A*	A*
Mathematics	B	C	A*	A*
Science	B	E	A*	A*
All subjects	B	D	A*	A*

The grades above have descriptive meanings, which are explained in the Glossary pages at the end of this PANDA report. Information on the relevant grade boundaries is included in the National Summary Data Report (NSDR). Please note that grades shown in bold type are those that will usually be given in the Parents' Summary of the Inspection Report.

Care should be taken when analysing the results of small year groups and small schools. The effect of one additional pupil on, for example, a school percentage measure can be considerable, whereas in larger schools the effect will be less marked. This does not mean that analysing the performance of small cohorts is invalid. Rather it means that the findings from such analyses should be interpreted carefully, and may need to be augmented with other information or considered over more than one year. Please refer to the section on small cohorts in the Glossary.

¹Please see the following section on attainment at KS1 and /or KS2 in comparison with similar schools (using free school meals and, if available, prior attainment data) for more details.

²Your school's Key Stage 2 results for four years are compared, where we hold data, with those schools that achieved similar average points scores at Key Stage 1 from 1997 to 2000. More detail is given in the Glossary.

Attainment statistics for the inspection report

The inspection report should include the following information on pupils' attainment, subject to checking with the school. The number of pupils shown below each table is the number of eligible pupils for the assessment in the year group. The number is not necessarily the denominator for calculating average points. For further details on the calculation of average points please refer to the Glossary or the Autumn Package.

Attainment at Key Stage 1

Table 4.3 Standards at the end of Year 2 - average point score in 2004

Standards in:	School Results		National Results	
Reading	13.6	(13.7)	15.8	(15.7)
Writing	13.5	(12.7)	14.6	(14.6)
Mathematics	13.8	(15.0)	16.2	(16.3)

Figures in brackets are for the previous year.

There were 53 pupils who registered for Key stage 1 in the year group, 31 boys and 22 girls.

¹If the school is involved in the key stage 1 trial, its teacher assessment results will be shown for 2004.

²The national figures for 2004 are a combination of test/task results from schools not involved in the trial and teacher assessment results from schools involved in the trial.

Attainment at Key Stage 2

Table 4.3 Standards in national tests at the end of Year 6 - average point score in 2004

Standards in:	School Results		National Results	
English	30.7	(28.1)	26.9	(26.8)
Mathematics	29.6	(28.8)	27.0	(26.8)
Science	31.2	(32.0)	28.6	(28.6)

Figures in brackets are for the previous year.

There were 45 pupils who were registered for Key Stage 2 in the year group, 18 boys and 27 girls. .

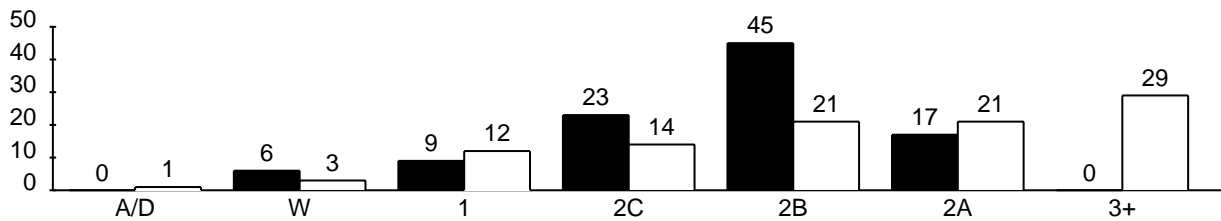
Attainment at Key Stage One: Comparison with National Averages

Percentage of pupils achieving each level

The charts below give a broad overview of pupils' NC results at your school in 2004. They show the percentage of pupils achieving each level at the school (the black columns) compared with the national figures (the white columns).

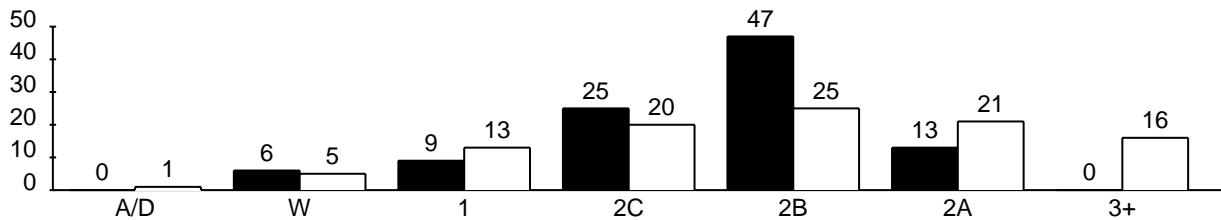
If the school is involved in the Key Stage 1 trial teacher assessment results will be shown for 2004. The national figures for 2004 are a combination of test/task results from schools not involved in the trial and teacher assessment results for schools involved in the trial. Pupils involved in the trial have the potential to achieve level 4. 2% of schools in the country recorded pupils at this level. The Autumn Package offers scope for further comparisons. Please see the Glossary for details.

**Reading KS1
School vs National
Percentage of pupils by level**





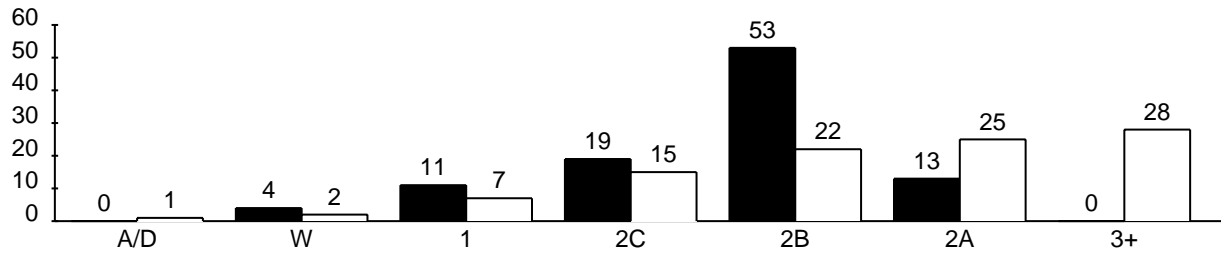
**Writing KS1
School vs National
Percentage of pupils by level**

School
 National



Mathematics KS1 School vs National Percentage of pupils by level

 School
 National



Please note that in calculating the percentage of pupils at each level in these charts, absent pupils are included as part of the base (or denominator). Figures may not add up to 100 due to rounding.

Attainment at Key Stage One: Comparison with National Averages by Gender

Average Points

This section provides some additional analysis of pupils' performance as revealed by their average NC points in Reading, Writing and Mathematics. Full details of the calculations are set out in the Glossary pages of this report. Using average NC points provides an overview of pupils' results that takes full account of the achievements of all pupils and is not dependent simply on the proportions reaching a threshold level. The table below shows the average NC points scores in these three subjects between 2000 and 2004. The average of pupil performance over the last three years is also shown. From 2000 to 2003, the school's test/task average is compared with all other schools. In 2004, teacher assessment results (for schools involved in the key stage 1 trial) and test/task results (for schools not involved in the key stage 1 trial) are compared with the 'combined' national average. Please see the glossary for details.

Table 5.1 Comparison with National averages by gender: average NC points

	2000	2001	2002	2003	2004	2002/04 average
Reading						
Boys - school	13.5	14.0	14.1	11.9	12.8	13.1
Boys - national	15.1	15.2	15.2	15.1	15.1	15.2
Boys - school difference	-1.6	-1.2	-1.1	-3.2	-2.3	-2.1
Girls - school	14.2	13.3	13.7	14.7	14.8	14.4
Girls - national	16.2	16.3	16.4	16.3	16.5	16.4
Girls - school difference	-2.0	-3.0	-2.7	-1.6	-1.7	-2.0
All Pupils - school	13.9	13.7	13.9	13.7	13.6	13.8
All Pupils - national	15.6	15.7	15.8	15.7	15.8	15.8
All Pupils - school difference	-1.7	-2.0	-1.9	-2.0	-2.2	-2.0
Writing						
Boys - school	13.1	12.4	13.1	11.0	12.8	12.6
Boys - national	13.5	13.7	13.7	13.8	13.8	13.8
Boys - school difference	-0.4	-1.3	-0.6	-2.8	-1.0	-1.2
Girls - school	13.2	13.3	13.6	13.5	14.5	13.8
Girls - national	14.8	15.0	15.0	15.5	15.5	15.3
Girls - school difference	-1.6	-1.7	-1.4	-2.0	-1.0	-1.5
All Pupils - school	13.2	12.8	13.3	12.7	13.5	13.2
All Pupils - national	14.1	14.3	14.4	14.6	14.6	14.6
All Pupils - school difference	-0.9	-1.5	-1.1	-1.9	-1.1	-1.4
Mathematics						
Boys - school	17.5	14.6	16.9	13.6	13.1	14.7
Boys - national	16.0	16.3	16.5	16.3	16.2	16.4
Boys - school difference	1.5	-1.7	0.4	-2.7	-3.1	-1.7
Girls - school	16.0	15.3	16.4	15.7	14.6	15.6
Girls - national	16.0	16.1	16.4	16.2	16.2	16.3
Girls - school difference	0.0	-0.8	0.0	-0.5	-1.6	-0.7
All Pupils - school	16.6	14.9	16.7	15.0	13.8	15.2
All Pupils - national	16.0	16.2	16.5	16.3	16.2	16.3
All Pupils - school difference	0.6	-1.3	0.2	-1.3	-2.4	-1.1

