



An Anonymous Secondary School
School Lane
London
W1

2004 PANDA Report

for

An Anonymous Secondary School

Unique Reference Number (URN): 999999

DfES Number : 999999

UNVALIDATED DATA

December 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

An Anonymous Secondary School
Unique Reference Number (URN): 999999 DfES Number : 9999999

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.

Key Stage 3 data issue

- Due to problems with marking of Key Stage 3 papers your unvalidated PANDA will not show any of your school's Key Stage 3 results for 2004. Where national data are available we have included them for your reference. The benchmark tables can be used to generate PANDA grades.

What is new in my PANDA?

New points score system

- In 2004 a new points scoring system for all 14-16 qualifications was introduced. This new system means that a wider range of qualifications such as Key Skills, BTECH and Vocational qualifications can be included under the new system. Threshold indicators will be shown for GCSE/GNVQ. The average points score for GCSE/GNVQ under the old points score system are displayed alongside the average points score for GCSE and all equivalent qualifications. The School College Achievement and Attainment tables will publish school results based on the new measure of pupil performance in GCSE and all equivalent qualifications.

Key Stage 2-4 Value Added measure

- A value added measure is shown for Key Stage 2 to Key Stage 4 alongside the Key Stage 3 to Key Stage 4 measure. This measure will allow schools to see how their Key Stage 4 pupils have progressed over the full period of their secondary education wherever they took their Key Stage 2 tests.

Additional GCSE information

- The number of GCSE full course examinations taken by each pupil is shown graphically alongside the national figure. This information should be used to supplement the information shown in the Subject Indicator section of your PANDA report. This year there is also some additional information about attainment in GCSE short courses.

New inspection framework

- If a school was 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.

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 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). At Key Stage 4 the benchmark tables for GCSE and all equivalent qualifications are the ones shown in the Autumn Package.

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 SECONDARY 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 are 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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Basic Characteristics of your School

This section shows some key data for An Anonymous Secondary School compared with the national averages for secondary 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

Secondary Schools	2000	2001	2002	2003	2004
Number on roll					
- Your school	662	691	684	688	687
- National average	955	983	993	1013	1025
Percentage of pupils known to be eligible for free school meals ¹					
- Your school	37.3	35.1	30.9	27.6	25.4
- National average	17.8	15.3	16.1	15.6	15.6
Percentage of pupils speaking English as an additional language					
- Your school	0.5	0.7	n/a	n/a	n/a
Percentage of pupils' first language not/believed not to be English ²					
- Your School	n/a	n/a	n/a	0.6	0.3
Percentage of pupils with special educational needs (including statements)					
- Your school	18.7	20.3	18.4	13.5	10.6
- National average	19.3	19.5	18.1	15.3	15.8
Percentage of pupils with statements of special educational needs					
- Your school	2.9	2.5	2.2	2.2	2.3
- National average	2.5	2.5	2.4	2.4	2.4

This table shows that:

the school is smaller than other secondary schools (687 pupils compared with the average size nationally of 1025 pupils);

the percentage of pupils known to be eligible for free school meals (25.4 percent) is above the national average;

the percentage of pupils' first language not/believed not to be English (0.3 percent) is low;

the percentage of pupils identified as having special educational needs, including statements, (10.6 percent) is below the national average;

the percentage of pupils with statements of special educational needs (2.3 percent) is broadly in line with the national average.

¹The calculation excludes sixth form 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 table is an aggregation of two categories: First Language not English and First Language believed not to be English. National averages are not shown here because the concentration of such pupils in certain areas makes the national average misrepresentative. The statement above is 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

Secondary Schools	2004
Ethnic Code ¹	%
White - British	97.5
White - Irish	0.0
White - any other White background ²	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	0.6
Asian or Asian British - Pakistani	0.3
Asian or Asian British - Bangladeshi	0.0
Asian or Asian British - any other Asian background	0.7
Black or Black British - Caribbean	0.0
Black or Black British - African	0.3
Black or Black British - any other Black background	0.1
Chinese	0.0
Any other ethnic group	0.1
Parent/pupil preferred not to say and information not obtained	0.0

¹ Ethnicity is grouped using the ethnic categories from the PLASC. Please note that figures may not add up to 100% due to rounding.

²Figures for pupils of Traveller of Irish Heritage and Gypsy/Roma ethnic groups are included within "Any other White background" due to relatively small proportions at both school, LEA and national level.

Inspection Judgements

An Anonymous Secondary School was inspected in the academic year 1998/1999 to the Framework for inspection introduced in 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 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	16	38	34	11
Quality of education	13	55	28	4
The school's climate ¹	41	41	14	4
Management and efficiency ²	39	42	15	4
Non-selective schools with more than 21% and up to 35% FSM				
Standards achieved by pupils	1	24	53	22
Quality of education	6	47	38	9
The school's climate ¹	19	50	24	7
Management and efficiency ²	30	45	19	7

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 An Anonymous Secondary 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 the previous key stage, or by the proportion of pupils eligible for free school meals.

The grades shown are based on the average National Curriculum points achieved by pupils at your school and their GCSE and equivalent qualifications results (shown later in the PANDA report). Average points are calculated by attaching points scores to the levels achieved by pupils. Details are given in the Autumn Package (Key Stages 3 and 4). Prior Attainment figures for Key Stage 3 are based on pupils that have had their Key Stage 2 and Key Stage 3 data matched. Capped scores are based on the best 8 GCSE or equivalent qualifications each pupil achieves. Further detail on Value Added, Prior Attainment and Capped scores is available in the Glossary.

For 2004 two PANDA grades are displayed for GCSE and equivalent qualifications. The first column is based on GCSE/GNVQ and the second column is based on GCSE and a wider range of equivalent qualifications. See the Glossary for details.

Table 3.1 Attainment summary (in comparison with all schools nationally)

Key Stage 3 National Curriculum tests (average points)				
	2001	2002	2003	2004
English	D	D	D	n/a
Mathematics	C	D	D	n/a
Science	C	D	D	n/a
All core subjects	C	D	D	n/a

	KS4 GCSE and equivalent		GCSE/GNVQ		GCSE & equivalent qualifications¹
	2001	2002	2003	2004	2004
5 or more grades A*-C	E	E	B	C	C
5 or more grades A*-G ²	D	E	D	E	E
1 or more grades A*-G	D	D	E	E	E
Average total GCSE points score per pupil	E	E	C	D	D
Capped Average GCSE points score per pupil	-	D	D	D	E

The grades above have descriptive meanings, which are explained in the Glossary pages at the end of this PANDA 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.

¹These include a wider range of qualifications such as Key Skills, BTECH and Vocational qualifications. For more details please refer to the Glossary.

²Benchmarks for 5+A*-G from 2002 onwards only include results for pupils achieving the threshold where both English and mathematics are among their A*-G grades.

Attainment Summary

The grades shown are based on the average National Curriculum points achieved by pupils at your school and their GCSE and equivalent qualifications results. Average points are calculated by attaching points scores to the levels achieved by pupils. Details are given in the Autumn Package (Key Stages 3 and 4). Prior Attainment figures for Key Stage 3 are based on pupils that have had their Key Stage 2 and Key Stage 3 data matched. Capped scores are based on the best 8 GCSE or equivalent qualifications each pupil achieves. Further detail on Value Added, Prior Attainment and Capped scores is available in the Glossary.

For 2004 two PANDA grades are displayed for GCSE and equivalent qualifications. The first column is based on GCSE/GNVQ and the second column is based on GCSE and a wider range of equivalent qualifications. See the Glossary for details.

Table 3.2 Attainment summary (in comparison with similar schools -- FSM)

Key Stage 3 National Curriculum tests (average points)

	2001	2002	2003	2004
English	B	C	B	n/a
Mathematics	A*	A	A	n/a
Science	A*	A	B	n/a
All core subjects	A*	B	B	n/a

GCSE and equivalent	GCSE/GNVQ				GCSE & equivalent qualifications ¹
	2001	2002	2003	2004	2004
5 or more grades A*-C	B	C	A	A	A
5 or more grades A*-G ²	B	D	B	E	D
1 or more grades A*-G	B	C	E	E	E
Average points score per pupil	B	C	A	B	C
Capped Average points score per pupil	-	C	A	C	C

The grades above have descriptive meanings, which are explained in the Glossary pages at the end of this PANDA report.

¹These results include a wider range of qualifications such as Key Skills, BTECH and Vocational qualifications. For more details please refer to the Glossary.

²Benchmarks for 5+A*-G from 2002 onwards only include results for pupils achieving the threshold where both English and mathematics are among their A*-G grades. More detail is given in the Glossary.

Attainment Summary

The grades shown are based on the average National Curriculum points achieved by pupils at your school and their GCSE and equivalent qualifications results (shown later in the PANDA report). Average points are calculated by attaching points scores to the levels achieved by pupils. Details are given in the Autumn Package (Key Stages 3 and 4). Prior Attainment figures for Key Stage 3 are based on pupils that have had their Key Stage 2 and Key Stage 3 data matched. Capped scores are based on the best 8 GCSE or equivalent examinations each pupil achieves. Further detail on Value Added, Prior Attainment and Capped scores is available in the Glossary. Data showing the proportions of pupils achieving particular levels are provided on the following pages.

For 2004 two PANDA grades are displayed for GCSE and equivalent qualifications. The first column is based on GCSE/GNVQ and the second column is based on GCSE and a wider range of equivalent qualifications. See the Glossary for details.

Table 3.3 Attainment summary (in comparison with similar schools -- prior attainment)

Key Stage 3 National Curriculum tests (average points)				
	2001	2002	2003	2004
English	-	E	E	n/a
Mathematics	-	E	E	n/a
Science	-	D	E	n/a
All core subjects	-	E	E	n/a

	GCSE and equivalents		GCSE/GNVQ		GCSE & equivalent qualifications¹
	2001	2002	2003	2004	2004
5 or more grades A*-C	E	E	A*	A	A
5 or more grades A*-G ²	E	E	C	E	D
1 or more grades A*-G	D	C	E	E	E
Average points score per pupil	E	E	A	C	C
Capped Average points score per pupil	-	E	B	C	C

The grades above have descriptive meanings, which are explained in the Glossary pages at the end of this PANDA report.

¹These results include a wide range of qualifications such as Key Skills, BTECH and Vocational qualifications. For more details please refer to the Glossary.

²Benchmarks for 5+A*-G from 2002 onwards only include results for pupils achieving the threshold where both English and mathematics are among their A*-G grades. 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 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 3

Table 4.3 Standards in national tests at the end of Year 9 - average point score in 2004

Standards in:	School Results		National Results	
English	n/a	(31.9)	n/a	(33.4)
Mathematics	n/a	(34.4)	n/a	(35.4)
Science	n/a	(32.1)	n/a	(33.6)

Figures in brackets are for the previous year.

Attainment at Key Stage 4

Table 4.4 Standards in Key Stage 4 at the end of Year 11 in 2004

GCSE/GNVQ	School Results		National Results	
5 or more A* - C grades (%)	52	(55)	52	(52)
5 or more A* - G grades (%)	78	(84)	89	(88)
1 or more A* - G grades (%)	90	(89)	96	(96)
Average point score per pupil	35.0	(37.9)	41.4	(40.6)
Capped average point score per pupil	29.7	(31.6)	34.9	(34.7)

GCSE & Equivalent Qualifications¹	School Results		National Results	
5 or more A* - C grades (%)	52		52	
5 or more A* - G grades (%)	83		89	
1 or more A* - G grades (%)	90		96	
Average point score per pupil	293.7		340.3	
Capped average point score per pupil	246.9		282.8	

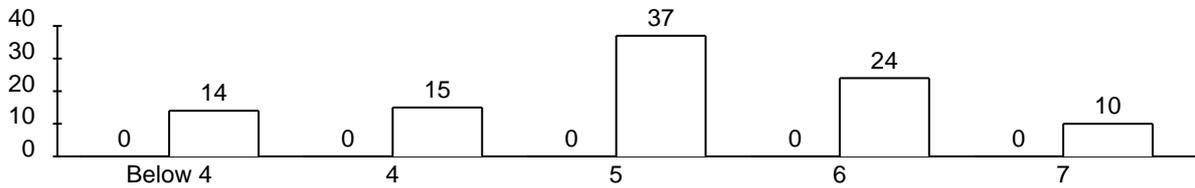
There were 126 pupils in the current year group, 65 boys and 61 girls. Figures in brackets are for the previous year.

Attainment at Key Stage Three: Comparison with National Averages

Percentage of pupils achieving each level

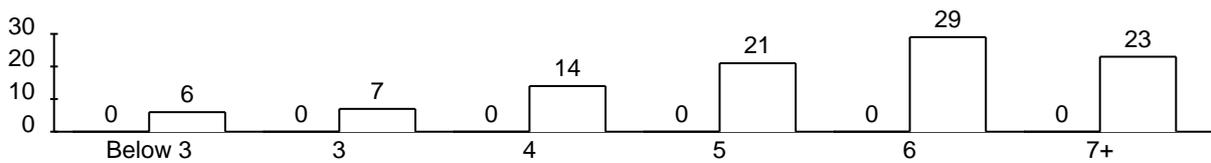
The charts below are designed to give a broad overview of pupils' NC test results at your school in 2004 compared to the National picture. They show the percentage of pupils achieving each level (in tests and tasks). As Key Stage 3 information is not yet available at school level only National data is currently shown.

**English KS3 Tests
School vs National
Percentage of pupils by level**



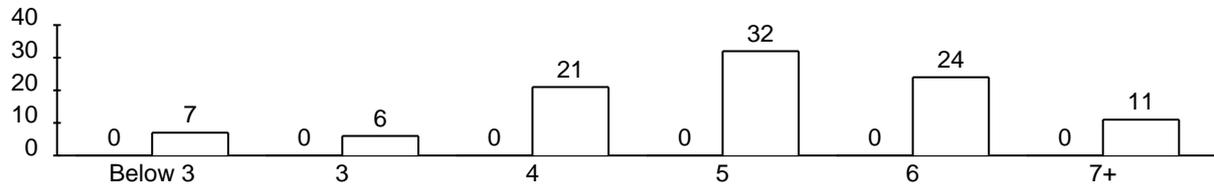
**Mathematics KS3 Tests
School vs National
Percentage of pupils by level**

School
 National



Science KS3 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 and disapplied pupils are included as part of the base (or denominator). For this reason, and because absent and disapplied pupils are not shown as a separate category, the percentages in the chart may not add to 100.

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

Average points

This section provides some additional analysis of pupils' performance as revealed by their test results, using pupils' 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 pupil performance over the last three years is not available due to missing 2004 Key Stage 3 data.