**Attainment at Key Stage One:
Comparison with National Averages by Gender**

(continued)	2000	2001	2002	2003	2004	2002/04 average
All core subjects¹						
Boys - school	14.7	13.7	14.6	12.2	12.9	13.5
Boys - national	14.7	14.9	15.1	15.1	15.1	15.1
Boys - school difference	0.0	-1.2	-0.6	-2.9	-2.1	-1.7
Girls - school	14.4	14.0	14.8	14.6	14.7	14.6
Girls - national	15.6	15.7	15.9	16.0	16.0	16.0
Girls - school difference	-1.2	-1.7	-1.1	-1.4	-1.4	-1.4
All Pupils - school	14.5	13.8	14.7	13.8	13.6	14.0
All Pupils - national	15.1	15.3	15.5	15.5	15.5	15.6
All Pupils - school difference	-0.6	-1.5	-0.8	-1.7	-1.9	-1.5

¹Please note: Spelling is not included as a separate core subject.

Attainment at Key Stage One: Comparison with National Averages By Gender

Judgements

The judgements given below are based on comparing the school average of pupil performance over the last three years with national pupil performance over the last 3 years (see Glossary for details).

All

Taking the performance of girls over three years 2002 to 2004 together, the average NC points figures show that:

the performance of the pupils in Reading is below the national median for their age group;

their performance in Writing is well below the national median for their age group;

their performance in Mathematics is well below the national median for their age group.

Boys

Taking the performance of boys over three years 2002 to 2004 together, the average NC points figures show that:

the performance of boys in Reading is well below the national median for boys in their age group;

the performance of boys in Writing is well below the national median for boys in their age group;

the performance of boys in Mathematics is well below the national median for boys in their age group.

Girls

Taking the performance of girls over three years 2002 to 2004 together, the average NC points figures show that:

the performance of girls in Reading is well below the national median for girls in their age group;

the performance of girls in Writing is well below the national median for girls in their age group;

the performance of girls in Mathematics is below the national median for girls in their age group.

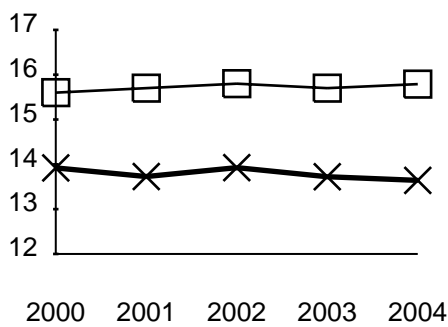
Attainment at Key Stage One: Comparison with National Averages: Progress over Time

Average Points

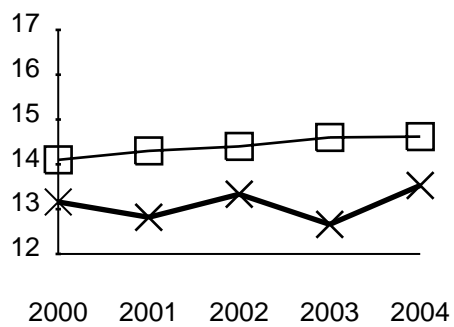
The charts below show the changes in the average NC points at your school over the five years 2000 to 2004 for reading, writing and mathematics, compared with the national average.

From 2000 to 2003 the school's test/task average is compared with all other schools. In 2004, teacher assessment results (for schools involved in the Key Stage 1 trial) are compared with the "combined" national average. Please see the glossary for details.

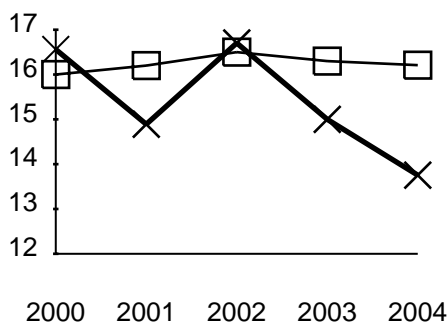
**Key Stage 1 trend:
Reading, Average NC points
School vs National**



**Key Stage 1 trend:
Writing, Average NC points
School vs National**



**Key Stage 1 trend:
Mathematics, Average NC points
School vs National**



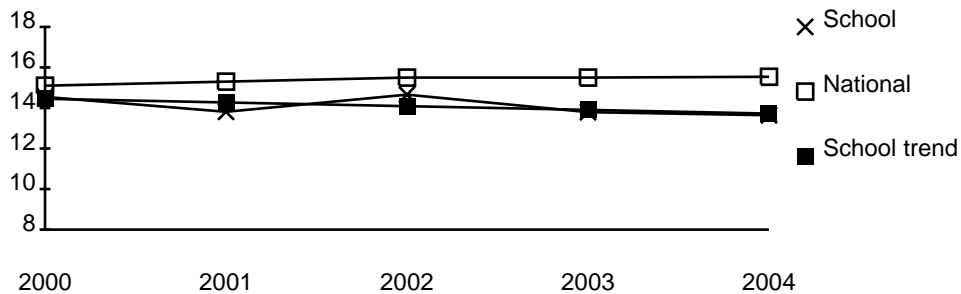
× School
□ National

Attainment at Key Stage One: Comparison with National Averages (Progress over Time)

Average Points

The chart below shows the trends in the school's Key Stage 1 results for all core subjects in recent years, in comparison with the national picture. It shows both the evolution of the school's results year by year and a trend line of the school's results - this trend line is the line of best fit through the school's yearly results. The gradient of the school's trend line is compared with the gradient of the national trend line and a statement made on whether it is below, broadly in line with or above the national trend¹. The statement does not give a judgement on the school's average points score. Instead, it compares the school's change in attainment over time to the national rate of change.

**Key Stage 1 progress
(Average points for all core subjects)²**



the trend in the school's average NC points for all core subjects was below the national trend.

¹The statements 'above' or 'below' are likely to indicate a significant difference from the national trend. Please note: This section does not make use of the percentile bandings and related interpretations given in the glossary section.

²Please note: Spelling is not included in all core subjects.

Attainment at Key Stage One: Comparison with National Benchmarks for All Schools

The national benchmarks compare schools' results with the performance of other schools. This particular section compares your school's attainment with **all other maintained primary schools that participated in the Key Stage 1 assessment**.

Teacher assessment results (for schools involved in the Key Stage 1 trial) and test/task results (for schools not involved in the Key Stage 1 trial) are compared with the national distribution. The national distribution is made up of a combination of test/task results from schools not involved in the trial and teacher assessment results from schools involved in the trial. You should note that Science is assessed by teacher assessment in all schools. The tables grade the school's results using the interpretation codes from A* (very high) to E* (very low). See the Glossary for details.

Percentage of pupils achieving each level

**Table 5.2 Comparison with National Benchmarks for all schools:
Percentage of pupils achieving each level**

Percentage of pupils reaching level 2 or above								
Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interp- retation	
Reading	100	94	90	85	85	79	63	C
Writing	100	93	88	85	81	75	56	C
Mathematics	100	98	95		91	87	85 73	E
Science (TA)	100	100	96		91	86	79 69	E

Percentage of pupils reaching level 2B or above

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interp- retation	
Reading	94	83	77	69	62	61	43	D
Writing	88	75	68	60	59	50	30	C
Mathematics	100	87	82	74	67	66	49	E

Percentage of pupils reaching level 3 or above

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interp- retation	
Reading	55	38	32	24	17	4	0	E*
Writing	38	23	17	11	6	0	0	E
Mathematics	55	38	31	23	17	4	0	E*
Science (TA)	57	38	30	20	11	0	0	E

Average Points

Table 5.3 Comparison with National Benchmarks for all schools: Average points

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interp- retation	
Reading	18.3	17.0	16.4	15.6	14.8	13.6	12.8	E
Writing	17.2	15.9	15.2	14.4	13.5	13.5	11.5	E
Maths	18.6	17.3	16.8	16.0	15.3	13.8	13.6	E
Overall	17.9	16.7	16.1	15.3	14.6	13.6	12.8	E

Attainment at Key Stage One: Comparison with National Benchmarks for Schools in Similar Contexts

Percentage of pupils achieving each level

The national benchmarks compare schools' results with the performance of other schools. This particular section compares the school's attainment in tests, tasks and teachers' assessments in Reading, Writing, Mathematics and Science with **schools in a similar context**.

The Autumn Package provides benchmark groups to compare your school to similar schools. Schools are grouped by the percentage of pupils of compulsory school age that are eligible for free school meals (see glossary for details on calculations). Your free school meal percentage is shown in the basic characteristics section of your PANDA.

The tables below show teacher assessment results (for schools involved in the Key Stage 1 trial) and test/task results (for schools not involved in the Key Stage 1 trial) compared with schools with similar percentages of free school meals. The national distribution is made up of a combination of test/task results from schools not involved in the trial and teacher assessment results from schools involved in the trial. You should note that Science is assessed by teacher assessment in all schools. The tables grade the school's results in this context using the interpretation codes from A* (very high) to E* (very low). See the glossary for details.

Schools with more than 50% FSM

Table 5.5 Percentage of pupils achieving each level

Percentage of pupils reaching level 2 or above

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5thInterp- retation		
Reading	91	85	80	76	69	64	48	A
Writing	89	85	76	71	65	58	41	A
Mathematics	97	90	86	85	80	75	61	C
Science (TA)	97	88	83	79	77	71	52	C

Percentage of pupils reaching level 2B or above

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5thInterp- retation		
Reading	77	62	62	56	50	44	30	A
Writing	69	60	55	48	39	33	17	A
Mathematics	83	71	66	64	57	51	35	B

Percentage of pupils reaching level 3 or above

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5thInterp- retation	
Reading	31	19	15	9	6	0 0	E
Writing	22	11	7	3	0 0	0	D
Mathematics	34	21	16	11	7	0 0	E
Science (TA)	35	18	12	4	0 0	0	D

Attainment at Key Stage One: Comparison with National Benchmarks for Schools in Similar Contexts

Average points

Schools with more than 50% FSM

Table 5.6 Average points

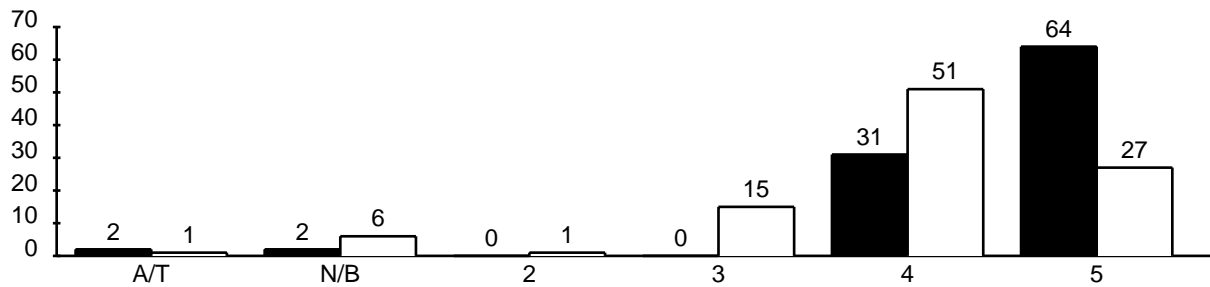
Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interp- retation	
Reading	16.0	14.7	14.1	13.6	13.4	12.8	11.2	C
Writing	15.2	13.7	13.5	13.0	12.3	11.7	10.0	B
Maths	16.7	15.4	14.9	14.2	13.8	13.7	12.3	D
Overall	15.8	14.5	14.0	13.6	13.3	12.7	11.3	C

Attainment at Key Stage Two: Comparison with National Averages

Percentage of pupils achieving each level

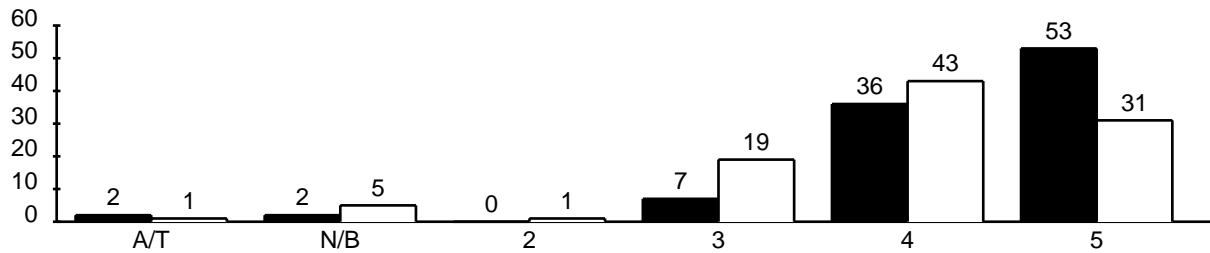
The charts below give a broad overview of pupils' NC test results at your school in 2004 compared with the national picture. It shows the percentage of pupils at each level measured by test results at the school (the black columns) compared with the national figures (the white columns).

**English KS2 Tests
School vs National
Percentage of pupils by level**



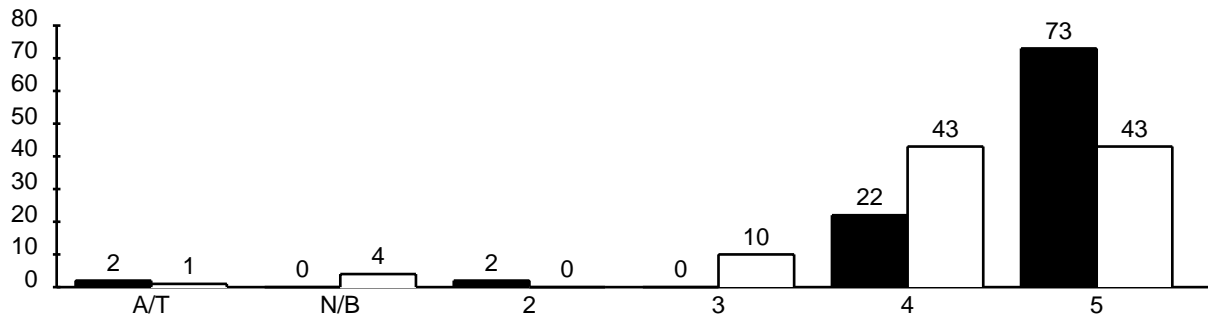
**Mathematics KS2 Tests
School vs National
Percentage of pupils by level**

 School
 National



Science KS2 Tests School vs National Percentage of pupils by level

School
 National



Please note that in calculating the percentage of pupils at each level in these charts, absent pupils are included as part of the base (or denominator). Figures may not add up to 100 due to rounding.

Attainment at Key Stage Two: Comparison with National Averages By Gender

Average points

This section provides some additional analysis of pupils' performance as revealed by their average NC points in English, Mathematics and Science. Full details of the calculations are set out in the Glossary pages of this report. Using average NC points provides an overview of pupils' results that takes full account of the achievements of all pupils and is not dependent simply on the proportions reaching a threshold level.

The table below shows the average NC points scores in the three core subjects between 2000 and 2004. The average of the last three years is also shown.