Table 5.1 Comparison with national average by gender (average points)

	2000	2001	2002	2003	2004	2002/04 average
English						
Boys - school	29.9	30.0	30.9	30.9	n/a	n/a
Boys - national	31.3	31.6	31.9	32.1		
Boys - school difference	-1.4	-1.6	-1.0	-1.2	n/a	n/a
Girls - school	31.2	31.7	31.9	33.5	n/a	n/a
Girls - national	34.0	34.4	34.8	34.6		
Girls - school difference	-2.8	-2.7	-2.9	-1.1	n/a	n/a
All Pupils - school	30.6	30.9	31.4	31.9	n/a	n/a
All Pupils - national	32.6	33	33.3	33.4		
All Pupils - school difference	-2.0	-2.1	-1.9	-1.5	n/a	n/a
Mathematics						
Boys - school	33.8	33.1	33.8	33.7	n/a	n/a
Boys - national	34.4	34.4	34.8	35.4		
Boys - school difference	-0.6	-1.3	-1.0	-1.7	n/a	n/a
Girls - school	34.3	34.7	33.0	35.6	n/a	n/a
Girls - national	34.2	34.5	34.7	35.5		
Girls - school difference	0.1	0.2	-1.7	0.1	n/a	n/a
All Pupils - school	34.1	34.0	33.4	34.4	n/a	n/a
All Pupils - national	34.3	34.4	34.7	35.4		
All Pupils - school difference	-0.2	-0.4	-1.3	-1.0	n/a	n/a
Science						
Boys - school	31.1	32.8	32.8	31.7	n/a	n/a
Boys - national	32.4	33.2	33.4	33.7		
Boys - school difference	-1.3	-0.4	-0.6	-2.0	n/a	n/a
Girls - school	30.4	32.8	31.6	32.7	n/a	n/a
Girls - national	31.9	33.1	33.3	33.6		
Girls - school difference	-1.5	-0.3	-1.7	-0.9	n/a	n/a
All Pupils - school	30.8	32.8	32.2	32.1	n/a	n/a
All Pupils - national	32.2	33.1	33.3	33.6		
All Pupils - school difference	-1.4	-0.3	-1.1	-1.5	n/a	n/a

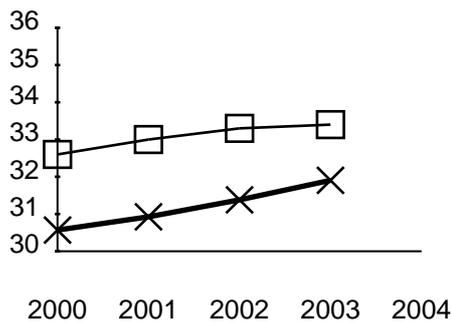
(continued)	2000	2001	2002	2003	2004	2002/04 average
All core subjects						
Boys - school	31.6	32.0	32.5	32.1	n/a	n/a
Boys - national	32.7	33.1	33.4	33.7		
Boys - school difference	-1.1	-1.1	-0.9	-1.6	n/a	n/a
Girls - school	32.0	33.1	32.2	34.0	n/a	n/a
Girls - national	33.4	34	34.2	34.6		
Girls - school difference	-1.4	-0.9	-2.0	-0.6	n/a	n/a
All Pupils - school	31.8	32.6	32.3	32.8	n/a	n/a
All Pupils - national	33	33.5	33.8	34.1		
All Pupils - school difference	-1.2	-0.9	-1.5	-1.3	n/a	n/a

Attainment at Key Stage Three: Comparison with National Averages: Trends over Time

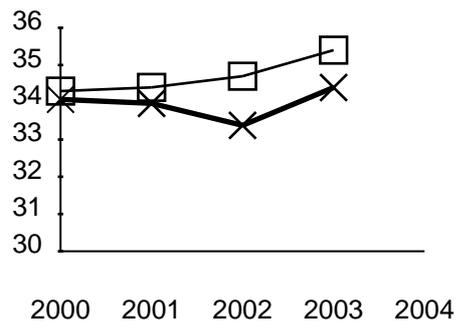
Average Points

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. Due to missing Key Stage 3 data, no 2004 values are shown.

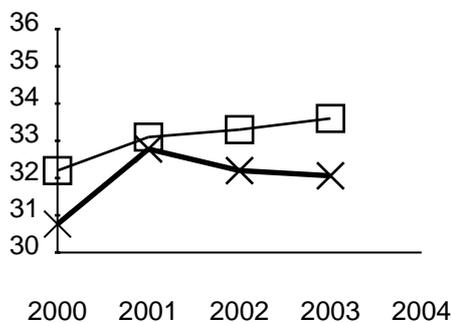
**Key Stage 3: English Average NC points
School vs National**



**Key Stage 3: Mathematics, Average NC points
School vs National**



**Key Stage 3: Science, Average NC points
School vs National**

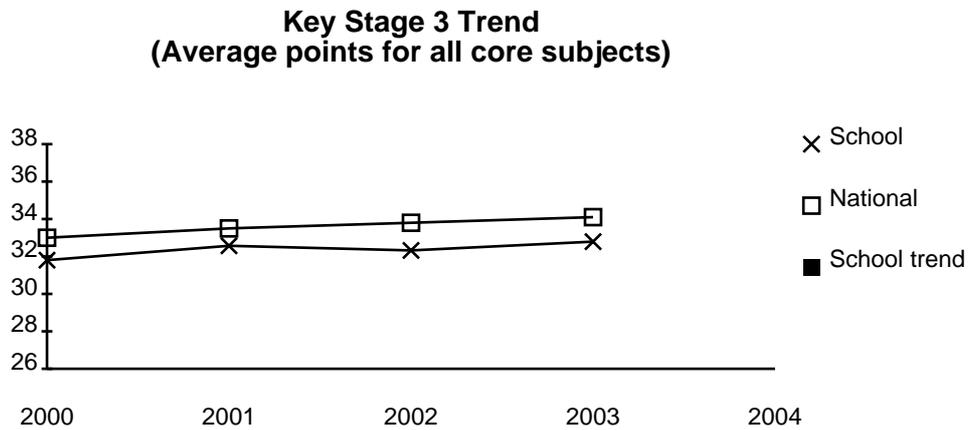


× School
□ National

Attainment at Key Stage Three: Comparison with National Averages: Trends over Time

Average Points

The chart below shows the trends in the school's all core subjects Key Stage 3 results in recent years, in comparison with the national picture. It shows both the evolution of the school's results year by year. Due to missing 2004 Key Stage 3 school level data, no trend line is shown.



Attainment at Key Stage Three: 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 An Anonymous Secondary School with **all other maintained secondary schools that participated in the Key Stage 3 tests.**

The comparisons are achieved by ranking secondary schools for each of the various attainment categories from the highest attaining schools to the lowest. The table shows the national spread of attainment. As school level Key Stage 3 data are not yet available all interpretation grades are shown as n/a.

Table 5.2 Comparison with national benchmarks for all schools

Percentage of pupils reaching level 5 and above

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interpretation
English	97	82	76	67	59	40	n/a
Mathematics	98	83	78	71	64	48	n/a
Science	98	79	73	62	54	36	n/a

Percentage of pupils reaching level 6 and above

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interpretation
English	77	44	35	26	20	9	n/a
Mathematics	95	64	56	46	38	24	n/a
Science	84	45	37	26	20	9	n/a

Average Points

Table 5.3 Comparison with national benchmarks for all schools

Average points score achieved

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interpretation
English	39.5	35.2	34.1	32.6	31.4	28.7	n/a
Mathematics	44.0	37.7	36.4	34.7	33.4	30.4	n/a
Science	40.3	35.1	33.9	32.3	31.0	28.1	n/a
All core subjects ¹	40.5	35.6	34.5	33.0	31.8	29.1	n/a

¹Calculation of all core subjects average points scores **EXCLUDES** ICT.

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

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 2

The benchmark group to which An Anonymous Secondary School has been allocated is based on the prior attainment of the 2004 Key Stage 3 cohort in their 2001 Key Stage 2 examinations. Since the introduction of the unique pupil number (UPN) within the 2003 PLASC the DfES have been able to match pupils between the two key stages.

The table below shows the percentile distribution for all schools with a similar level of prior attainment. As Key Stage 3 data is not yet available all interpretation grades are shown as n/a. The Glossary provides details of how the PANDA grades are allocated and schools may wish to add their own data to the table.

Key Stage 3 pupils in your school had a Key Stage 2 average points score of **27.7**. This puts you into the following benchmark group.

Schools that achieved a Key Stage 2 average points score of at least 27 but less than 28 in 2001

Table 5.4 Comparison with benchmarks for schools in similar context (prior attainment, level)

Percentage of pupils reaching level 5 or above

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interpretation
English (tests)	87	80	76	72	68	56	n/a
Mathematics (tests)	86	81	78	75	73	64	n/a
Science (tests)	83	76	73	68	65	54	n/a

Percentage of pupils reaching level 6 or above

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interpretation
English (tests)	53	41	36	31	26	17	n/a
Mathematics (tests)	67	60	56	52	49	39	n/a
Science (tests)	51	41	37	32	28	19	n/a

Attainment at Key Stage Three: 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 your school's attainment in 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 (FSM).

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.

Non-selective schools with more than 21% and up to 35% FSM

Table 5.5 Comparison with benchmarks for schools in similar context (based on FSM, level)

Percentage of pupils reaching level 5 or above

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interp- retation
English (tests)	81	67	61	54	49	37	n/a
Mathematics (tests)	78	69	65	59	56	45	n/a
Science (tests)	71	59	55	50	46	35	n/a

Percentage of pupils reaching level 6 or above

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interp- retation
English (tests)	44	28	23	17	14	7	n/a
Mathematics (tests)	55	44	40	35	31	21	n/a
Science (tests)	37	25	21	18	15	8	n/a

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

Average points score

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 similar context in tests in English, Mathematics and Science.

Using information published in the Autumn Package two types of benchmark information can be used. 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 2

The benchmark group to which An Anonymous Secondary School has been allocated is based on the prior attainment at the end of Key Stage 2 using matched pupil data.

Key Stage 3 pupils in your school had a Key Stage 2 average points score of **27.7**. This puts you into the following benchmark group.

Schools that achieved a Key Stage 2 average points score of at least 27 but less than 28 in 2001

Table 5.6 Comparison with national benchmarks for schools in similar context (prior attainment, points)

Average points achieved

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interp- retation
English (tests)	36.5	34.8	34.1	33.3	32.7	31.2	0.0 n/a
Mathematics (tests)	38.3	37.1	36.5	35.7	35.2	33.7	0.0 n/a
Science (tests)	36.0	34.7	34.0	33.3	32.7	31.0	0.0 n/a
All core subjects (tests)	36.4	35.1	34.5	33.8	33.3	31.9	0.0 n/a

Benchmarks based on pupils known to be eligible for free school meals

Schools are placed into groups for comparison purposes using the proportion of pupils known to be eligible for free school meals. Your free school meal percentage is shown in basic characteristics section of your PANDA.

Non-selective schools with more than 21% and up to 35% FSM

Table 5.7 Comparison with benchmarks for school in similar context (FSM, points)

Average points score achieved

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interp- retation
English (tests)	35.0	32.7	31.7	30.7	30.0	28.2	n/a
Mathematics (tests)	36.3	34.3	33.6	32.6	32.0	30.1	n/a
Science (tests)	33.9	31.9	31.2	30.5	29.7	28.0	n/a
All core subjects (tests)	34.8	32.7	31.9	31.0	30.3	28.8	n/a

Attainment at GCSE and Equivalent Qualifications: Comparison with National Averages

These figures show GCSE and equivalent results at your school in relation to national averages based on all maintained secondary schools - the same national comparator that has always been used in PANDA Reports and Inspection Reports. Please note: All other comparisons with national averages in the PANDA Report are on the same basis as the Autumn Package.

In 2004 a new points score system was introduced to make it possible to include a broader range of qualifications alongside GCSE. Each qualification contributes a certain amount to the threshold level (see the Glossary for details). If your school offers a broad range of qualifications you may find that your percentage achieving the threshold level changes under this new system. The DfES will publish the percentage achieving the threshold level under the new system in the School and College Achievement and Attainment tables (formerly the Performance tables).

GCSE & Equivalent Qualifications

Table 6.1 Comparison with national average (percentages)

	GCSE/GNVQ						GCSE &all equiv. ¹
	2000	2001	2002	2003	2004	02/04 avg	2004
Percentage achieving 5+ A*-C grades							
School	33	30	34	55	52	46	52
England	47	48	50	52	52	52	52
School difference	-14.0	-18.0	-16.0	3.0	0.0	-6.0	0.0
Percentage achieving 5+ A*-G grades							
School	92	84	81	84	78	80	80
England	91	91	89	88	89	89	89
School difference	1.0	-7.0	-8.0	-4.0	-11.0	-9.0	-9.0
Percentage achieving 1+ A*-G grades							
School	97	95	95	89	90	91	90
England	96	96	96	96	96	96	96
School difference	1.0	-1.0	-1.0	-7.0	-6.0	-5.0	-6.0

¹These results include a wider range of qualifications such as Key Skills, BTECH and Vocational qualifications. For more details please refer to the Glossary.

Attainment at GCSE and Equivalent Qualifications: Comparison with National Averages

The judgements given below are based on comparing your school's performance in the latest academic year in GCSE and all equivalent qualifications with national performance in the latest academic year:

the proportion of pupils obtaining 5 or more grades at A*-C was close to the national average;

the proportion of pupils obtaining 5 or more grades at A*-G was well below the national average.

The judgements given below are based on comparing your school's average of pupil performance in GCSE/GNVQ over the last three years with national pupil performance over the last three years

the proportion of pupils obtaining 5 or more grades at A*-C was close to the national average;

the proportion of pupils obtaining 5 or more grades at A*-G was well below the national average.

Attainment in GCSE and Equivalent Qualifications: Comparison with National Averages by Gender

Average Points

The average total points score per pupil on roll is the most comprehensive single measure of pupils' total GCSE attainment. Guidance on the calculation of average points scores is given in the Glossary.

In 2004 a new points score system was introduced to make it possible to include a broader range of qualifications alongside GCSE. To aid interpretation during the transition from the old to the new points score system GCSE/GNVQ under the new points score system is shown for 2004. The column entitled 'GCSE and all equiv' includes a wide range of qualifications such as GCSEs, Key Skills, BTECH, vocational qualification and GNVQs. The DfES will publish the points score for GCSE and all equivalent qualifications in the School and College Achievement and Attainment tables (formerly the Performance tables).

GCSE & Equivalent Qualifications using point scores

Table 6.2 Comparison with national average by gender (points)

	GCSE/GNVQ							GCSE & all equiv. ¹
	2000	2001	2002	2003	2004 (old points)	2002/04 (avg)	2004 (new points)	2004
Average point score per 15 year old pupil on roll								
Boys - school	35.1	28.6	27.4	37.4	33.9	32.8	283.8	290.0
Boys - national	35.8	36.4	37.2	38	38.8	38.2	319.4	322
Boys - school difference	-0.7	-7.8	-9.8	-0.6	-4.9	-5.4	-35.6	-32.0
Girls - school	32.9	32.7	36.7	38.3	36.2	36.6	297.6	297.6
Girls - national	41	41.6	42.4	43.2	44.1	43.7	355.9	358.9
Girls - school difference	-8.1	-8.7	-5.7	-4.9	-7.9	-7.1	-58.3	-61.3
All pupils - school	34.2	30.9	31.8	37.9	35	34.7	290.5	293.7
(best eight subjects)	-	-	-	(31.6)	(29.7)	-	244.5	246.9
All pupils - national	38.4	39	39.8	40.6	41.4	40.7	338	340.3
(best eight subjects)	-	-	-	(34.7)	(34.9)	-	281.7	282.8
All pupils - school difference	-4.2	-8.1	-8.0	-2.7	-6.4	-6.0	-47.5	-46.6

Attainment in GCSE and Equivalent Qualifications: Comparison with National Averages by Gender

Judgements

The judgements given below are based on comparing your school's average points score in the latest academic year in GCSE and all equivalent qualifications with the national average points score in the latest academic year:

the average points score of boys at your school was below the national median for boys;

the average points score of girls at your school was well below the national median for girls;

the average points score overall at your school was below the national median for all.

The judgements given below are based on comparing your school's average of pupil performance in GCSE/GNVQ over the last three years with national pupil performance over the last 3 years:

the average points score of boys at your school was below the national median for boys;

the average points score of girls at your school was below the national median for girls;

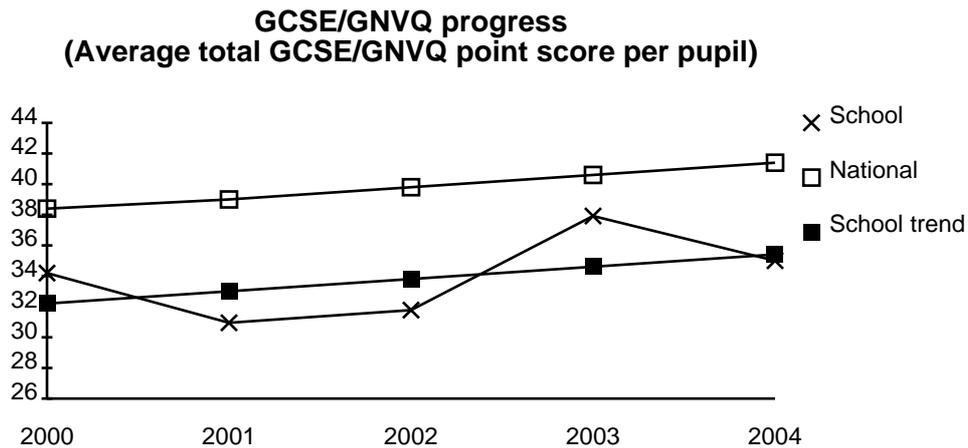
the average points score overall at your school was below the national median for all.

The reliability of all pupil attainment indicators, as a measure of school performance, depends on the number of pupils in a year group: the larger the group the greater the likelihood that differences between school averages and national averages reflect performance factors. Please refer to the Glossary section for more detail.

Attainment in GCSE/GNVQ: Comparison with National Averages: Trend over Time

Average Points

The chart below shows the trends in the school's all core subjects GCSE/GNVQ 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 chart is based on Table 6.2 and shows figures for the last five years:

the trend in the school's average total GCSE/GNVQ point score per pupil was broadly in line with 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 in GCSE/GNVQ: Comparison with National Benchmarks for All Schools

Percentage of pupils achieving each level and average points scores per pupil

The national benchmarks compare your school's results with the performance of other schools. This particular section compares your school's attainment with **all other maintained secondary schools that participated in GCSE/GNVQ in 2004**.

The comparisons are achieved by ranking secondary schools for each of the various attainment categories from the highest attaining schools to the lowest. The table then shows both the national spread of attainment and your own school's results (in bold). An interpretation of your school's performance is also given in comparison with the national average, as measured by the median for all schools. Please see the Glossary at the end of this document for a description of these grades.

The comparison with national benchmarks based on the capped average points score is also shown in the table. The average total point score includes all examination entries and can be useful as a comparator of the total achievement of pupils. The detail of the calculation of the capped average points score can be found in the Glossary.

Table 6.3a Comparison of GCSE/GNVQ with national benchmarks for all schools (level/points)

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interp- retation	
5+ A*-C	95	65	56	52	45	37	22	C
5+ A*-G (incl ENG & MAT)	99	95	93	88	84	78	71	E
1+ A*-G	100	99	98	96	95	90	88	E
Average total points score per pupil	61.5	47.1	43.2	38.3	35.0	33.9	26.0	D
Average total points score per pupil -capped	49.6	39.2	36.4	32.7	29.7	29.4	23.3	D

Attainment in GCSE and Equivalent Qualifications: Comparison with National Benchmarks for All Schools

Percentage of pupils achieving each level and average points scores per pupil

In 2004 a new points score system was introduced to make it possible to include a broader range of qualifications alongside GCSE/GNVQ. Table 6.3b shows this information. Your school's figures may differ from the figures in table 6.3a if your school offers a wider range of qualifications than just GCSE/GNVQ.

Table 6.3b Comparison of GCSE and equivalent qualifications with national benchmarks (level/points)

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interp- retation	
5+ A*-C	95	65	56	52	45	37	23	C
5+ A*-G (incl ENG & MAT)	99	95	93	88	84	80	71	E
1+ A*-G	100	99	98	96	95	90	89	E
Average total points score per pupil	474.1	380.0	353.6	320.6	293.7	288.3	227.8	D
Average total points score per pupil -capped	377.3	312.1	294.4	270.0	247.5	246.9	202.4	E

Attainment at GCSE/GNVQ: Comparison with National Benchmarks for Schools in Similar Contexts

The national benchmarks compare your school's results with the performance of other schools nationally. This particular section compares your school's attainment with **schools in a similar context by the numbers of pupils achieving 5+ A*-C, 5+ A*-G and 1+ A*-G, in GCSE/GNVQ**. 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 FSM. More detail is available in the Autumn Package.

The comparison with national benchmarks based on the capped GCSE/GNVQ average points score is also shown in the table. The detail of the calculation of the capped average points score can be found in the Glossary.

Benchmarks based on prior attainment at the end of Key Stage 3

The benchmark group to which your school has been allocated is based on the attainment of the 2004 cohort in their 2002 key stage 3 examinations. Since the introduction of the unique pupil number (UPN) within the 2003 PLASC the DfES have been able to match pupils between the two key stages.

The table shows a summary of the school's results in bold. The school's results are compared with a percentile distribution of schools with a similar level 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 3 and their results in GCSE and all equivalent qualifications (see the glossary for details).

Your school had a key stage 3 average points score of **32.3**. This puts you into the following benchmark group.

Schools that achieved a Key Stage 3 average points score of at least 30 but less than 33 in 2002

Table 6.4a Comparison with benchmarks for schools in similar context (prior attainment)

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interp- retation	
5+ A*-C	57	52	43	40	35	31	23	A
5+ A*-G (incl ENG & MAT)	94	89	87	83	79	78	72	E
1+ A*-G	99	97	96	94	93	90	88	E
Average total points score per pupil	43.6	37.6	35.5	35.0	33.0	31.1	27.0	C
Average total points score per pupil -capped	35.4	31.9	30.5	29.7	28.7	27.3	24.2	C

Attainment in GCSE and Equivalent Qualifications: Comparison with National Benchmarks for Schools in Similar Contexts

The national benchmarks compare your school's results with the performance of other schools nationally. This particular section compares your school's attainment with **schools in a similar context by the numbers of pupils achieving 5+ A*-C, 5+ A*-G and 1+ A*-G in GCSE and all equivalent qualifications**. 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 FSM. More detail is available in the Autumn Package.

Benchmarks based on prior attainment at the end of Key Stage 3

In 2004 a new points score system was introduced to make it possible to include a broader range of qualifications alongside GCSE. Table 6.4b shows this information. Your school's figures may differ from the figures in table 6.4a if your school offers a wider range of qualifications than just GCSE/GNVQ.

Schools that achieved a Key Stage 3 average points score of at least 30 but less than 33 in 2002

Table 6.4b Comparison of with benchmarks for schools in similar context (prior attainment)

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interp- retation	
5+ A*-C	57	52	43	40	35	31	23	A
5+ A*-G (incl ENG & MAT)	94	89	87	83	80	79	72	D
1+ A*-G	99	97	96	94	93	90	88	E
Average total points score per pupil	365.3	317.2	301.0	293.7	280.9	266.0	234.6	C
Average total points score per pupil -capped	290.3	264.8	255.4	246.9	243.0	232.4	210.3	C

Attainment in GCSE/GNVQ: Comparison with National Benchmarks for Schools in Similar Contexts

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

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

The table below shows a summary of the school's GCSE/GNVQ results (shown in bold type) in comparison with the national benchmark information (using data on eligibility for free school meals). The table grades the school's results in this context, using the interpretation codes, from A* (very high) to E* (very low) as defined in the Glossary section at the end of this report.

The comparison with national benchmarks based on the capped GCSE/GNVQ average points score is shown in the table. The detail of the calculation of the capped average points score can be found in the Glossary.

Non-selective schools with more than 21% and up to 35% FSM

Table 6.5a Comparison of GCSE/GNVQ with benchmarks for schools in similar context (FSM)

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interp- retation	
5+ A*-C	63	52	44	39	32	28	19	A
5+ A*-G (incl ENG & MAT)	96	89	85	81	78	78	66	E
1+ A*-G	99	97	96	94	92	90	85	E
Average total points score per pupil	48.2	37.2	35.0	34.6	31.6	29.3	24.0	B
Average total points score per pupil -capped	38.1	31.8	29.8	29.7	27.5	25.9	22.1	C

Attainment at GCSE/GNVQ and Equivalence: Comparison with National Benchmarks for Schools in Similar Contexts

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

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

In 2004 a new points score system was introduced to make it possible to include a broader range of qualifications alongside GCSE. Table 6.5b shows this information. Your school's figures may differ from the figures in Table 6.5a if your school offers a wide range of qualifications than just GCSE/GNVQ.

Non-selective schools with more than 21% and up to 35% FSM

Table 6.5b Comparison of with benchmarks for schools in similar context (FSM)

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interp- retation	
5+ A*-C	63	52	44	39	32	28	19	A
5+ A*-G (incl ENG & MAT)	96	89	85	81	80	78	66	D
1+ A*-G	99	97	96	94	92	90	86	E
Average total points score per pupil	394.9	315.4	294.8	293.7	272.8	254.6	213.6	C
Average total points score per pupil -capped	306.9	263.5	249.0	246.9	234.1	222.1	194.9	C

Attainment at Key Stage Four: Comparison with National Benchmarks: Value Added Measure Between KS2 and KS4

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 2 and Key Stage 4. The tables below show your school's value added score benchmarked against all schools nationally.

The value added measure from Key Stage 2 to the capped GCSE and all equivalent qualifications points score is shown below. 2004 is the first year that this measure is available. The validated version of this score will be shown in the School and College Achievement and Attainment tables. The measure centres around 1000.

The significance which can be attached to the school's value added measure depends, among other factors, on the percentage of pupils included in the calculation. The higher the percentage the more confidence can be placed on the value added measure as an indicator of whether the effectiveness of the school is above or below average.

The coverage of the matched pupil level data between KS2 and KS4 is 95%.

Another factor which needs to be considered in assessing the value added measure is mobility (conversely stability). All pupils with matched KS2 and KS4 data are included in the value added measure regardless of the school they attended for KS2.

Comparison with National average

Table 6.6 Value added measure: in comparison with national distribution

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interp- retation
	1027.0	1003.7	993.4	980.2	967.2	961.5	936.9
							E

Attainment at Key Stage Four: Comparison with National Benchmarks: Value Added Measure Between KS3 and KS4

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 3 and Key Stage 4. The tables below show your school's value added score benchmarked against all schools nationally.

A value added measure for Key Stage 3 to Key Stage 4 has been available since 2002. For details on the methodology for calculating this measure please refer to the Glossary.

The value added measure from Key Stage 3 to the capped GCSE and all equivalent qualifications points score is shown below. The validated version of this score will be shown in the School and College Achievement and Attainment tables. The measure centres around 1000.

The significance which can be attached to the school's value added measure depends, among other factors, on the percentage of pupils included in the calculation. The higher the percentage the more confidence can be placed on the value added measure as an indicator of whether the effectiveness of the school is above or below average.

The coverage of the matched pupil level data between KS3 and KS4 is 99%.

Another factor which needs to be considered in assessing the value added measure is mobility (conversely stability). All pupils with matched KS3 and KS4 data are included in the value added measure regardless of the school they attended for KS3.

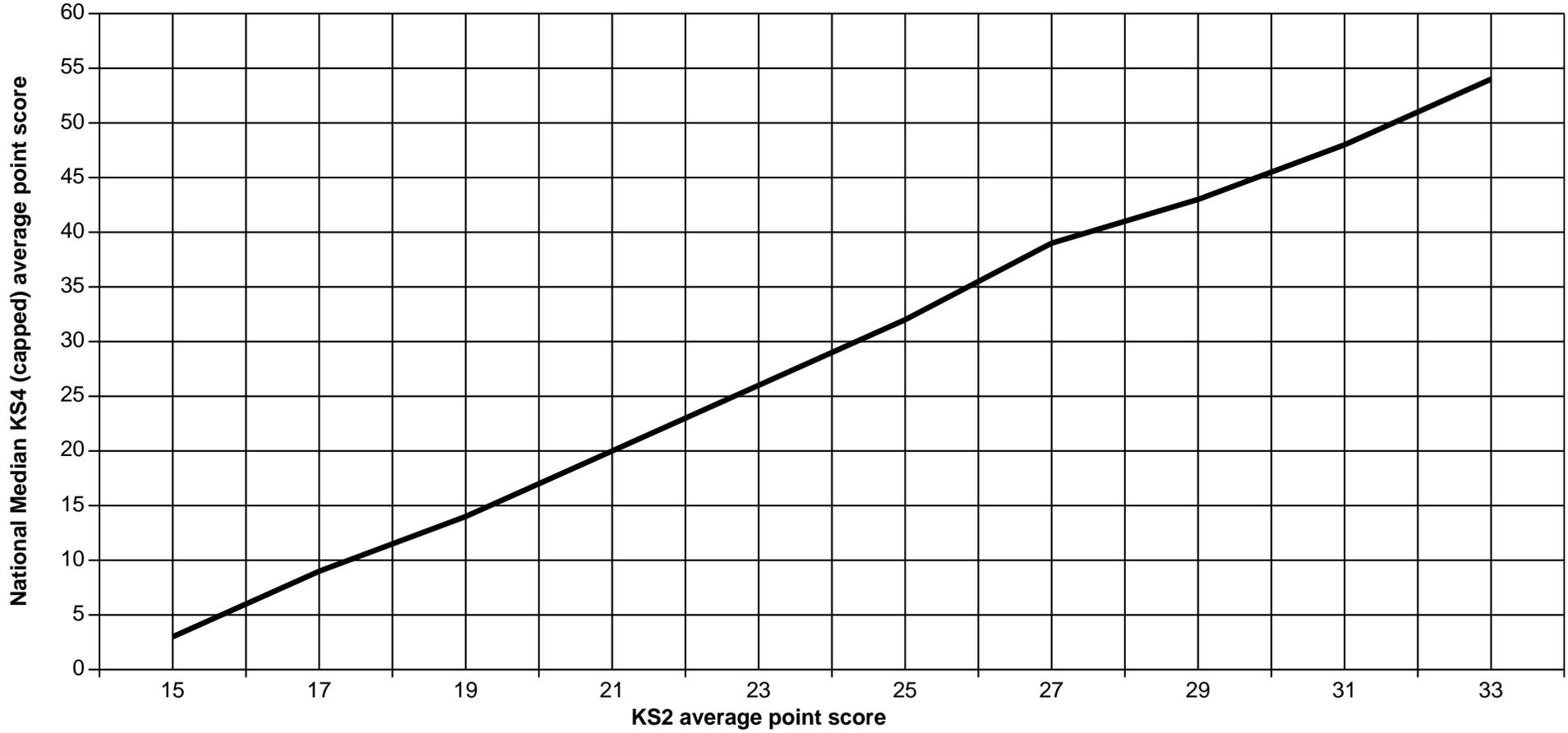
It is important to note that the Key Stage 2 to Key Stage 3 value added measure and the Key Stage 3 to Key Stage 4 value added measure are based on different cohorts of pupils.

Comparison with National average

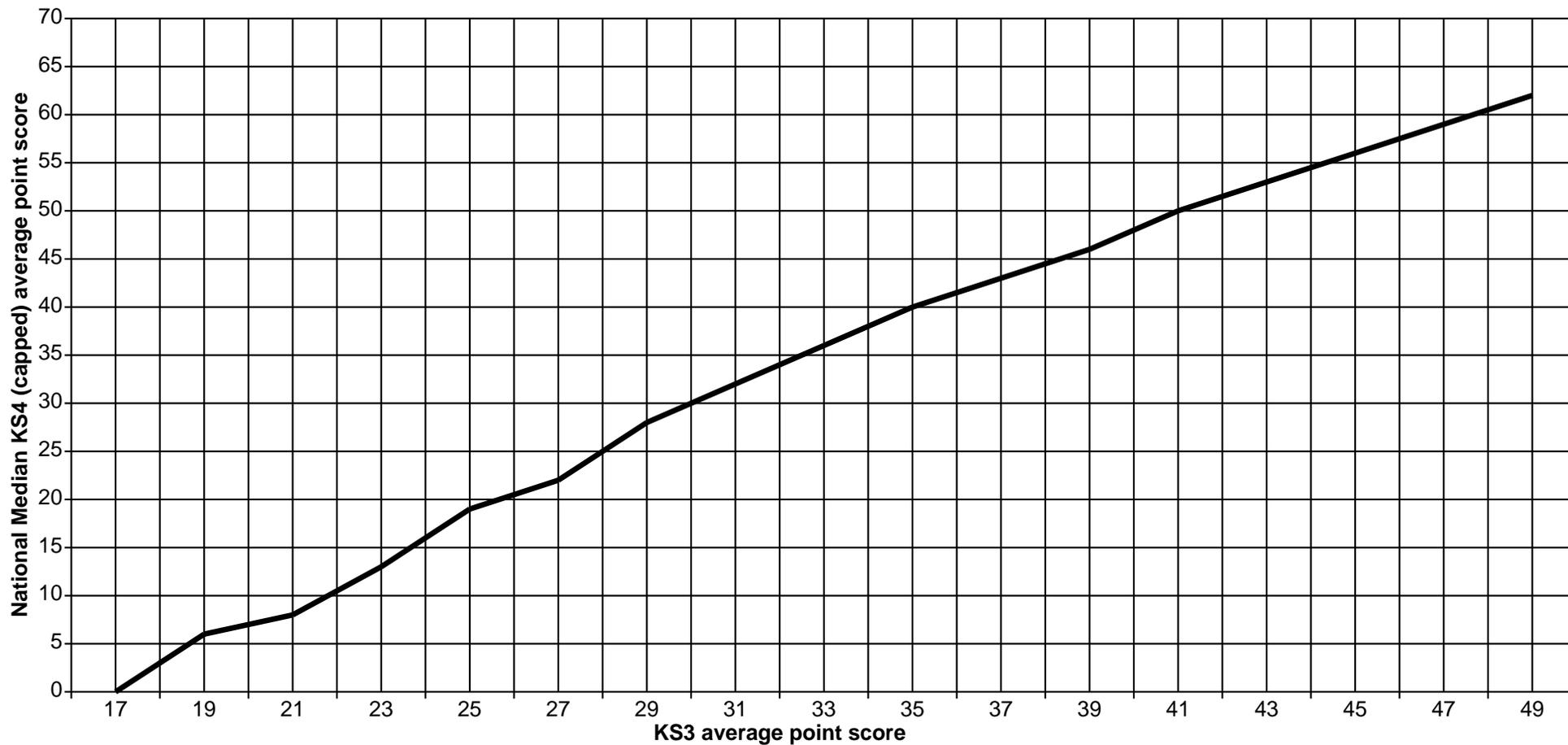
Table 6.7 Value added measure: in comparison with national distribution