Table 6.1 Comparison with national average by gender: average points

	2000	2001	2002	2003	2004	2002/04 average
English						
Boys - school	27.0	27.3	27.0	27.9	30.9	28.3
Boys - national	26.0	26.3	26.3	26.0	26.1	26.2
Boys - school difference	1.0	1.0	0.7	1.9	4.8	2.1
Girls - school	27.3	26.5	26.8	28.2	30.6	28.5
Girls - national	28.0	27.7	27.7	27.6	27.8	27.7
Girls - school difference	-0.7	-1.2	-0.9	0.6	2.8	0.8
All Pupils - school	27.1	26.9	26.9	28.1	30.7	28.4
All Pupils - national	27.0	27.0	27.0	26.8	26.9	26.9
All Pupils - school difference	0.1	-0.1	-0.1	1.3	3.8	1.5
Mathematics						
Boys - school	29.0	28.8	27.7	29.7	31.9	29.4
Boys - national	27.0	26.8	26.8	27.0	27.1	27.1
Boys - school difference	2.0	2.0	0.9	2.7	4.8	2.3
Girls - school	27.6	24.7	26.3	28.2	28.1	27.6
Girls - national	26.0	26.4	26.6	26.6	26.9	26.8
Girls - school difference	1.6	-1.7	-0.3	1.6	1.2	0.8
All Pupils - school	28.4	26.5	27.0	28.8	29.6	28.4
All Pupils - national	27.0	26.6	26.7	26.8	27.0	26.9
All Pupils - school difference	1.4	-0.1	0.3	2.0	2.6	1.5
Science						
Boys - school	30.8	29.4	28.3	32.4	32.6	30.8
Boys - national	28.0	28.1	28.3	28.6	28.6	28.6
Boys - school difference	2.8	1.3	0.0	3.8	4.0	2.2
Girls - school	29.4	27.5	27.0	31.8	30.3	29.7
Girls - national	28.0	28.3	28.4	28.7	28.6	28.6
Girls - school difference	1.4	-0.8	-1.4	3.1	1.7	1.1
All Pupils - school	30.1	28.3	27.7	32.0	31.2	30.2
All Pupils - national	28.0	28.2	28.3	28.6	28.6	28.6
All Pupils - school difference	2.1	0.1	-0.6	3.4	2.6	1.6

(continued)	2000	2001	2002	2003	2004	2002/04 average
All core subjects						
Boys - school	28.9	28.5	27.7	30.0	31.8	29.5
Boys - national	27.0	27.1	27.1	27.2	27.3	27.3
Boys - school difference	1.9	1.4	0.6	2.8	4.5	2.2
Girls - school	28.1	26.2	26.7	29.4	29.7	28.6
Girls - national	28.0	27.5	27.6	27.7	27.8	27.7
Girls - school difference	0.1	-1.3	-0.9	1.7	1.9	0.9
All Pupils - school	28.5	27.2	27.2	29.7	30.5	29.0
All Pupils - national	27.0	27.3	27.3	27.4	27.5	27.5
All Pupils - school difference	1.5	-0.1	-0.1	2.3	3.0	1.5

Judgements

The judgements given below are based on comparing the school average of pupil performance over the last three years with the national pupil performance over the last three years. Taking the three years 2002 to 2004 together, the average NC points figures show that:

All

the performance of pupils in English is well above the national median for their age group;

their performance in Mathematics is well above the national median for their age group;

their performance in Science is well above the national median for their age group.

the performance of pupils in All core subjects is well above the national median for their age group.

Boys

Taking the performance of boys over the three years 2002 to 2004 together, the average NC points figures show that:

the performance of boys in English is well above the national median for boys in their age group;

the performance of boys in Mathematics is well above the national median for boys in their age group;

the performance of boys in Science is well above the national median for boys in their age group;

their performance in all core subjects is well above the national median for boys in their age group.

Girls

Taking the performance of girls over the three years 2002 to 2004 together, the average NC points figures show that:

the performance of girls in English is above the national median for girls in their age group;

the performance of girls in Mathematics is above the national median for girls in their age group;

the performance of girls in Science is above the national median for girls in their age group;

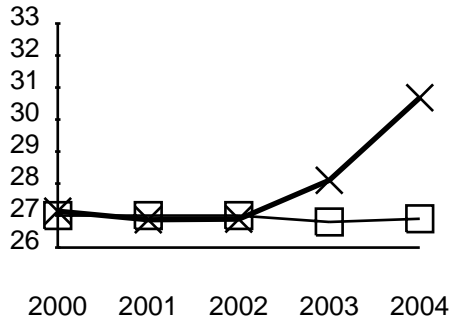
their performance in all core subjects is above the national median for girls in their age group.

Attainment at Key Stage Two: Comparison with National Averages (Progress over Time)

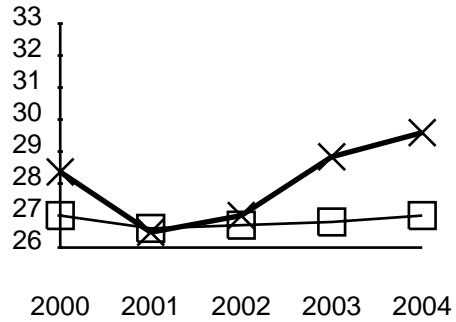
Average Points

The charts below show the changes in the average NC points at your school over the five years 2000 to 2004 in English, Mathematics and Science, compared with the national average.

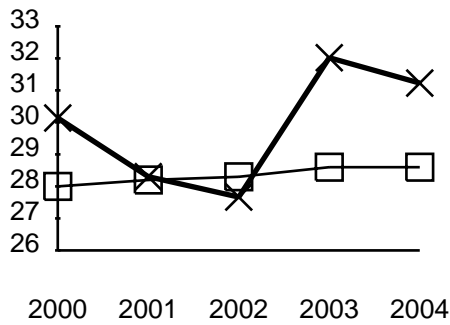
**Key Stage 2: English Average NC points
School vs National**



**Key Stage 2: Mathematics, Average NC points
School vs National**



**Key Stage 2: Science, Average NC points
School vs National**



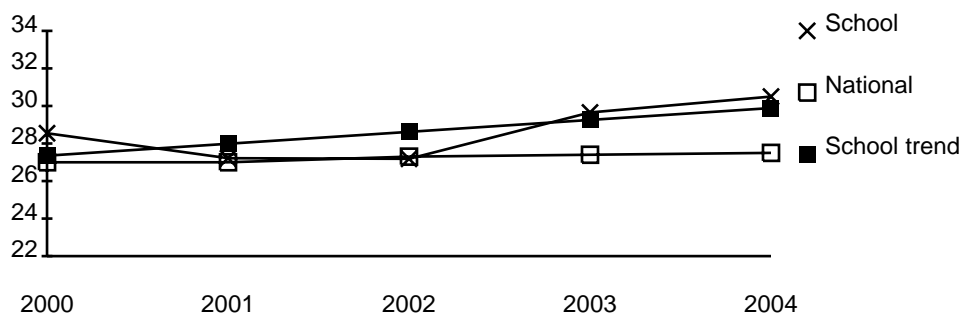
X School
 □ National

Attainment at Key Stage Two: Comparison with National Averages (Trends over Time)

Average Points

The chart below shows the trends in the school's all core subjects Key Stage 2 results in recent years, in comparison with the national picture. It shows both the evolution of the school's results year by year and a trend line of the school's results - this trend line is the line of best fit through the school's yearly results. The gradient of the school's trend line is compared with the gradient of the national trend line and a statement made on whether it is below, broadly in line with or above the national trend¹. The statement does not give a judgement on the school's average points score. Instead, it compares the school's change in attainment over time to the national rate of change.

**Key Stage 2 progress
(Average points for all core subjects)**



the trend in the school's average NC points for All Core Subjects was above the national trend.

¹The statements 'above' or 'below' are likely to indicate a significant difference from the national trend. Please note: This section does not make use of the percentile bandings and related interpretations given in the glossary section.

Attainment at Key Stage Two: Comparison with National Benchmarks for All Schools

Percentage of pupils achieving each level

The national benchmarks compare schools' results with the performance of other schools. This particular section compares attainment at Anonymous Primary School with **all other maintained primary schools that participated in the Key Stage 2 tests**.

The tables below grade the school's results using the interpretation codes from A* (very high) to E* (very low). See the Glossary for details.