Percentile	95th	Upper Quartile	60th	40th	Lower Quartile	5th	Interp- retation	
	1019.5	1001.6	994.7	986.2	979.2	972.0	960.0	E

VALUE ADDED MEDIAN - Key Stage 2 to Key Stage 4 (Capped)



VALUE ADDED MEDIAN - Key Stage 3 to Key Stage 4 (Capped)

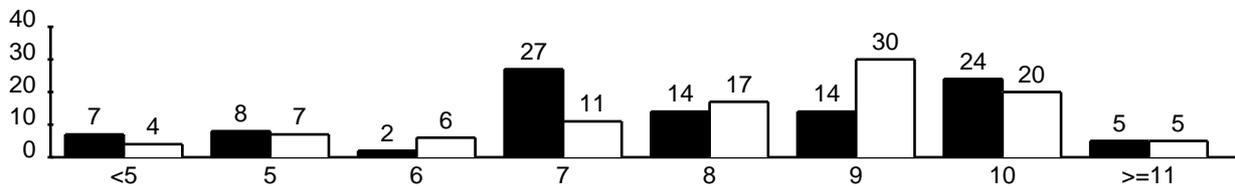


Attainment in GCSE: Comparison with National Averages By Subjects

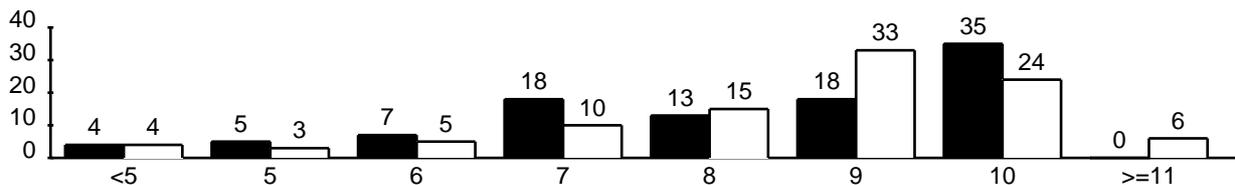
A Subject Indicator Report is provided at page P-0. This contains information on pupils' attainment in the subjects taken in their GCSEs. It also provides information on pupils' relative performance in different GCSE subjects, in particular, giving comparisons of pupils' performances in each subject with the performance of the same pupils in the other subjects they took. The charts below show the percentage of pupils in your school taking each number of GCSE full subjects compared to the percentage nationally.

The percentage of pupils taking at least one GCSE full course is 91%.

**Number of GCSE Full Courses Taken (boys)
School vs National**

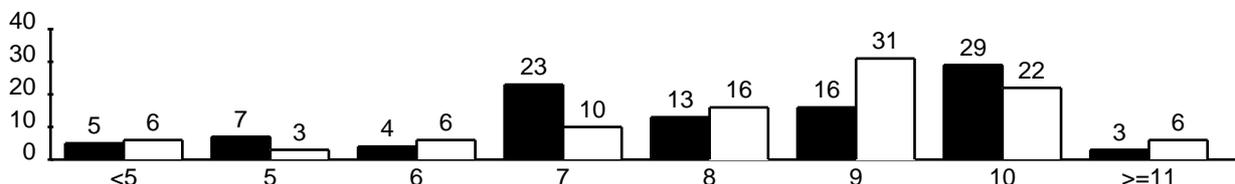


**Number of GCSE Full Courses Taken (girls)
School vs National**



**Number of GCSE Full Courses Taken (all)
School vs National**

 School
 National



Attainment in GCSE:
Additional statistics: attainment in GCSE short courses

Information on attainment in GCSE short courses can give inspectors a more complete picture of overall attainment and achievement in the school. The table below displays the standard measures of attainment for GCSE short courses, and measures of participation and uptake for this type of exam.

Table 6.8 Standards in Key Stage 4 (short courses)

Short Courses	Boys		Girls		All	
% of GCSE cohort taking short courses	n/a	(45.2)	n/a	(47.3)	n/a	(46.2)
% of candidates doing 1 short course	n/a	(74.6)	n/a	(73.6)	n/a	(74.1)
% of candidates doing 2 short courses	n/a	(22.9)	n/a	(23.8)	n/a	(23.4)
% of candidates doing 3 or more short courses	n/a	(2.5)	n/a	(2.6)	n/a	(2.6)
Average points score per candidate	n/a	(20.2)	n/a	(22.9)	n/a	(21.6)
Average points score per entry	n/a	(15.7)	n/a	(17.7)	n/a	(16.8)
% of entries graded A* to C	n/a	(37.0)	n/a	(47.5)	n/a	(42.4)
% of entries graded A* to G	n/a	(77.0)	n/a	(80.7)	n/a	(78.9)

Figures in brackets refer to the corresponding national values.

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	88.1	90.7	90.7	8.4	0.9
England (secondary)	91.0	91.7	91.9	6.9	1.1
School difference	-2.9	-1.0	-1.2	1.5	-0.2

Where attendance falls below 92 percent for the school, or 90 per cent in any year group, 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 affects 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 below the national median;

the rate of unauthorised absence at the school, in the same year, was broadly in line with 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 8. 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 10 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.

83% of pupils attending An Anonymous Secondary 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	14.1	10.1	10.6	2.0	12.3
Ward 2	12.7	5.1	5.3	1.9	18.6
Ward 3	12.4	12.1	15.4	2.9	11.0
Ward 4	9.9	14.3	15.3	4.5	10.5
Ward 5	9.2	16.0	16.5	2.6	7.0
Ward 6	7.6	10.2	11.0	2.8	13.1
Ward 7	4.7	7.9	9.1	1.4	13.6
Ward 8	4.5	16.4	22.4	3.1	4.7
Ward 9	4.2	7.5	8.6	2.2	12.8
Ward 10	3.9	16.9	21.2	4.3	4.2
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 8).

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 8) 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 An Anonymous Secondary School and have remained.

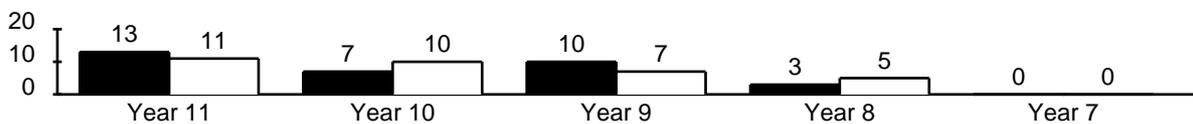
Table 7.3 Inward Mobility

		Pupils in (%)				
		Year 11	Year 10	Year 9	Year 8	Year 7
% of pupils joined before the 1st October of each year	2003/04	2.4	0.8	3.1	2.5	98.60
	2002/03	4.7	3.3	6.9	96.90	
	2001/02	2.4	2.5	89.30		
	2000/01	3.9	92.60			
	1999/00	86.60				

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 secondary 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.

SUBJECT INDICATOR REPORT

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Introduction to Subject Indicator Reports

- Purpose
- Data Content
- Guide to the tables and graphs (with notes on interpreting the data)

Tables and Graphs

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- GCSE subjects classified by subject area.
- S5** - School GCSE Results for 15 year olds for 2004
Compared with national results for all maintained secondary schools
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 - Graphical representations of table S3
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 - Relative Performance Indicator Chart (based on table S2)

**These tables appear for mixed gender schools only*

Subject Indicators

Please read this section carefully before using the data.

Purpose

This section of the PANDA gives more detailed information on the performance of the school's pupils in their GCSE examinations.

This section will assist schools and inspectors in their analysis of pupils' progress at the school. For each subject, the report gives the percentage of pupils achieving each of the possible grades, the distribution of grades achieved nationally, and an analysis of the statistical significance¹ of any differences between the school's performance and the national picture. It also shows the performance of the school's pupils in each subject relative to other subjects they took.

Data Content

Please note that:

- The calculation of the percentage of pupils reaching each level, and of the Average Points Scores (APS) are exactly the same as elsewhere in the PANDA. Grades such as U, X, Q, P, N etc are included in the Average Points Scores calculations with a value of zero. The average points score is shown using the new points score equivalencies introduced in 2004 (see the Glossary for details).
- Data are shown only where cohorts entered for examination are 20 pupils or more. This applies to all the tables (and accompanying graphs), and there may be entries against a subject at 'All School' level, but not for boys and/or girls separately.
- Tables S1, S2, S3 and S4 will only appear for mixed gender schools.
- The information is based on the GCSE public examinations data collected by DfES for 2004.
- National results, where shown, are for all students in maintained schools in England entered for that examination.

Guide to the tables and graphs

Subject Classifications

This table shows how subjects are grouped into subject areas for the purposes of the Subject Indicator Report.

Table S5

The information shown, for each subject, are:

- the percentages of pupils achieving different grades;
- summary statistics of the percentages achieving A*-C and A*-G grades;
- The number of pupils entered for examination, and this entry expressed as a percentage of the 15 year old cohort (that is aged 15 at the start of the academic year);
- pupils' average GCSE points score in the subject.

¹ See the glossary for details on the criteria used to determine whether the significance test will be undertaken.

Figures are given to one decimal place. For each of these entries, the school information is complemented by comparative national data. A test of the statistical significance of differences between the percentage of pupils achieving A* to C grades in the school and nationally, is also shown. This takes into account the numbers of pupils taking each subject. If there is a significant difference, the legend 'SIG' appears; where the difference is not statistically significant, the column is blank.

Immediately following Table S5 is a graphical representation of the information in the 'Grade Distribution' section of the table. These charts give a good overview of the school's subject results in comparison with national norms. They show, **for each subject taken by one third or more of the school cohort**, the grade distribution of the school's results (dark shade) alongside the grade distribution for the subject nationally (light shade).

Tables S3 and S1 and the graphs that accompany them, show exactly the same information as table S5, but for girls and boys respectively.

Table S6

Shows how pupils perform in each subject relative to the other GCSE subjects they take. The RPI is only shown where more than 1/3 of pupils took the exam.

Using Music as an example the table will show the following information

- Subject - Average points score in Music.
- Other subjects – Average points score in all other subjects for those pupils who took Music.
- Difference – The difference between 'subject' and 'other subject' in the school and nationally.
- RPI (relative performance indicator) – To filter out the effect of some examinations being inherently easier or more difficult than others, the RPI is used. This indicates the difference in attainment between Music and other subjects taken in the school compared to the national picture. It is calculated as: $(\text{School difference (Music v Other subjects)}) - (\text{National difference (Music v Other subjects)}) = \text{RPI}$
- Significance – Tells you with 95% confidence whether or not the difference between attainment in Music and attainment in other subjects taken by Music pupils in the school is significantly different from the national picture².

Immediately following Table S6 is a graphical representation of the information in the 'Relative Performance Indicator' section of the table. **Tables S4 and S2** and the graphs that accompany them, show exactly the same information as table S6, but for girls and boys respectively.

Please note:

- The RPI measure gives an indication of pupil progress in a subject relative to other subjects. In every school there will always be some variability in progress between different subjects. It should be recognised that the information does not give clues to overall progress across the whole curriculum; only to relative progress within different subjects.
- RPI figures are not comparable between subjects. A figure of 1.12 may be significant in relation to Biology, whereas a similar RPI in Art and Design may not be significant. This is because the test takes account of the number of students taking the examination, and the national pattern of distribution of their results.

² A worked example can be found in the Glossary.

Subject Classifications

Subject Area As listed in the Subject Indicator report	Subjects used
Art and Design	ART AND DESIGN ART AND DESIGN (DRAWING & PAINTING) ART & DESIGN (GRAPHICS) ART AND DESIGN (PHOTO) ART AND DESIGN (POTTERY) ART AND DESIGN (PRINTING) ART AND DESIGN (TEXTILES) ART AND DESIGN (3D STUDIES) ART AND DESIGN (CRITICAL STUDIES) CRAFT ART CREATIVE ARTS
Biology	BIOLOGY BIOLOGY (HUMAN)
Business Studies	BUSINESS STUDIES (SINGLE) BUSINESS STUDIES AND ECONOMICS
Chemistry	CHEMISTRY
Classical Studies	CLASSICAL CIVILISATION CLASSICAL GREEK LATIN OTHER CLASSICAL LANGUAGES
Combined Business Studies	FRENCH AND BUSINESS STUDIES (COMBINED) GERMAN AND BUSINESS STUDIES (COMBINED) SPANISH & BUSINESS STUDIES (COMBINED) GEOGRAPHY AND BUSINESS STUDIES (COMBINED)
Combined Design and Technology	DESIGN/TECHNOLOGY & ART (COMBINED) DESIGN/TECHNOLOGY & BUSINESS STUDIES (COMBINED) DESIGN TECHNOLOGY & CATERING (COMBINED) DESIGN/TECHNOLOGY & ELECTRONICS (COMBINED) DESIGN/TECHNOLOGY & IT (COMBINED) D&T ELECTRONIC PRODUCTS AND BUSINESS STUDIES (COMBINED) D&T FOOD TECHNOLOGY & BUSINESS STUDIES D&T GRAPHIC PRODUCTS & BUSINESS STUDIES D&T RESISTANT MATERIALS TECHNOLOGY & BUSINESS D&T TEXTILES TECHNOLOGY & BUSINESS STUDIES (COMBINED)
Combined Information Technology	IT AND BUSINESS STUDIES (COMBINED)
Combined Science - Double Award	SCIENCE DOUBLE AWARD A SCIENCE DOUBLE AWARD B
Combined Science - Single Award	SCIENCE SINGLE AWARD
Combined Studies	GEOGRAPHY AND HISTORY (COMBINED)
Communication Studies	COMMUNICATION STUDIES EXPRESSIVE ARTS AND PERFORMANCE STUDIES MEDIA FILM TV STUDIES

Subject Area As listed in the Subject Indicator report	Subjects used
Dance	DANCE
Design and Technology	DESIGN AND TECHNOLOGY
	D&T ELECTRONIC PRODUCTS
	D&T FOOD TECHNOLOGY
	D&T GRAPHIC PRODUCTS
	D&T RESISTANT MATERIALS
	D&T TEXTILES TECHNOLOGY
	D&T SYSTEMS & CONTROL
	D&T ENGINEERING
Drama	DRAMA AND THEATRE STUDIES
Economics	ECONOMICS
English / English Language	ENGLISH LANGUAGE AND LITERATURE
English Literature	ENGLISH LITERATURE
French	FRENCH
General Studies	GENERAL STUDIES
Geography	GEOGRAPHY
	ENVIRONMENTAL STUDIES SINGLE
German	GERMAN
History	HISTORY
Home Economics	CHILD DEVELOPMENT
	FOOD
	TEXTILES
Humanities	HUMANITIES SINGLE
Information Technology	COMPUTER STUDIES/COMPUTING
	INFORMATION AND COMMUNICATION TECHNOLOGY
	INFORMATION STUDIES
Mathematics	MATHEMATICS
	ADDITIONAL MATHEMATICS
Music	MUSIC
Other Languages	WELSH (SECOND LANGUAGE)
	IRISH
	DUTCH
	ITALIAN
	MODERN GREEK
	PORTUGUESE
	ARABIC
	BENGALI
	CHINESE
	GUJARATI
	JAPANESE
	MODERN HEBREW
	PUNJABI
	POLISH
	RUSSIAN
	TURKISH
URDU	
PERSIAN	
OTHER LANGUAGES	
Other Sciences	SCIENCE AGRICULTURAL & HORTICULTURE
	SCIENCE ASTRONOMY
	SCIENCE ELECTRONICS
	SCIENCE GEOLOGY
	PSYCHOLOGY (AS A SCIENCE)
	SCIENCE RURAL
Other Social Studies	ARCHAEOLOGY

Subject Area As listed in the Subject Indicator report	LAW Subjects used
	PERSONAL & SOCIAL EDUCATION
	GOVERNMENT AND POLITICS
	PSYCHOLOGY
Other Workshop Subjects	MOTOR VEHICLE STUDIES
Physical Education/Sports Studies	PHYSICAL EDUCATION/SPORTS STUDIES
Physics	PHYSICS
Religious Studies / Education	RELIGIOUS STUDIES
Social Science	SOCIAL SCIENCE
Sociology	SOCIOLOGY
Spanish	SPANISH
Statistics	STATISTICS
Vocational Studies	ACCOUNTING /FINANCE
	CATERING STUDIES
	COMMERCE OFFICE STUDIES
	KEYBOARDING APPLICATION
	NAUTICAL STUDIES
	PHOTOGRAPHY
	TOURISM

TABLE S5(1): GCSE RESULTS FOR 15 YEAR OLDS(1) FOR 2004 (3) BY SUBJECT
SCHOOL RESULTS AGAINST FOR ALL MAINTAINED SECONDARY SCHOOLS - ALL

- School Results
- National Results

Subject Area	Percentage Achieving Grades									Percent A* - C grades	Percent A - G grades	Number of 15(1) year old pupils entered	Average point score(2)	Entry as percentage of the Cohort	Point per 15(1) year old pupil	%A*-C significance test
	A*	A	B	C	D	E	F	G	U							
Art and Design	0.0	11.5	17.3	42.3	9.6	3.8	7.7	5.8	0.0	71.2	98.1	52	37.8	41.3	15.6	
	4.7	13.3	19.7	27.6	14.4	10.0	5.9	2.6	0.5	65.2	98.1	131749	39.1	20.6	8.1	
Combined Science - Double Award	0.0	8.2	18.4	63.3	8.2	0.0	2.0	0.0	0.0	89.8	100.0	49	41.2	38.9	16.0	Sig
	3.5	7.6	12.7	28.4	19.8	14.0	8.1	3.6	2.2	52.2	97.7	456970	36.2	71.4	25.8	
Combined Science - Single Award	0.0	0.0	0.0	4.8	11.1	25.4	31.7	19.0	7.9	4.8	92.1	63	22.8	50.0	11.4	Sig
	0.2	0.7	2.0	12.1	18.0	23.7	21.8	12.2	8.5	15.0	90.7	50731	25.7	7.9	2.0	
Computer Studies	0.0	5.6	26.8	19.7	11.3	11.3	8.5	8.5	8.5	52.1	91.5	71	33.3	56.3	18.8	
	3.6	10.5	16.9	24.1	15.5	10.7	8.2	5.4	4.6	55.1	94.7	74366	35.8	11.6	4.2	
Design and Technology	0.0	3.7	9.2	21.1	31.2	14.7	11.9	5.5	2.8	33.9	97.2	109	32.8	86.5	28.4	Sig
	2.9	12.0	15.0	24.8	19.8	11.4	6.6	3.6	3.0	54.7	96.2	392860	36.7	61.3	22.5	
English / English Language	0.9	6.1	14.0	36.0	19.3	8.8	2.6	6.1	6.1	57.0	93.9	114	35.1	90.5	31.8	
	3.1	10.2	18.5	26.0	20.0	11.5	6.0	2.6	1.7	57.7	97.9	554391	37.7	86.6	32.7	
English Literature	0.0	1.3	16.3	51.3	17.5	5.0	6.3	0.0	2.5	68.8	97.5	80	37.3	63.5	23.7	
	3.3	11.6	20.9	26.2	17.0	10.4	5.5	2.5	2.2	62.0	97.4	492028	38.3	76.8	29.4	
French	0.0	13.5	18.9	32.4	24.3	10.8	0.0	0.0	0.0	64.9	100.0	37	40.0	29.4	11.7	Sig
	4.1	8.2	13.1	21.5	19.8	14.9	10.4	5.7	1.6	47.0	97.8	259975	35.4	40.6	14.4	
Geography	0.0	20.0	25.0	15.0	10.0	20.0	5.0	0.0	5.0	60.0	95.0	20	38.0	15.9	6.0	
	5.8	12.2	16.1	24.7	16.2	11.0	6.7	3.8	3.1	58.7	96.5	176731	37.7	27.6	10.4	
Mathematics	2.6	8.8	13.2	16.7	12.3	14.0	15.8	8.8	6.1	41.2	92.1	114	31.8	90.5	28.8	
	3.3	7.2	17.3	22.3	17.5	15.5	9.3	4.0	3.2	50.0	96.3	560542	35.5	87.5	31.0	
Physical Education/Sports Studies	4.5	0.0	13.6	22.7	45.5	9.1	0.0	4.5	0.0	40.9	100.0	22	36.7	17.5	6.4	
	3.8	11.9	19.8	21.5	24.3	12.4	4.5	1.2	0.3	57.0	99.4	116617	39.0	18.2	7.1	
Religious Studies/Education	0.0	6.1	16.2	30.3	20.2	15.2	5.1	5.1	2.0	52.5	98.0	99	35.7	78.6	28.1	Sig
	6.8	16.0	20.4	19.0	13.9	9.8	6.7	3.9	2.5	62.3	96.6	112224	38.8	17.5	6.8	
Total	1.3	6.3	14.3	28.6	17.8	11.9	9.1	6.0	4.2	50.5	95.2	872	34.4			
	4.1	10.7	17.2	24.4	17.9	12.1	7.2	3.6	2.4	56.3	97.1	4230644	37.2			

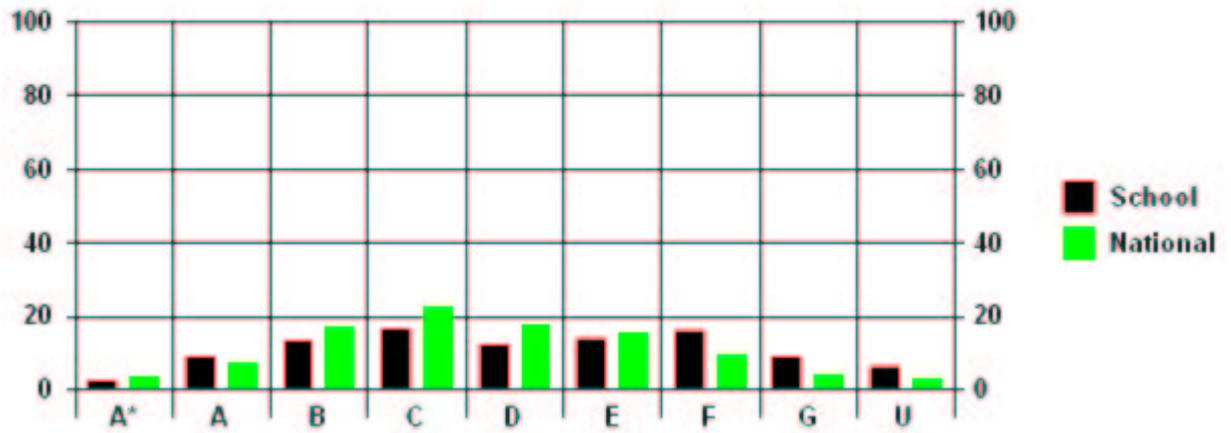
(1) Aged 15 on 31/8/2003

(2) Calculated on the following point basis A*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16

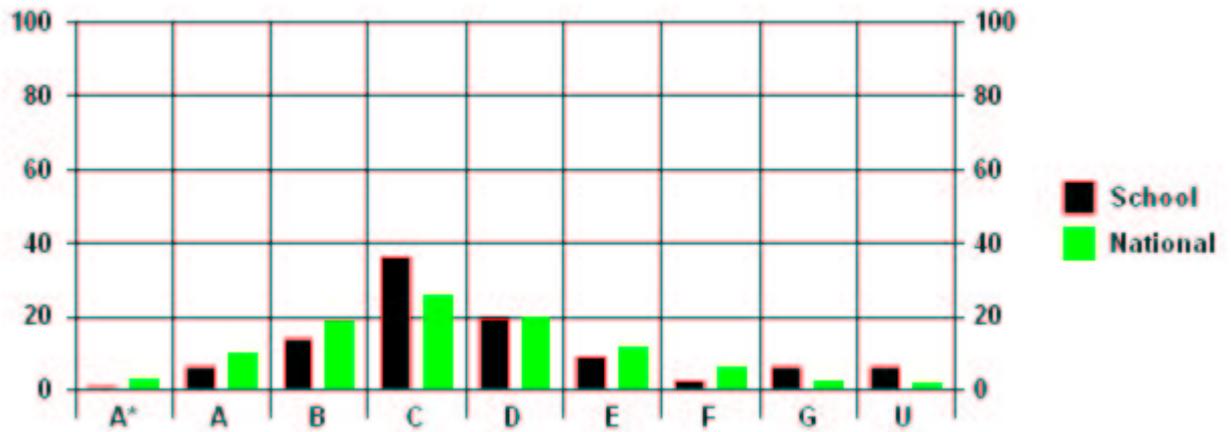
(3) Including attempts and achievements by these pupils in previous academic years

- less than 100 candidates
x information not available

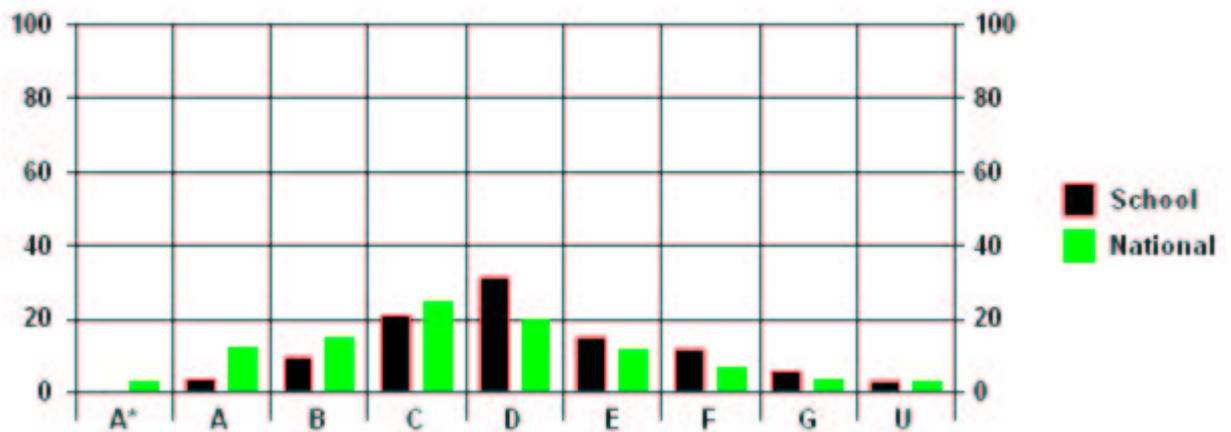
Distribution of Mathematics Results



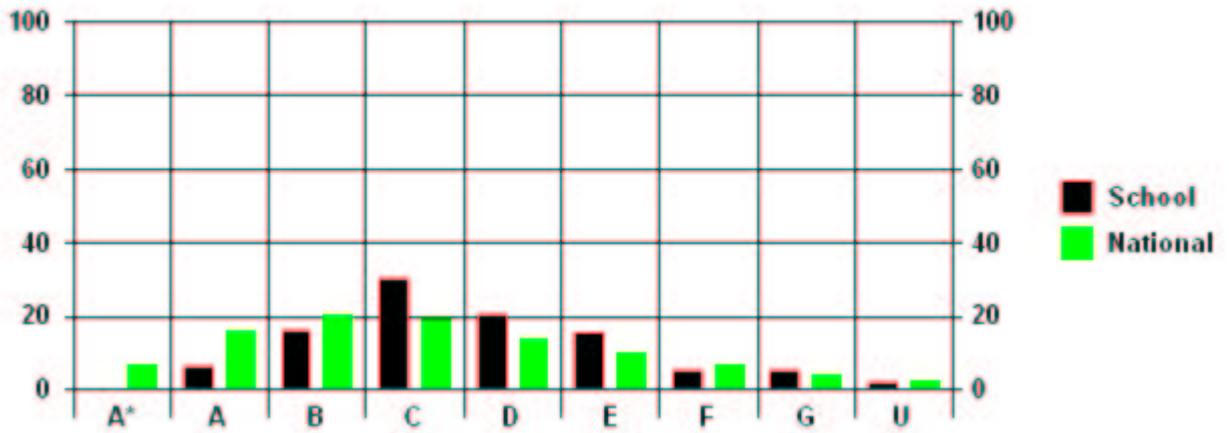
Distribution of English / English Language Results



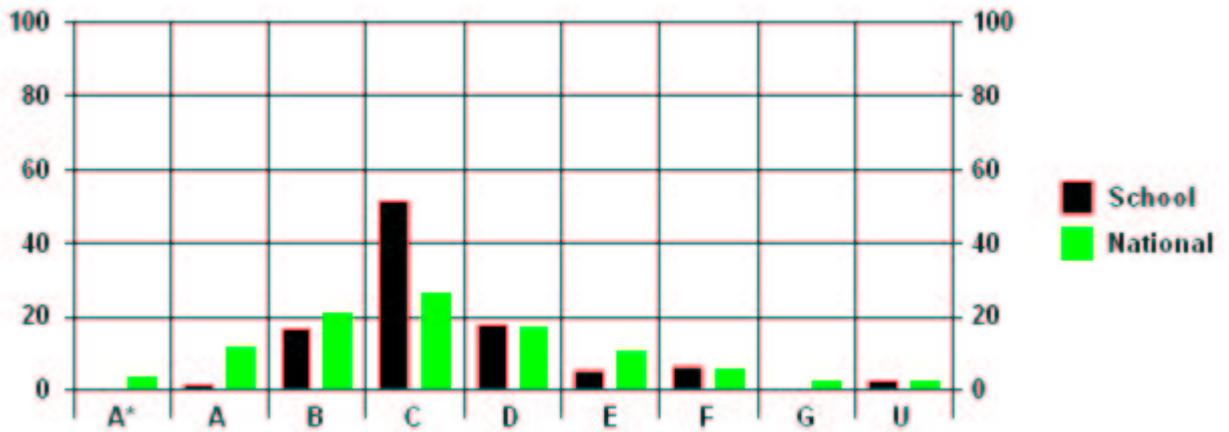
Distribution of Design and Technology Results



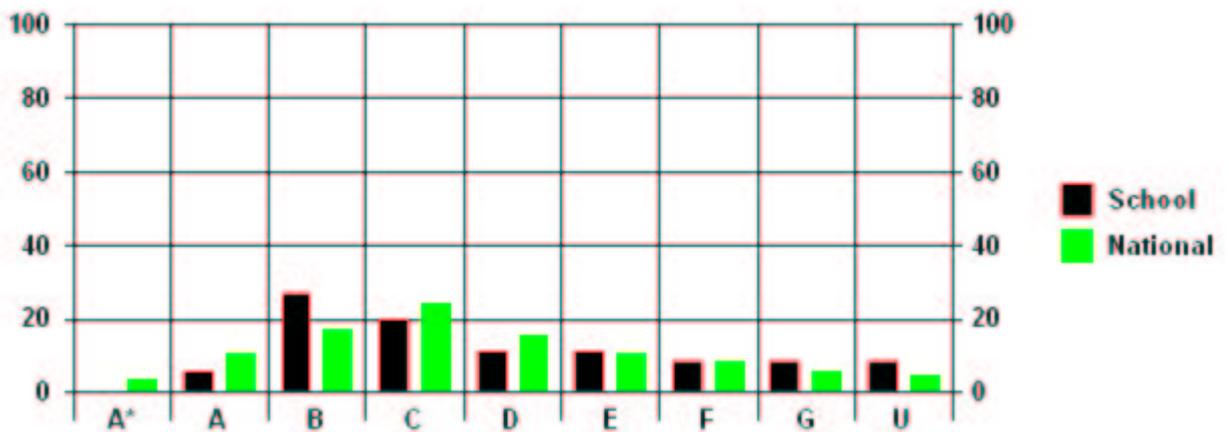
Distribution of Religious Studies/Education Results



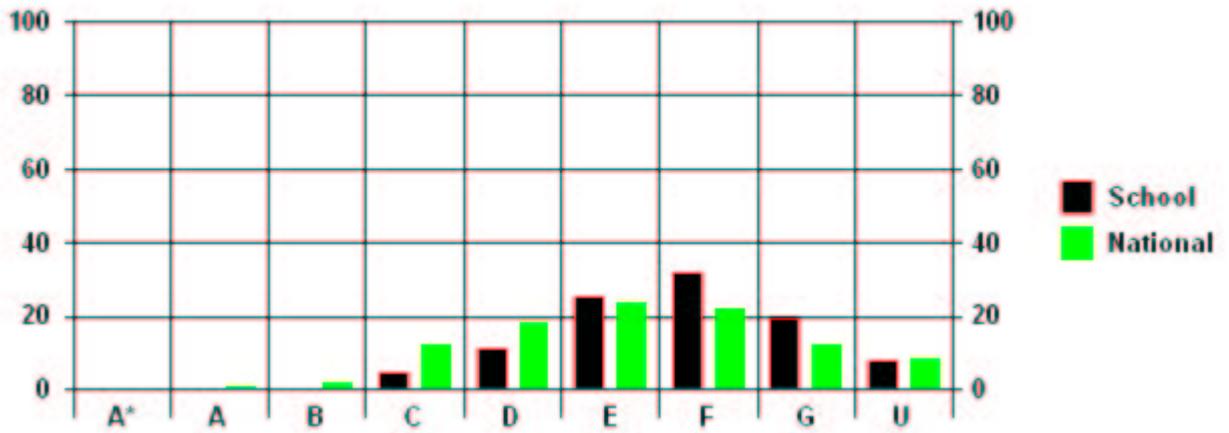
Distribution of English Literature Results