Table 6.2 Comparison with National Benchmarks for all schools: percentage of pupils achieving each level

Percentage of pupils reaching level 4 or above

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interpretation	
English (tests)	100	96	89	84	77	69	50	A
Mathematics (tests)	97	89	86	81	73	65	46	A
Science (tests)	100	96	96	92	87	81	61	B

Percentage of pupils reaching level 5 or above

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interpretation	
English (tests)	64	58	37	29	20	14	3	A*
Mathematics (tests)	60	53	41	33	26	19	7	A
Science (tests)	76	73	56	47	37	28	11	A

Average points

Table 6.3 Comparison with National Benchmarks for all schools: average points

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interpretation	
English (tests)	30.7	30.1	28.4	27.6	26.6	25.7	23.4	A*
Mathematics (tests)	30.2	29.6	28.6	27.8	26.7	25.8	23.5	A
Science (tests)	31.5	31.2	30.0	29.4	28.4	27.5	25.1	A
All core subjects	30.5	30.3	28.9	28.2	27.3	26.4	24.2	A*

Attainment at Key Stage Two: Comparison with National Benchmarks for Schools in Similar Contexts

Percentage of pupils achieving each level

The national benchmarks compare your school's results with the performance of other schools nationally. This particular section compares the school's attainment with **schools in a similar context** in tests in English, Mathematics and Science.

The Autumn Package provides two types of National Benchmark information that group similar schools together; information based on attainment at an earlier key stage, and information based on the percentage of pupils in schools known to be eligible for free school meals (FSM).

Benchmarks based on prior attainment at the end of Key Stage 1

The benchmark group to which Anonymous Primary School has been allocated is based on the attainment of the 2004 Key Stage 2 cohort in their 2000 Key Stage 1 tests/tasks. Since the introduction of Unique Pupil Number (UPN) within the 2003 PLASC the DfES has been able to match pupils between the two key stages, wherever they were assessed.

The table below shows a summary of the school's Key Stage 2 results (English, Mathematics and Science) in bold¹. The school's results are compared with a percentile distribution of schools with a similar level of prior attainment. A grade is given depending on which percentile the school's results fall into. This grade (shown in the final column) sums up the progress made by pupils between Key Stage 1 and Key Stage 2 (see the Glossary for details).

The Key Stage 2 pupils in your school had a Key Stage 1 average points score of 14.5. This puts the school into the following benchmark group.

Schools that achieved a Key Stage 1 average points score of at least 14 but less than 16 in 2000

Table 6.4 Percentage of pupils achieving each level

Percentage of pupils reaching level 4 or above

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interpretation	
English (tests)	96	95	86	81	75	70	56	A*
Mathematics (tests)	93	89	83	78	71	66	50	A
Science (tests)	100	96	94	91	86	81	67	A

Percentage of pupils reaching level 5 or above

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interpretation	
English (tests)	64	50	33	27	20	14	4	A*
Mathematics (tests)	53	51	36	31	24	20	9	A*
Science (tests)	73	68	50	43	35	28	14	A*

¹Before the introduction of the UPN the schools Key Stage 1 average points score 4 years before the Key Stage 2 examinations was used to allocate the prior attainment group. Prior attainment was therefore only available for schools teaching both Key Stage 1 and Key Stage 2.

Attainment at Key Stage Two: Comparison with National Benchmarks for Schools in Similar Contexts

Percentage of pupils achieving each level

The national benchmarks compare schools' results with the performance of other schools. This particular section compares the attainment at Anonymous Primary School in the English, mathematics and science tests with **schools in a similar context**.

The Autumn Package provides two types of National Benchmark information that group similar schools together; information based on attainment at an earlier key stage, and information based on the percentage of pupils in schools known to be eligible for free school meals.

Benchmarks based on the percentage of pupils in schools known to be eligible for free school meals

Schools are grouped by the percentage of pupils of compulsory school age that are eligible for free school meals (see glossary for details on calculations). Your free school meal percentage is shown in the basic characteristics section of your PANDA. The tables grade the school's results using the interpretation codes from A* (very high) to E* (very low). See the Glossary for details.

Your school falls into the following FSM benchmark group:

Schools with more than 50% FSM

Table 6.5 Percentage of pupils achieving each level¹

Percentage of pupils reaching level 4 or above

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th Interp- retation		
English (tests)	96	88	73	67	58	51	34	A*
Mathematics (tests)	89	87	71	63	56	48	32	A*
Science (tests)	97	96	86	80	71	63	46	A

Percentage of pupils reaching level 5 or above

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th Interp- retation		
English (tests)	64	33	19	14	8	5	0	A*
Mathematics (tests)	53	40	23	18	13	9	2	A*
Science (tests)	73	58	34	25	18	13	4	A*

¹Full details of the calculation of the percentage of pupils reaching a particular level are set out in the Glossary.

Attainment at Key Stage Two: Comparison with National Benchmarks for Schools in Similar Context

Average points

The national benchmarks compare your school's results with the performance of other schools nationally. This particular section compares the school's attainment with **schools in a similar context** in tests in English, Mathematics and Science.

The Autumn Package provides two types of National Benchmark information that group similar schools together; information based on attainment at an earlier key stage, and information based on the percentage of pupils in schools known to be eligible for free school meals.

Benchmarks based on prior attainment at the end of Key Stage 1

Key stage 2 pupils in your school had a Key Stage 1 average points score of 14.5. This puts you into the following benchmark group:

Schools that achieved a Key Stage 1 average points score of at least 14 but less than 16 in 2000

Table 6.6 Average points

Average points achieved

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interpretation	
English (tests)	30.7	29.3	27.9	27.2	26.4	25.7	24.1	A*
Mathematics (tests)	29.6	29.4	28.0	27.3	26.6	25.9	24.2	A*
Science (tests)	31.2	30.9	29.6	29.0	28.2	27.6	25.8	A*
All core subjects (tests)	30.5	29.6	28.4	27.8	27.1	26.5	25.0	A*

Benchmarks based on the percentage of pupils in schools known to be eligible for free school meals

Schools with more than 50% FSM

Table 6.7 Average points

Average points achieved

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interpretation	
English (tests)	30.7	27.9	26.0	25.2	24.2	23.4	21.7	A*
Mathematics (tests)	29.6	28.4	26.2	25.4	24.5	23.8	21.8	A*
Science (tests)	31.2	30.1	28.0	27.2	26.1	25.2	23.4	A*
All core subjects (tests)	30.5	28.5	26.6	25.9	24.9	24.2	22.7	A*

Attainment at Key Stage Two: Comparison with National Benchmarks: Value Added Measure Between KS1 and KS2

Value added measures compare the relative progress made by pupils in your school between two key stages with the progress made by pupils nationally between Key Stage 1 and Key Stage 2. The tables below show your school's value added score in bold benchmarked against all schools nationally, and similar schools by prior attainment and free school meals.

A value added measure between Key Stage 1 and Key Stage 2 has been available since 2003. For details on the methodology for calculating this measure please refer to the glossary. The validated value added measures will be published in the DfES performance tables, and guidance on the methodology used to calculate value added scores is available on the DfES website.

A coverage indicator is also given. This is the percentage of the Key Stage 2 cohort for whom Key Stage 1 data exists, wherever the Key Stage 1 tests/tasks were taken.

The coverage of the matched pupil level data between KS1 and KS2 is 91%.

Comparison with National average

Table 6.8 Value added measure: in comparison with national distribution

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interp- retation
103.8	102.0	100.8	100.3	99.7	99.2	98.0	A*

Schools with more than 50% FSM

Table 6.9 Value added measure: in comparison with similar schools (FSM)

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interp- retation
103.8	102.6	100.9	100.1	99.3	98.6	97.1	A*

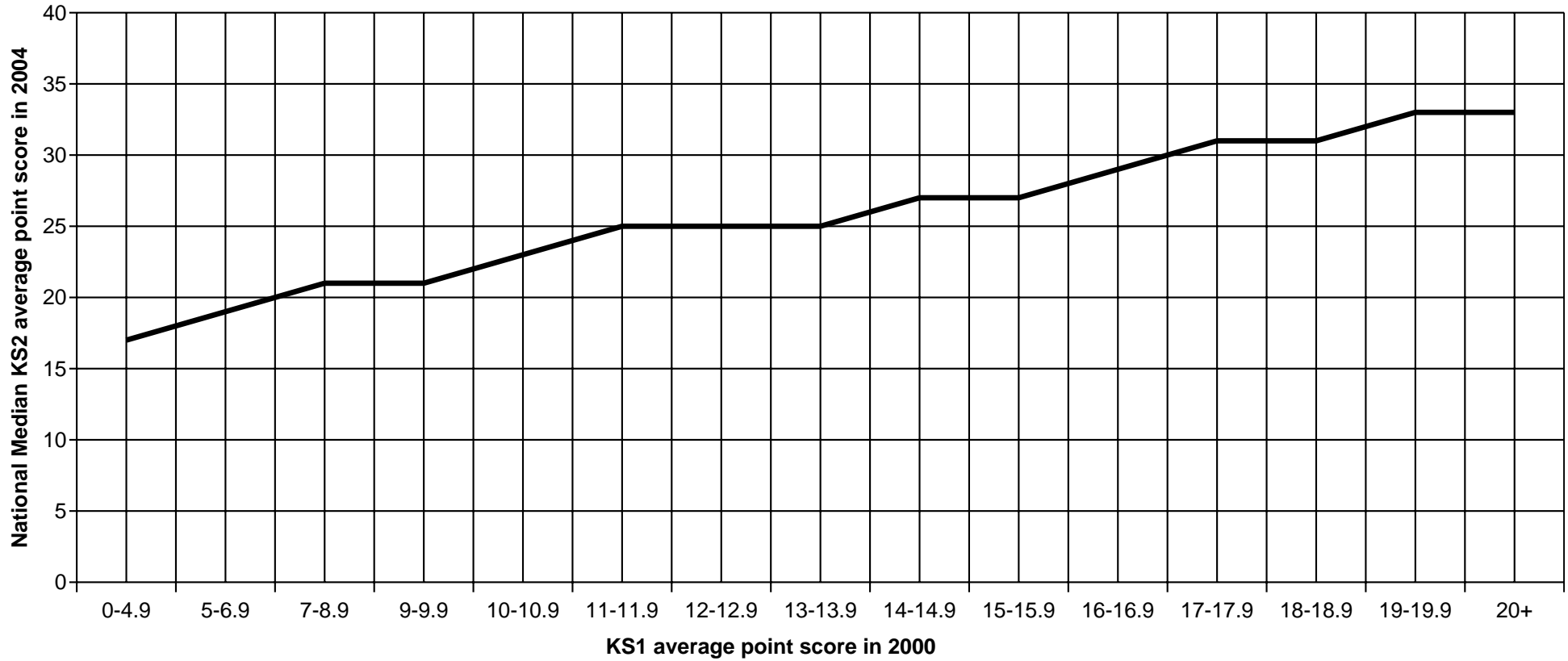
Schools that achieved a Key Stage 1 average points score of at least 14 but less than 16 in 2000

Table 6.10 Value added measure: in comparison with similar schools (prior attainment)

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interp- retation
103.8	102.0	100.9	100.4	99.8	99.2	97.9	A*

The chart on the next page shows the national pupil average (median) Key Stage 2 score for each Key Stage 1 score. This chart can be particularly useful for schools that wish to plot individual pupil data to identify any patterns in value added within the school. A tabular version of the chart, together with a full explanation of the value added methodology (and how pupil level data is aggregated to give a single value for the school) is provided in the glossary.

VALUE ADDED MEDIAN - Key Stage 1 to Stage 2



Additional Information

Attendance

Comparison with National Averages

The figures in the table below show pupils' absence and attendance at your school over a three year period in comparison with national averages.

Table 7.1 The school's attendance information

	2001/02	2002/03	2003/04		
	Attendance Rate	Attendance Rate	Attendance Rate	Authorised Absence	Unauthorised Absence
School	90.9	93.1	92.9	6.5	0.6
England (primary)	94.1	94.2	94.5	5.1	0.4
School difference	-3.2	-1.1	-1.6	1.4	0.2

Where attendance falls below 95 percent for the school, an analysis of the patterns of absence and their effect on attainment needs to be undertaken. This analysis may show whether poor attendance or punctuality affect particular groups of pupils. Details of national attendance rates appear in the NSDR.

Comparison with National Benchmarks for All Schools

The interpretations below are based on comparisons of the school's attendance with the national distribution. **Please note: the judgements are not based on the national figures shown in the table above.**

Thus, on the basis of the 2003/2004 figures:

the attendance rate at the school in the 2003/2004 academic year was well below the national median;

the rate of unauthorised absence at the school, in the same year, was above the national median.

The possible judgements for attendance rates are the same as the percentile thresholds underpinning interpretations listed in the Glossary, and therefore the interpretation categories elsewhere in the PANDA.

The possible judgements for unauthorised absence are:

well above the national median (within the range of the top 10% of schools across the country);

above the national median (within the range of the top 35% of schools across the country but not the top 10%);

broadly in line with the national median (differences from the national average are unlikely to be statistically significant);

below the national median (within the range of the bottom 35% of schools across the country but not the lowest 10%);

well below the national median (within the range of the bottom 10% of schools across the country).

Additional Information

The School's Context

THESE DATA ARE FOR BACKGROUND INFORMATION ONLY. THEY ARE NOT USED FOR ANY CALCULATIONS IN YOUR PANDA REPORT

Information from the Census of Population about the economic, social and demographic characteristics of the catchment area can be a useful supplement to the Basic Characteristics on page 7. The Census of Population gives indicators related to potential educational advantage (e.g. the number of adults with higher educational qualifications) as well as potential disadvantage (e.g. children in overcrowded households) of the area around the school.

The table below shows some key indicators for up to 9 wards that contribute the greatest proportion of the school's pupils, for which we have been able to match pupil data with their home postcodes, together with the national averages for the indicators.

99% of pupils attending Anonymous Primary School live in the wards shown in the table.

Table 7.2 The school's context: census information

	% Pupils in ward	% Adult higher education	% High social class households	% Minority ethnic children	% Overcrowded households
Ward 1	89.6	27.1	20.4	87.2	62.7
Ward 2	2.9	26.8	19.9	77.7	54.0
Ward 3	1.4	26.5	18.1	80.1	59.5
Ward 4	1.4	24.0	16.8	74.7	54.1
Ward 5	1.2	24.9	14.5	81.9	59.0
Ward 6	1.0	29.9	24.7	93.1	68.2
Ward 7	0.5	32.8	23.0	91.4	67.5
Ward 8	0.2	32.5	21.9	58.8	41.9
Ward 9	0.2	18.2	12.9	79.3	55.2
England		19.8	20.7	10.3	15.1

When interpreting the census information you should remember:

- the school may draw its pupils from a wider catchment area than the ward in which the school is situated; or, indeed, the set of wards shown in the table;
- the school's pupils may not always come from families representative of the wards where they live.

Only a small amount of census information is shown in the PANDA report to complement information about the school's pupils in the Basic Characteristics section (page 7).

Whilst there is a correlation between pupils' background and their attainment, the socio-economic data should not be used as a definitive measure of the capabilities of an individual pupil or their attainment on entry to the school. However, together with the indicators shown in the Basic Characteristics (page 7) they can give a broad proxy indication of pupils' backgrounds.

In some cases, schools may find they are classified in the incorrect ward, or that their ward has changed. Schools should use data for the wards appropriate to their individual circumstances.

Additional Information

The Inward Mobility

THESE DATA ARE FOR BACKGROUND INFORMATION ONLY. THEY ARE NOT USED FOR ANY CALCULATIONS IN YOUR PANDA.

The information is derived from the date of joining school variable from the 2004 Pupil Level Annual School Census (PLASC) in January.

The table and the chart show the percentage of pupils, by year group and the year they joined the school. Looking down any of the year group columns shows the proportion of pupils who joined in each year. The emboldened figure at the bottom of each column shows the proportion of pupils in each year group who started in the first year group at Anonymous Primary School and have remained.

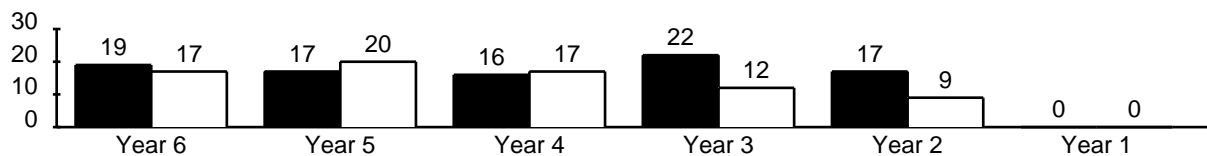
Table 7.3 Inward Mobility

		Pupils in (%)					
		Year 6	Year 5	Year 4	Year 3	Year 2	Year 1
% of pupils joined before the 1st October of each year	2003/04	8.3	4.2	4.1	8.7	17.0	94.9
	2002/03	6.3	6.3	6.1	13.0	81.1	
	2001/02	0.0	2.1	6.1	78.3		
	2000/00	2.1	4.2	81.6			
	1999/00	2.1	81.3				
	1998/99	75.0					

The figures in each column may not add to 100%. The missing pupils are those who joined the school after 30th September 2003 and before the PLASC data were submitted in January.