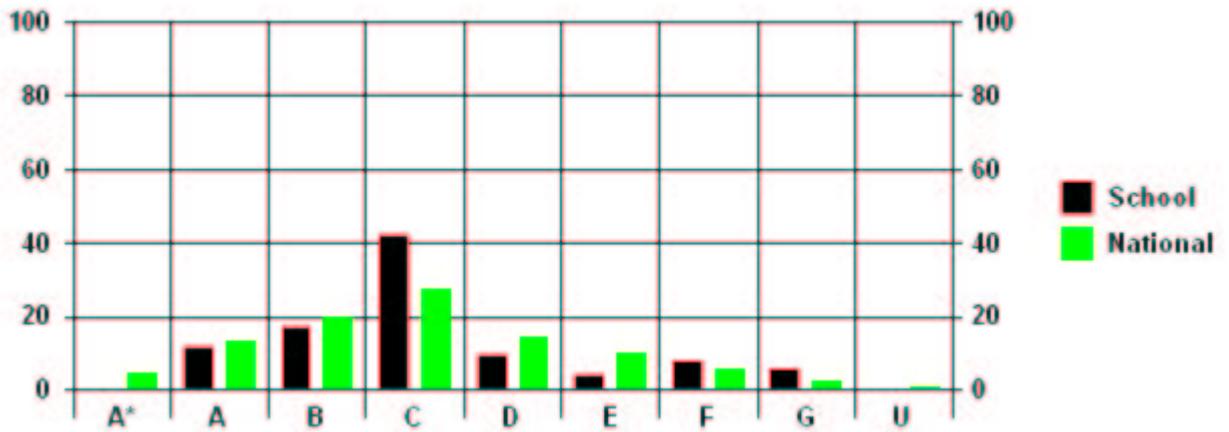
Distribution of Computer Studies Results



Distribution of Combined Science - Single Award Results



Distribution of Art and Design Results



Distribution of Combined Science - Double Award Results

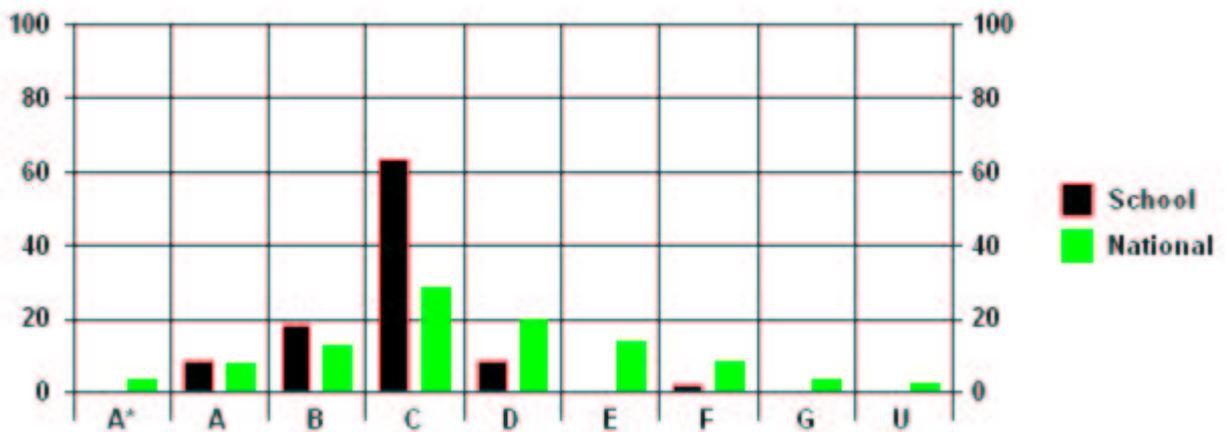


TABLE S6(1): SUBJECT PERFORMANCE INDICATOR - ALL

Subject Area	School Average	Average in all other Subjects	School Difference	National Difference	Relative Performance Indicator	Significance
Art and Design	37.85	31.65	6.19	3.28	2.91	Sig
Combined Science - Double Award	41.22	42.51	-1.28	-0.36	-0.92	
Combined Science - Single Award	22.83	27.97	-5.14	-1.84	-3.30	Sig
Design and Technology	32.79	35.82	-3.03	0.22	-3.25	Sig
English / English Language	35.12	34.67	0.46	2.03	-1.57	Sig
English Literature	37.35	38.75	-1.40	1.05	-2.45	Sig
French	40.00	43.29	-3.29	-3.68		
Geography	38.00	39.28	-1.28	-0.97		
Information Technology	33.32	36.13	-2.80	-2.16	-0.64	
Mathematics	31.79	35.14	-3.35	-0.34	-3.01	Sig
Physical Education/Sports Studies	36.73	33.54	3.19	3.14		
Religious Studies / Education	35.74	36.19	-0.45	-0.45	0.00	

Relative Performance Indicator

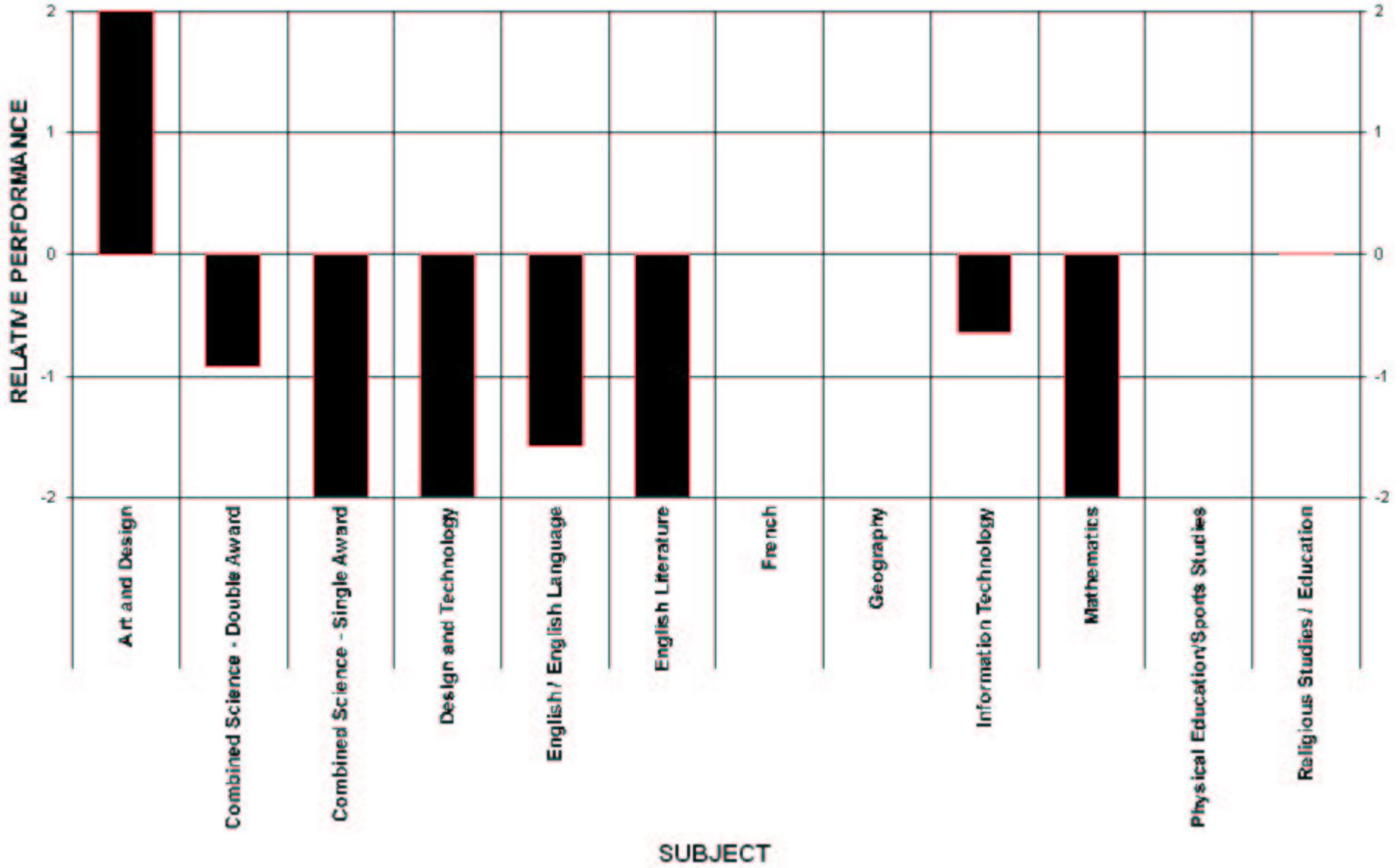


TABLE S1(1): GCSE RESULTS FOR 15 YEAR OLDS(1) FOR 2004 (3) BY SUBJECT
SCHOOL RESULTS AGAINST FOR ALL MAINTAINED SECONDARY SCHOOLS - BOY

- School Results
- National Results

Subject Area	Percentage Achieving Grades									Percent A* - C grades	Percent A - G grades	Number of 15(1) year old pupils entered	Average point score(2)	Entry as percentage of the Cohort	Point per 15(1) year old pupil	%A*-C significance test
	A*	A	B	C	D	E	F	G	U							
Combined Science - Double Award	0.0	12.0	20.0	56.0	12.0	0.0	0.0	0.0	0.0	88.0	100.0	25	41.9	38.5	16.1	Sig
	3.1	7.1	12.6	28.5	20.3	14.1	8.2	3.7	2.3	51.3	97.5	226161	35.9	69.5	24.9	
Combined Science - Single Award	0.0	0.0	0.0	2.9	8.8	26.5	41.2	14.7	5.9	2.9	94.1	34	23.0	52.3	12.0	
	0.1	0.4	1.5	10.6	17.5	24.0	22.7	13.0	9.3	12.6	89.8	25270	24.9	7.8	1.9	
Computer Studies	0.0	5.4	13.5	18.9	18.9	13.5	13.5	10.8	5.4	37.8	94.6	37	31.5	56.9	17.9	
	3.0	9.3	15.7	23.6	16.1	11.6	8.9	6.0	5.1	51.7	94.2	43394	34.9	13.3	4.7	
Design and Technology	0.0	3.6	0.0	19.6	42.9	14.3	14.3	5.4	0.0	23.2	100.0	56	32.3	86.2	27.8	Sig
	1.7	7.8	12.5	24.2	22.2	13.7	8.3	4.7	4.0	46.2	95.1	200337	34.4	61.5	21.2	
English / English Language	1.7	8.5	10.2	32.2	22.0	11.9	1.7	5.1	6.8	52.5	93.2	59	34.9	90.8	31.7	
	2.1	7.7	15.6	24.6	21.6	14.0	8.1	3.7	2.2	50.0	97.4	276132	35.9	84.8	30.4	
English Literature	0.0	2.4	14.6	41.5	24.4	7.3	7.3	0.0	2.4	58.5	97.6	41	36.5	63.1	23.0	
	2.3	8.8	18.2	25.4	18.5	12.6	7.3	3.6	2.9	54.6	96.6	237535	36.4	73.0	26.6	
Mathematics	3.4	8.5	6.8	16.9	10.2	22.0	16.9	10.2	3.4	35.6	94.9	59	31.3	90.8	28.4	Sig
	3.5	7.1	16.5	22.1	17.4	15.7	9.6	4.1	3.4	49.2	96.1	280821	35.3	86.3	30.4	
Religious Studies/Education	0.0	6.1	10.2	26.5	24.5	20.4	4.1	8.2	0.0	42.9	100.0	49	34.7	75.4	26.2	
	4.1	12.3	18.2	19.3	15.4	11.7	8.7	5.4	3.7	54.0	95.2	47454	36.2	14.6	5.3	
Total	1.8	6.8	9.5	26.1	21.8	14.0	10.4	6.1	3.4	44.1	96.4	444	34.0			
	3.2	8.8	15.5	23.9	19.0	13.4	8.4	4.3	2.9	51.4	96.5	2081720	35.9			

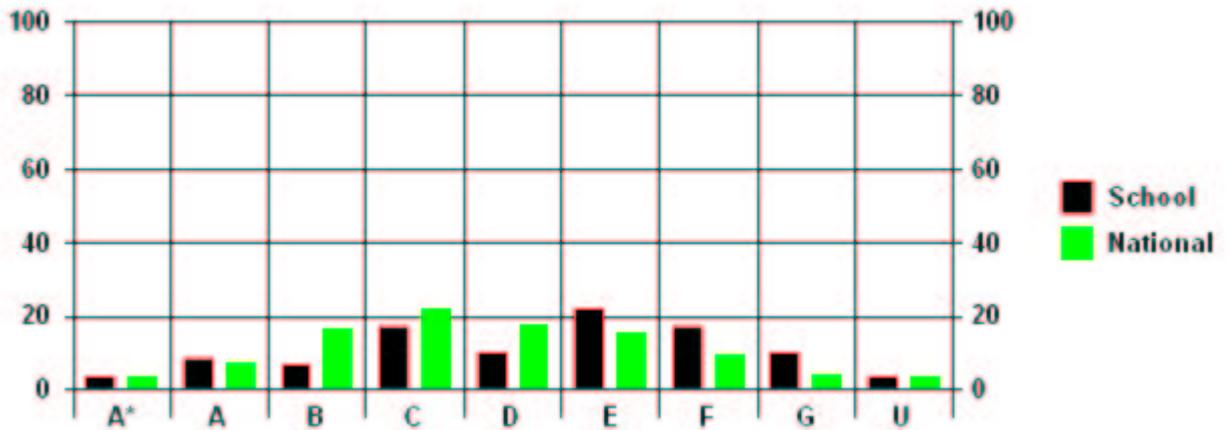
(1) Aged 15 on 31/8/2003

(2) Calculated on the following point basis A*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16

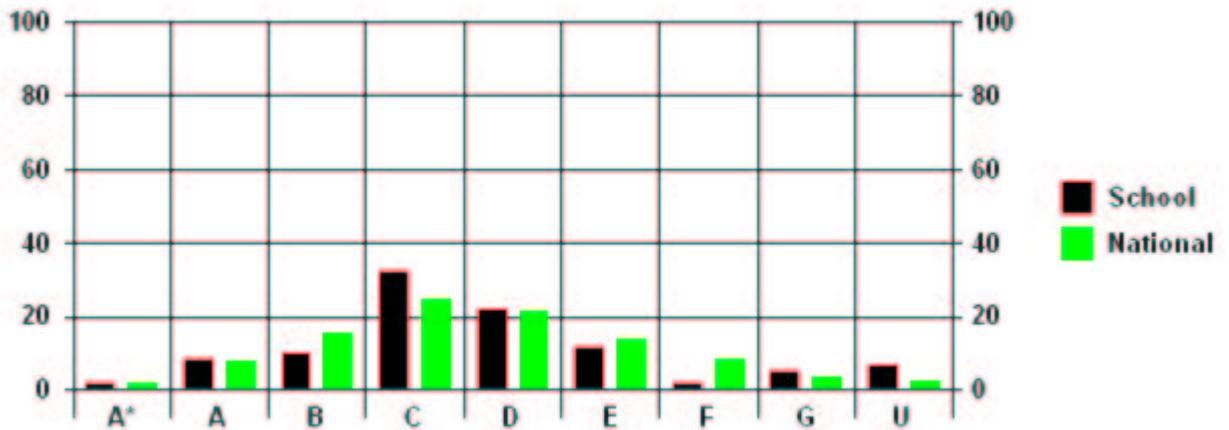
(3) Including attempts and achievements by these pupils in previous academic years