The percentage of pupils who did not join a primary school in the first year by year group School vs National


 School
 National



The school figure for each year group in the chart is an aggregation of the percentage of pupils who did not join the school in the first year. Pupils who joined the school after 30th September 2003 are not included.

GLOSSARY

PART A: Calculation of average points score and threshold levels

Percentage of pupils reaching a particular threshold at Key Stage 1 and Key Stage 2

The percentage of eligible pupils reaching a particular level and above in the Key Stage tests and teacher assessments in your school is defined as:

$$= \frac{\text{The total number of pupils achieving that level (and above it)}}{\text{The number of pupils eligible for assessment (including any that were absent or disapplied)}} \times 100$$

Percentages for a particular level are calculated on the basis of the full cohort **including** pupils who were absent or disapplied when the tests were taken. This is because the calculation is designed to show how many pupils reach a certain level – a pupil who did not take the test did not reach the level. For additional Key Stage 1 information you should refer to part C of the glossary.

Average points score at Key Stages 1 and 2

Average points scores are calculated on the basis of full cohorts **excluding** pupils who were absent or disapplied. The point score equivalencies of each level can be found in the table below. Some more detailed explanation can be found in the Key Stage 1 and Key Stage 2 guidance section of the Autumn Package www.standards.dfes.gov.uk/performance/ap.

Key Stage 1: Reading, Writing and Mathematics

Table 8.1 Points score equivalencies for 2004 Key Stage 1

Level achieved	Points
Absent (A)	Disregarded
Disapplied (D)	Disregarded
Working towards level 1(W)	3
Level 1	9
Level 2C	13
Level 2B	15
Level 2A	17
Level 3	21
Level 4+	27

Pupils in schools which were not involved in the Key Stage 1 trial (see section C of the glossary) and who achieved below Level 3 in their reading comprehension test will be awarded points based on the level they achieved in their reading task. Spelling will contribute to the mark for writing and will not be treated separately.

Average points score for Reading, Writing and Mathematics:

$$= \frac{\text{Total points in subject}}{\text{The number of pupils eligible for assessment (excluding any that were absent or disapplied)}} \times 100$$

Key Stage 2: English, Mathematics and Science

Table 8.2 Points score equivalencies for 2004 Key Stage 2

Level achieved in Test or Task	Points
Absent (A)	Disregarded
T	Disregarded
N	15
B	15
Level 2	15
Level 3	21
Level 4	27
Level 5	33
Level 6	39

T = reaching the level but not able to access the test.

N = represents pupils who took the statutory test but failed to reach the threshold level for the given subject.

B = represents pupils who were NOT entered for the test for a given subject but were assessed by teacher assessment only.

Average points score for English, Mathematics and Science

$$= \frac{\text{Total points in subject}}{\text{The number of pupils eligible for assessment (excluding any that were absent or graded T)}} \times 100$$

PART B: Benchmarking

Benchmarking your school should help you to understand your school’s performance in relation to the performance of other schools. The benchmark tables shown in the Primary PANDA are school specific and display the national numeric boundaries for the A*-E* interpretation grades.

Quartile Values

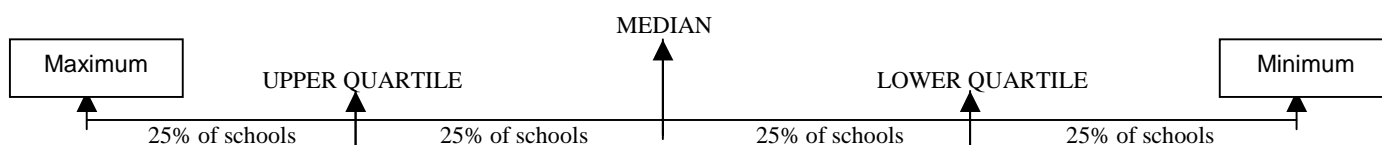
The data are divided into percentiles and then grades are allocated depending on which percentile the school’s results fall into:

UPPER QUARTILE: the upper quartile for any particular assessment is the score or level for which 25 percent of the results are higher than this value.

MEDIAN: the median for any particular assessment is the score or level for which exactly half of the results achieved are higher than this value and the other half of results achieved are lower.

LOWER QUARTILE: the lower quartile for any particular assessment is the score or level for which 25 percent of the results are lower than this value.

Illustration of how data are arranged to find the quartile values:



Interpretations grades

The interpretation grades indicate where the school’s results fall compared with other schools in the same benchmark group. They do not indicate statistical significance. The A*-E* grades can be interpreted as follows:

A*	95th	A	Upper quartile	B	60th	C	40th	D	Lower quartile	E	5 th	E*
Very high		Well above		Above		Broadly in line		Below		Well below		Very low

For example,

An A* grade when looking at a national benchmark means:

That pupils’ results at the school are **very high** in comparison with the national average (as measured by the median). The school’s results are within the range of the **top 5%** of schools across the country.

A complete set of all benchmark tables is provided in the Key Stage 1 and 2 benchmark section of the Autumn Package found at www.standards.dfes.gov.uk/performance/ap. Schools which are close to the benchmark boundaries can use these tables to see what would happen to their grades if they were in a different benchmark category.

Benchmarking: similar schools

Calculation of the free school meal (FSM) benchmark

FSM eligibility is derived from the 2004 PLASC return to the DfES. Only pupils recorded as ‘known to be eligible for FSM’ in the PLASC will be used to benchmark the school in the Primary PANDA.

$$= \frac{\text{Number of full time pupils (and part-time above minimum compulsory school age) "known to be eligible for free school meals" registered as C or M enrolments}}{\text{Total numbers of full-time (and part time above minimum compulsory school age) registered as C or M.}} \times 100$$

C = ‘Current’ (registered solely at this school)

M = ‘Current main’ (currently registered at this school and another school – mainly at this school),

Calculation of the prior attainment figure

The actual prior attainment figure is shown to enable schools to know exactly where they fall in the prior attainment benchmark. Where the school is very close to the border the interactive spreadsheet on the ePANDA website can be used to see the effect of changing the benchmark group. Inspectors are trained in interpreting data for schools that fall close to the border. Since the introduction of the Unique Pupil Number (UPN) in 2003, the prior attainment figure has been the average points score of the Key Stage 2 cohort at Key Stage 1 based on matched pupil data, wherever the pupil took the Key Stage 1 test. The percentage coverage for the value added calculation is the percentage of the Key Stage 2 cohort for whom the matched key stage 1 data exists. Before 2003 the school level Key Stage 1 average points score attained by pupils in the school 4 years earlier was used.

Table 8.3 Prior attainment

	Year			
Key Stage 2	2001	2002	2003	2004
Key Stage 1	1997	1998	1999	2000
Matched pupil data	No	No	Yes	Yes

It should be noted that spelling was included as a separate subject when calculating the prior attainment score in 2001 and 2002 and was included as part of writing in 2003 and 2004.

Small cohort sizes

Grades are given irrespective of cohort size. For schools with small cohorts it is inadvisable to place too much emphasis on one year's results. In these circumstances it may be more appropriate to use a three year average.

Three year average

The 3 year average is an average of pupil performance in the school over the past 3 years. It is calculated as follows:

$$\text{3 year average point score} = \frac{\text{Total points score from last 3 years}}{\text{Number of pupils taking examination in past 3 years}}$$

Using a 3 year average can be particularly useful in assessing standards of attainment when the cohort is small. However, it does not assist in evaluating trends during these three 3 years. The PANDA report provides judgements based on comparing the 3 year average to the national percentile distribution. The judgements are assigned in the same way as PANDA grades; see "Interpretations grades" in the Glossary for details.

Changes over time

When evaluating attainment over time, schools and inspectors should take care before making strong judgments about year on year changes. This is particularly true where cohort sizes are small. Table 8.4 shows for each cohort size the minimum year on year percentage change necessary before a valid judgement can be made. Even changes of up to one and a half times the minimum percentage change should be treated with caution as a firm indicator unless supplemented by other evidence.

Table 8.4 Calculation of percentage difference for each cohort size

Cohort size for each year	Percentage change
20	18
30	15
40	13
60	10
80	9
100	8
150	7
200	6

PART C: Key Stage 1

There were two types of assessment arrangements in 2004:

1) Schools not involved in the Key Stage 1 trial

For 2004 there has been a continuation of the 2003 arrangements whereby pupils were given a test/task at the end of Key Stage 1 and were also assessed by teacher assessment. Test/task figures for Reading, Writing and Mathematics are reported in the PANDA alongside Science teacher assessment results. Table 5.4 shows a breakdown of all teacher assessment results in the same way as last year.

2) Schools involved in the Key Stage 1 trial

In 2004 there was a trial arrangement whereby, 4860 schools in 38 LEAs submitted only teacher assessment results. Test/tasks were used to inform the teacher assessment but were not submitted¹. Only the school's teacher assessment results for Reading, Writing and Mathematics and Science are shown in the PANDA. The following teacher assessment results for Reading, Writing, Science and Mathematics have been reported: A, D, W, 1, 2C, 2B, 2A, 3, 4+².

For the purposes of inspection the results from all schools are treated in the same way, irrespective of assessment arrangements. The validity of teacher assessment results from trial schools are considered to be equal to that of results gathered from test/tasks in schools not involved in the trial. At a national level the distribution of results is broadly similar between the different types of assessment arrangements.

The PANDA report compares the school to all schools nationally. For Reading, Writing and Mathematics the national figures are a combination of test/task results from schools not involved in the trial and teacher assessment results from schools involved in the Key Stage 1 trial. For Science, teacher assessment results from all schools are used to produce the national figures.

Example of comparisons with national benchmarks for all schools

School A was not involved in the Key Stage 1 trial: Reading 2004 test result 13.7.

School B was involved in the Key Stage 1 trial: Reading 2004 teacher assessment result 13.7.

Both schools are compared with the same benchmark group. This benchmark group is made up of a combination of teacher assessment results from trial schools and test/task results from schools not involved in the trial. Both of the schools in the example will achieve a grade D.

Average points	95th	Upper quartile	60th	40th	Lower quartile	5 th	Interpretation
Writing	17.2	15.9	15.2	14.4	13.7	13.5	D

If schools or inspectors wish to undertake further benchmark comparisons they should refer to the Key Stage 1 section of the Autumn Package www.standards.dfes.gov.uk/performance/ap. Here they can find additional benchmark tables that compare them with other like schools.

In addition to this, information can be found in the DfES Statistical First Release (24th August 2004) www.dfes.gov.uk/rsgateway

¹ Most schools in these 38 LEAs followed trial arrangements; schools in these LEAs not following the trial arrangements continued under the 2003 arrangements.

² Fewer than 2% of trial schools reported any pupil attaining level 4.

PART D: Value added

Value added is a measure of the relative progress schools help individuals to make. It is calculated from Key Stage 1 to Key Stage 2 using matched pupil level data. The value added measure can be used to compare the relative progress made by pupils against the progress of pupils nationally or pupils at 'similar' schools.

The value added score for each pupil is calculated in relation to the median line shown in your PANDA report. The Key Stage 1 average points score, with the corresponding median Key Stage 2 average points score for all pupils in 2004, are shown below.

Table 8.5 Key Stage 1 to Key Stage 2 median Line

Key Stage 1 average points score	National median Key Stage 2 average points Score
0 to 4.9	17
5 to 6.9	19
7 to 8.9	21
9 to 9.9	21
10 to 10.9	23
11 to 11.9	25
12 to 12.9	25
13 to 13.9	25
14 to 14.9	27
15 to 15.9	27
16 to 16.9	29
17 to 17.9	29
18 to 18.9	31
19 to 19.9	33
20 and over	33

Each Key Stage 1 average points score has a median national Key Stage 2 average points score, showing what the median pupil with that Key Stage 1 average points score attained at Key Stage 2. Each individual pupil's progress can be measured against this. To calculate the Key Stage 1 to Key Stage 2 value added score, calculate the difference between each pupil's Key Stage 2 average points score and the national median Key Stage 2 score for pupils with the same Key Stage 1 average points score. The average of all the differences will give you the school's value added score.

For example,

Pupil	Pupil's Key Stage 1 average points score	Pupil's Key Stage 2 average points score	Median pupil's Key Stage 2 average points score for their Key Stage 1 average points score	Pupil's value added score
A	10	20	23	-3
B	16	28	29	-1
C	15	29	27	2
D	14	27	27	0

Total of pupils' value added scores = (-3)+(-1)+2+0 = -2

Average value added score per pupil = Total of all pupils' value added scores/number of pupils
= -2/4 = -0.5

Value added for each school is calculated in terms of a measure, centred around 100

School value added measure = 100 - 0.5
= 99.5

Coverage indicator for value added

The coverage indicator shows the percentage of pupils eligible for Key Stage 2 tests in 2004 who are included in the value added calculation. Since the introduction of the Unique Pupil Number (UPN) in 2003 the Key Stage 1 results of the Key Stage 2 cohort can be matched, wherever they took the Key Stage 1 tests/tasks. Key Stage 1 results may not be available for a number of reasons e.g. pupils were living abroad, where absent, disappled or were educated outside the maintained sector.

E.g. A school has 12 pupils eligible for the Key Stage 2 test but 1 pupil was absent in Key Stage 1 and 1 was educated in the Independent sector. The number of pupils included in the value added score is 10. The coverage indicator would therefore be:

$$\frac{10}{12} \times 100 = 83.3\%$$

N.B Schools with less than 50 percent coverage or 10 or fewer pupils in the Key Stage 2 cohort do not have value added information included in the PANDA.

PART E: Other information

Inspection data

The table below shows how the direct judgments given in the post 2003 framework can be compared with the pre-2003 composites.

Table 8.6 Inspection grading system

	1	2	3	4	5	6	7
2003 (direct judgement)	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Pre 2003 (composites)	Very good		Good	Some improvement required	Substantial improvement required		

The census

The census data included in the PANDA depends on the postcode of the pupil. Information is provided for the wards that contain the highest numbers of pupils. The percentage of pupils living in each ward is shown. All measures are given as a percentage and provide contextual information on the socio-economic background of children attending the school. All definitions follow those used in the 2001 Census. More details about the census can be found at <http://www.statistics.gov.uk/census2001>.

- The % of adults with higher education is a generalised indicator of the ward population. It is calculated as the % of people aged 16-74 in the ward who have completed a first university degree or equivalent qualification.
- The % of high social class households with children provides an indication of the affluence of the ward. This statistic is obtained by dividing the number of households with children in social group AB by the number of households with children.
- All ethnic groups other than 'White British' are classified as minority ethnic groups and are therefore included under the category of percentage minority ethnic children.
- The % of households with children that are overcrowded provides an indication of social deprivation. It is calculated as the number of households with children that are overcrowded divided by the number of households with children.

Coverage indicator for census information

A coverage statistic is given to identify the proportion of pupils attending the school who live in the wards displayed.

E.g. when 93 pupils live in the 8 wards displayed in the census information table and 103 pupils live in other wards the coverage statistic is:

$$\frac{93}{103} \times 100 = 90.3$$

Mobility

Inward mobility identifies the percentage of pupils who join each year group. For the 2004 Primary PANDA, pupils will have begun their education in the following years:

Year 1	2003/2004	Year 3	2001/2002	Year 5	2000/1999
Year 2	2002/2003	Year 4	2000/2001	Year 6	1999/1998

Inward mobility is calculated as follows:

$$= \frac{\text{Pupils in NCYG with entry date in Yn}}{\text{Total pupils in NCYG}} \times 100$$

NCYG = National curriculum year group (given in PLASC)

Yn = The year of entry (1999-2003)

N.B. The year of entry is recorded as the first school year that the child is on roll before October 1st. The number of pupils in the year group is derived from the PLASC return made in January. This means figures may not always add up to 100. Any pupils that joined the school after January will not be recorded until the PANDA a year later.

E.g. In a year 3 class 28 pupils joined in 2002, 1 pupil joined before September 30th 2003, 1 pupil joined in December 2003 and 1 pupil joined in February 2004.

Year	Number joining year 3
2003	= 1/30*100 = 3.3%
2002	
2001	= 28/30*100 = 93.3%

93.3 percent of children in year 3 joined in the 1st year (i.e. 2002) and 3.3% joined at a later date.