- less than 100 candidates
x information not available

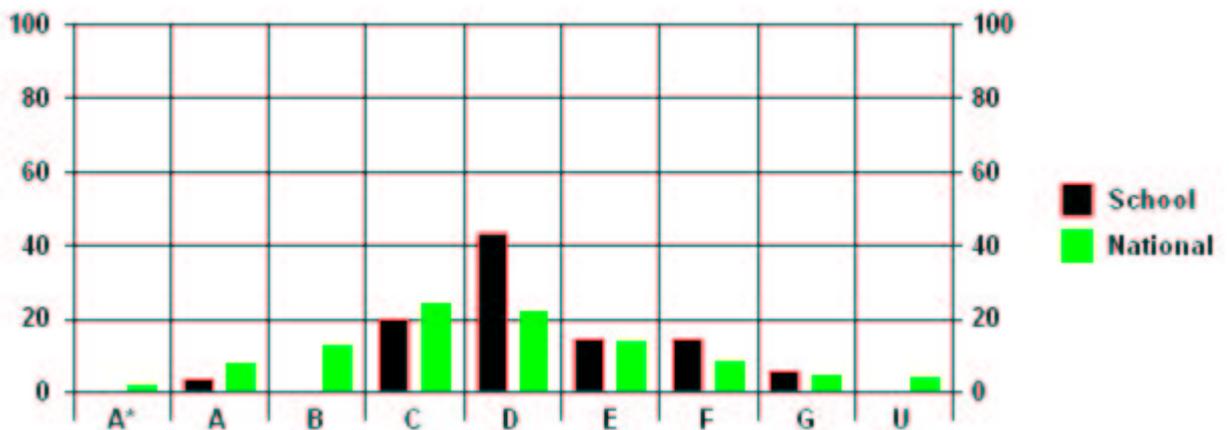
Distribution of Mathematics Results



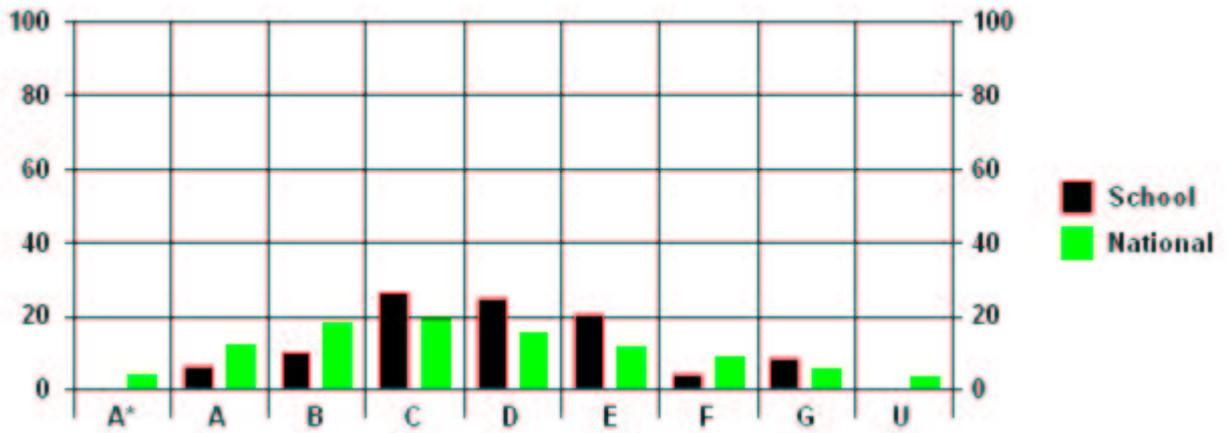
Distribution of English / English Language Results



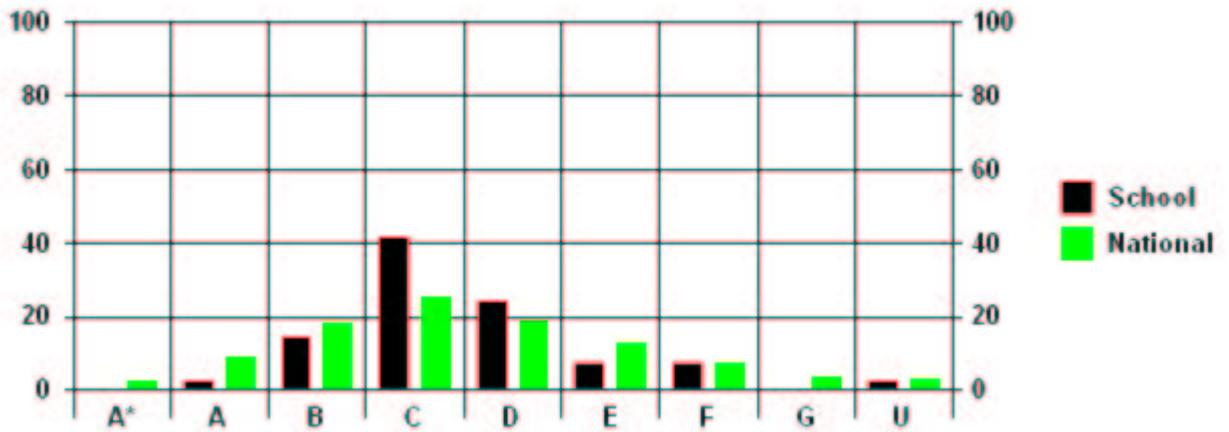
Distribution of Design and Technology Results



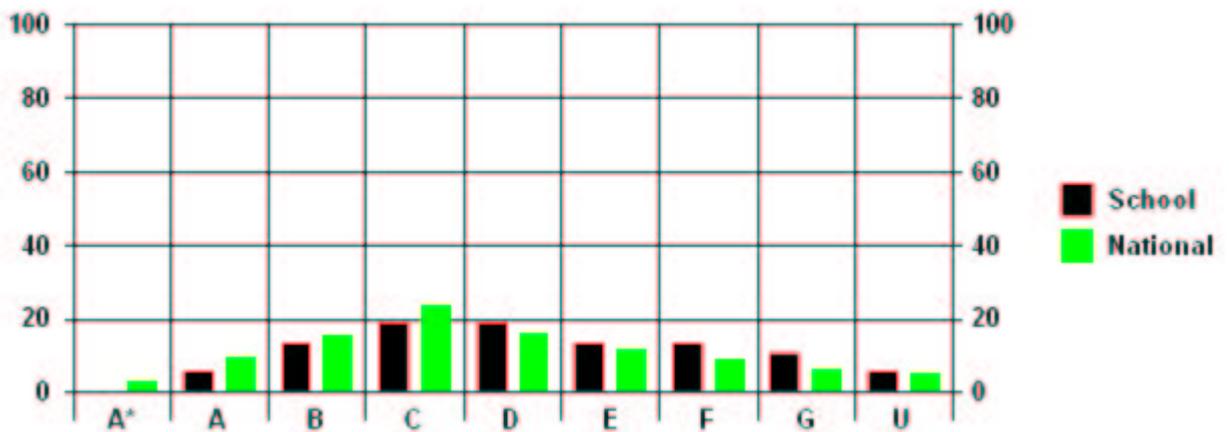
Distribution of Religious Studies/Education Results



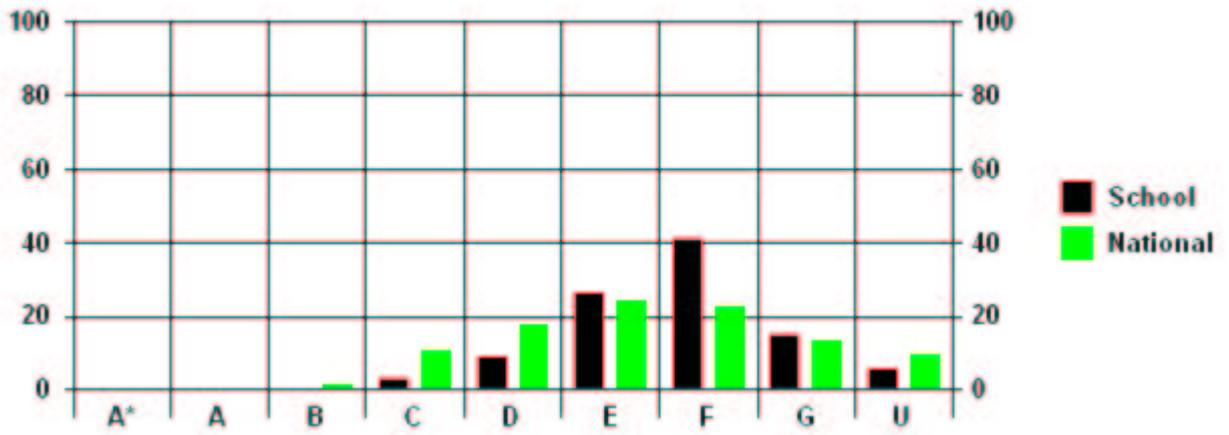
Distribution of English Literature Results



Distribution of Computer Studies Results



Distribution of Combined Science - Single Award Results



Distribution of Combined Science - Double Award Results

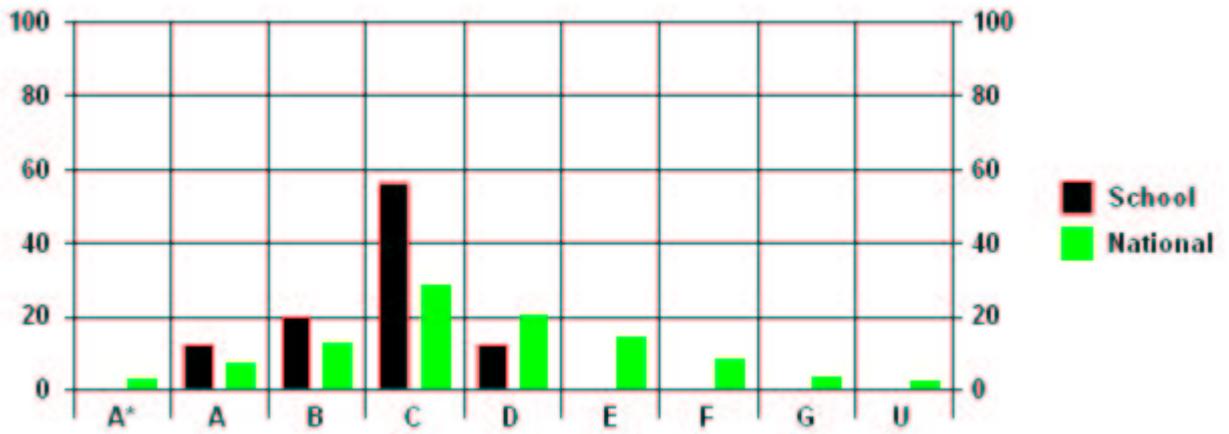


TABLE S2(1): SUBJECT PERFORMANCE INDICATOR - BOY

Subject Area	School Average	Average in all other Subjects	School Difference	National Difference	Relative Performance Indicator	Significance
Combined Science - Double Award	41.92	41.87	0.05	1.08	-1.03	
Combined Science - Single Award	23.00	27.19	-4.19	-0.48	-3.71	Sig
Design and Technology	32.29	35.76	-3.48	-0.91	-2.57	Sig
English / English Language	34.95	34.29	0.66	1.32	-0.66	
English Literature	36.54	37.96	-1.43	0.07	-1.50	
Information Technology	31.51	35.44	-3.93	-2.38	-1.55	
Mathematics	31.25	34.82	-3.57	0.95	-4.52	Sig
Religious Studies / Education	34.73	36.32	-1.59	-1.97	0.38	

Relative Performance Indicator

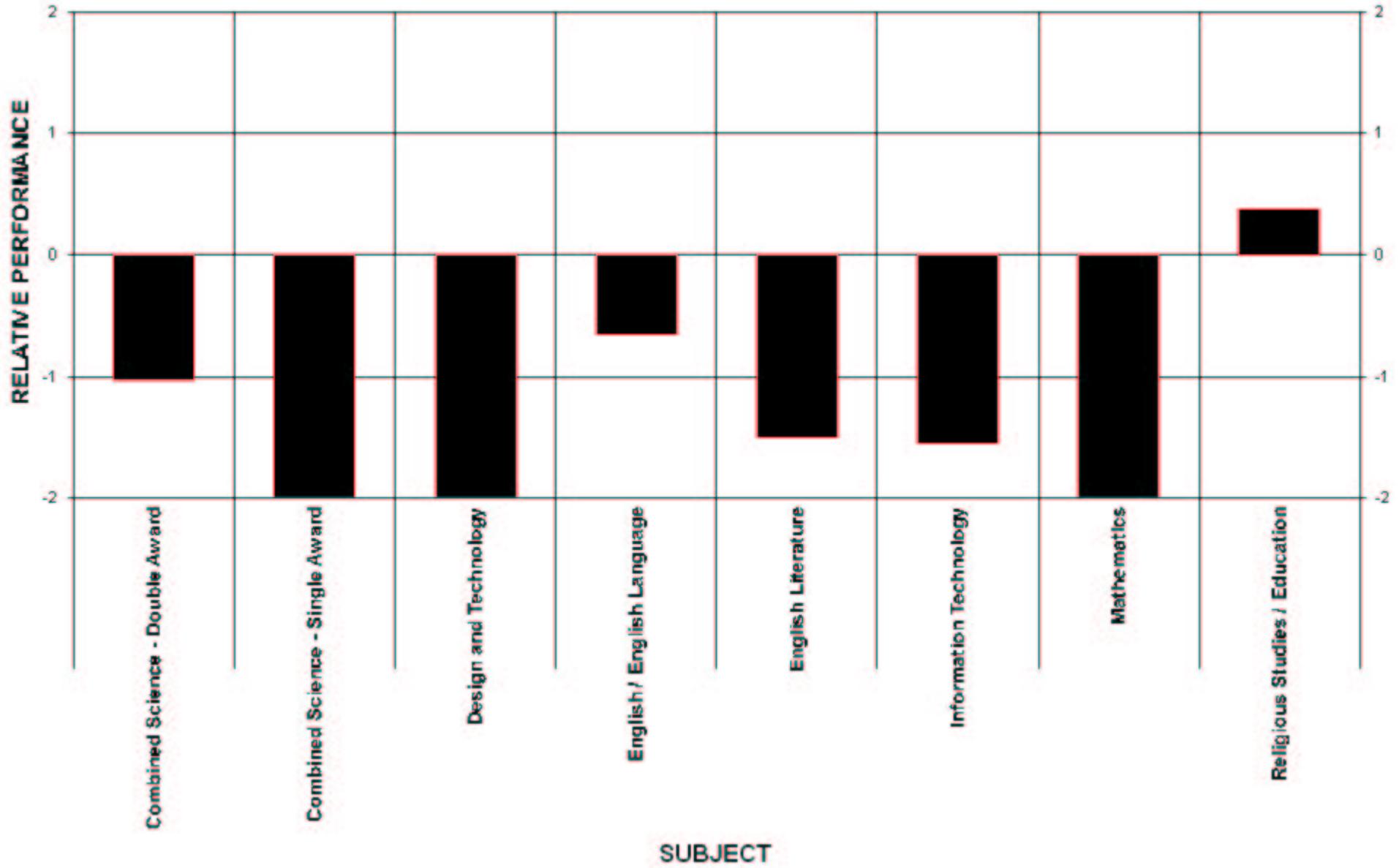


TABLE S3(1): GCSE RESULTS FOR 15 YEAR OLDS(1) FOR 2004 (3) BY SUBJECT
SCHOOL RESULTS AGAINST FOR ALL MAINTAINED SECONDARY SCHOOLS - GIRL

- School Results
- National Results

Subject Area	Percentage Achieving Grades									Percent A* - C grades	Percent A - G grades	Number of 15(1) year old pupils entered	Average point score(2)	Entry as percentage of the Cohort	Point per 15(1) year old pupil	%A*-C significance test
	A*	A	B	C	D	E	F	G	U							
Art and Design	0.0	16.7	16.7	41.7	5.6	2.8	5.6	8.3	0.0	75.0	97.2	36	38.2	59.0	22.6	
	6.4	17.0	22.5	28.0	12.4	7.3	3.6	1.4	0.3	73.9	98.7	77293	41.4	24.5	10.2	
Combined Science - Double Award	0.0	4.2	16.7	70.8	4.2	0.0	4.2	0.0	0.0	91.7	100.0	24	40.5	39.3	15.9	Sig
	4.0	8.1	12.7	28.3	19.3	13.8	8.1	3.5	2.0	53.1	97.9	230809	36.5	73.3	26.7	
Combined Science - Single Award	0.0	0.0	0.0	6.9	13.8	24.1	20.7	24.1	10.3	6.9	89.7	29	22.6	47.5	10.8	
	0.3	1.0	2.5	13.6	18.5	23.4	21.0	11.4	7.8	17.4	91.6	25461	26.5	8.1	2.1	
Computer Studies	0.0	5.9	41.2	20.6	2.9	8.8	2.9	5.9	11.8	67.6	88.2	34	35.3	55.7	19.7	
	4.4	12.2	18.5	24.8	14.6	9.4	7.1	4.6	4.0	59.8	95.5	30972	37.2	9.8	3.7	
Design and Technology	0.0	3.8	18.9	22.6	18.9	15.1	9.4	5.7	5.7	45.3	94.3	53	33.3	86.9	29.0	Sig
	4.2	16.2	17.6	25.5	17.3	9.0	4.9	2.5	2.1	63.5	97.3	192523	39.0	61.1	23.9	
English / English Language	0.0	3.6	18.2	40.0	16.4	5.5	3.6	7.3	5.5	61.8	94.5	55	35.3	90.2	31.8	
	4.0	12.7	21.4	27.3	18.5	9.0	3.9	1.7	1.2	65.3	98.5	278259	39.6	88.4	35.0	
English Literature	0.0	0.0	17.9	61.5	10.3	2.6	5.1	0.0	2.6	79.5	97.4	39	38.2	63.9	24.4	
	4.2	14.2	23.5	27.0	15.5	8.3	3.8	1.5	1.6	68.9	98.0	254493	40.1	80.8	32.4	
French	0.0	10.0	25.0	25.0	20.0	20.0	0.0	0.0	0.0	60.0	100.0	20	39.1	32.8	12.8	
	5.2	10.2	15.6	23.2	19.0	12.9	8.2	4.0	1.1	54.3	98.4	140329	37.3	44.6	16.6	
Mathematics	1.8	9.1	20.0	16.4	14.5	5.5	14.5	7.3	9.1	47.3	89.1	55	32.4	90.2	29.2	
	3.0	7.2	18.0	22.5	17.6	15.3	9.1	3.9	3.0	50.7	96.6	279721	35.7	88.8	31.7	
Religious Studies/Education	0.0	6.0	22.0	34.0	16.0	10.0	6.0	2.0	4.0	62.0	96.0	50	36.7	82.0	30.1	
	8.8	18.6	22.1	18.8	12.9	8.4	5.3	2.8	1.6	68.3	97.6	64770	40.8	20.6	8.4	
Total	0.7	5.8	19.4	31.1	13.6	9.8	7.7	5.8	5.1	57.0	93.9	428	34.8			
	4.9	12.5	18.8	24.9	16.9	10.8	6.1	2.8	1.9	61.0	97.6	2148924	38.5			

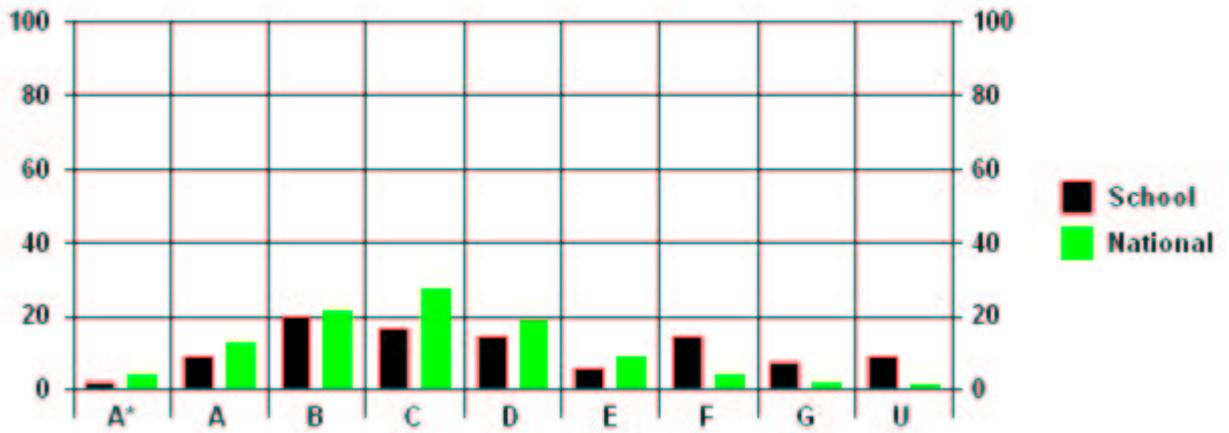
(1) Aged 15 on 31/8/2003

(2) Calculated on the following point basis A*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16

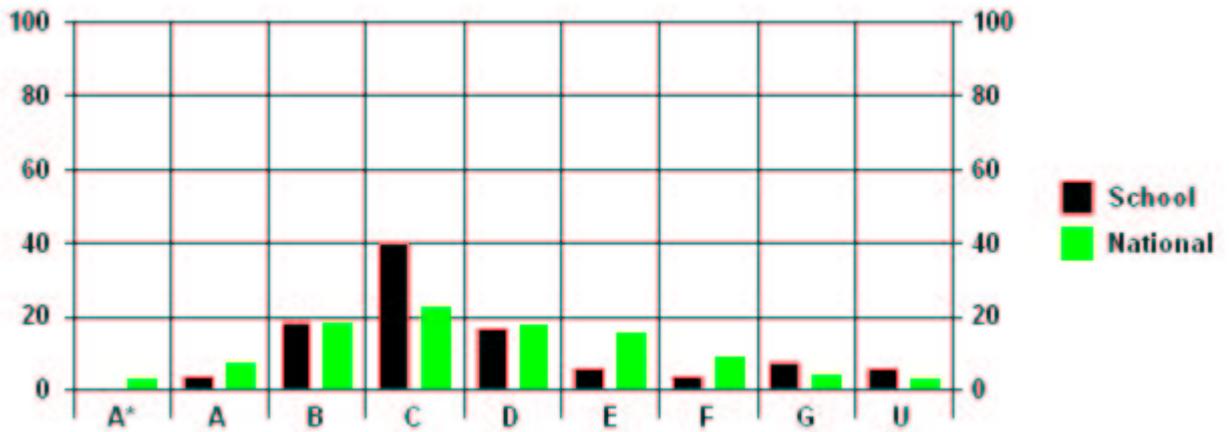
(3) Including attempts and achievements by these pupils in previous academic years

- less than 100 candidates
x information not available

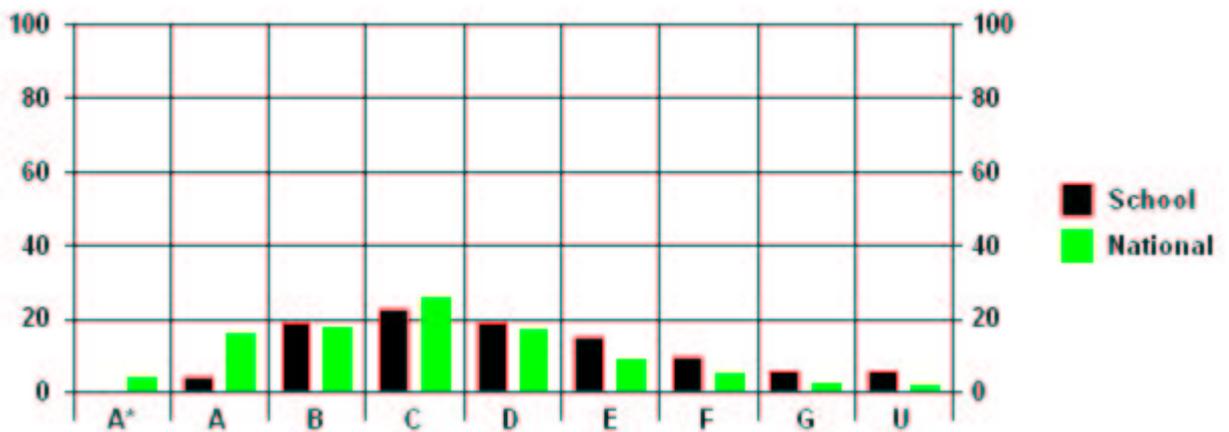
Distribution of Mathematics Results



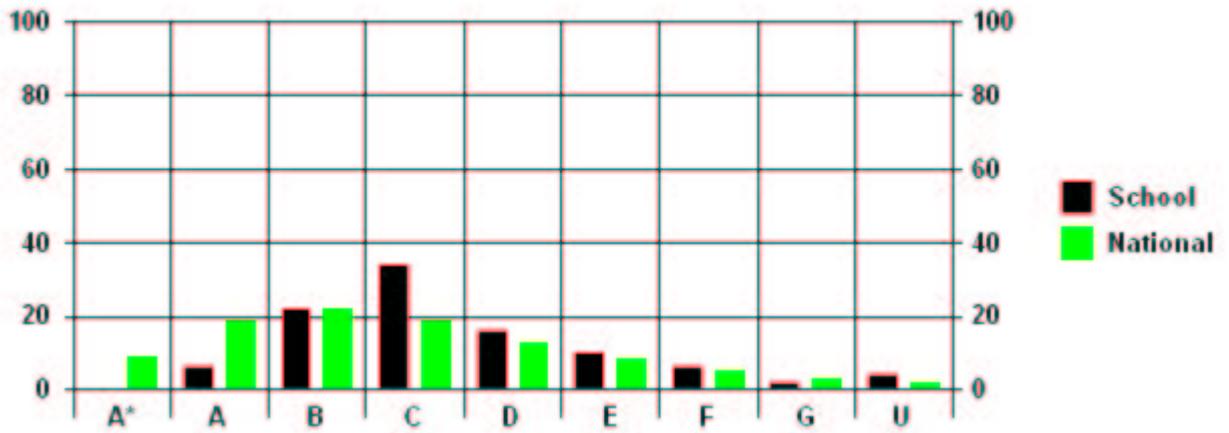
Distribution of English / English Language Results



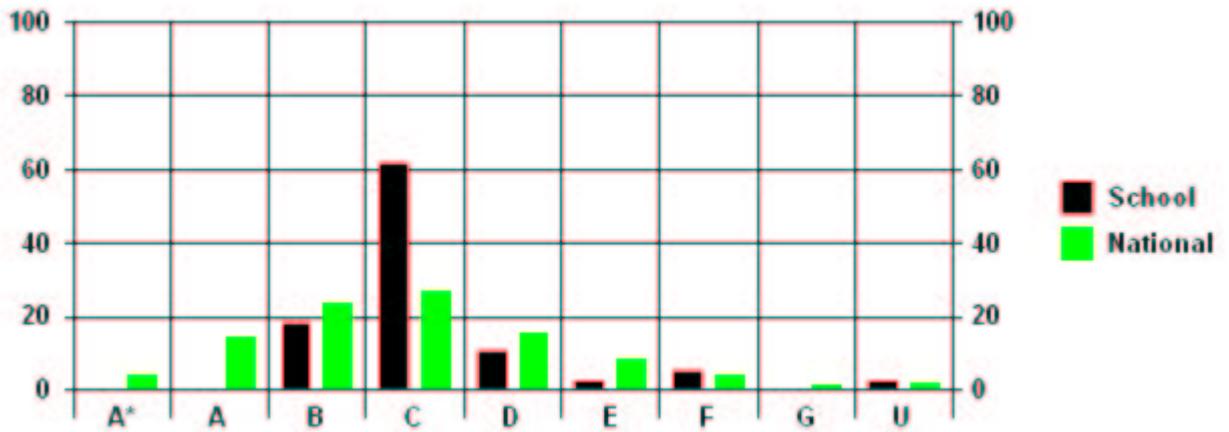
Distribution of Design and Technology Results



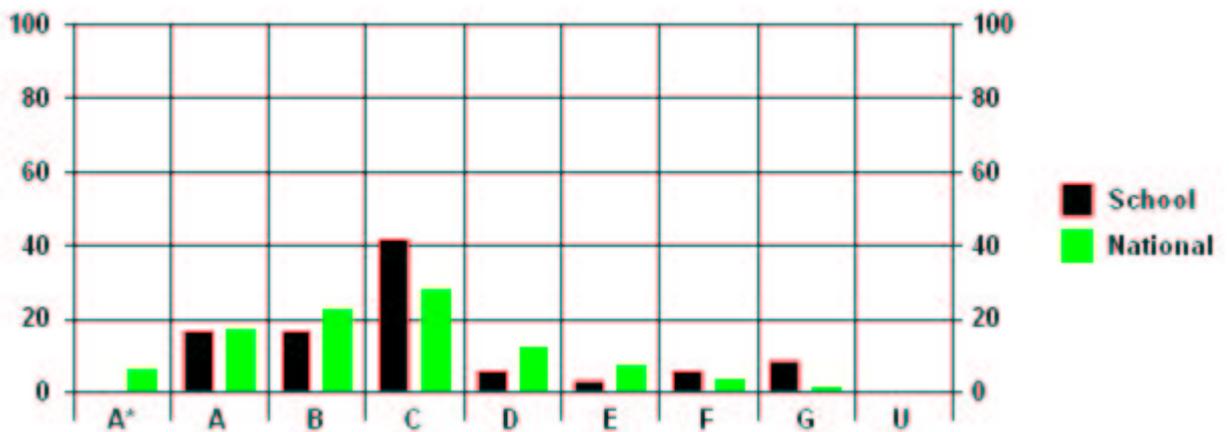
Distribution of Religious Studies/Education Results



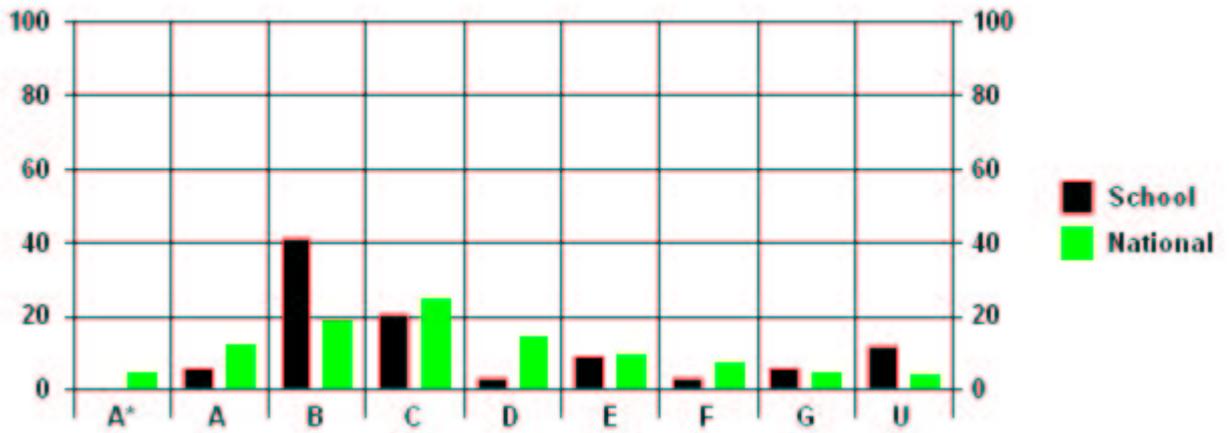
Distribution of English Literature Results



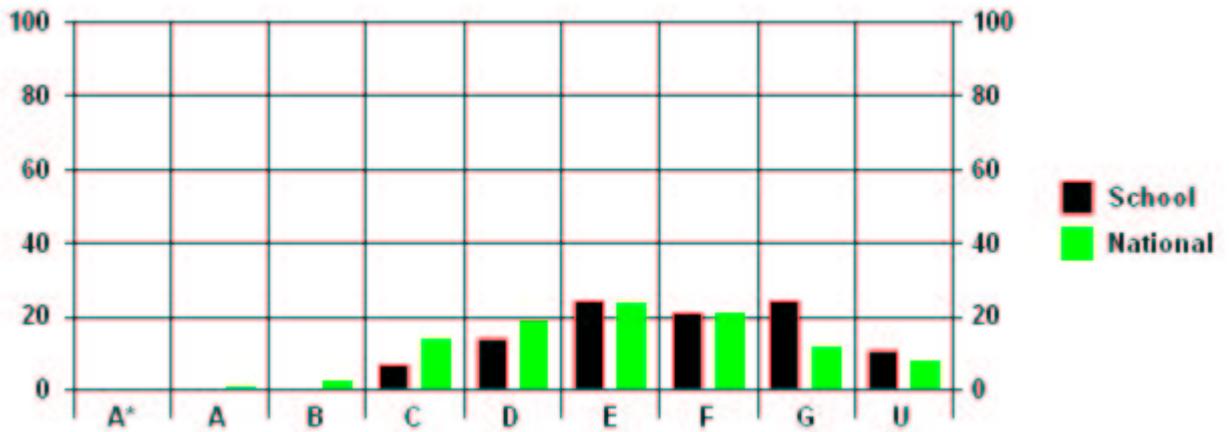
Distribution of Art and Design Results



Distribution of Computer Studies Results



Distribution of Combined Science - Single Award Results



Distribution of Combined Science - Double Award Results

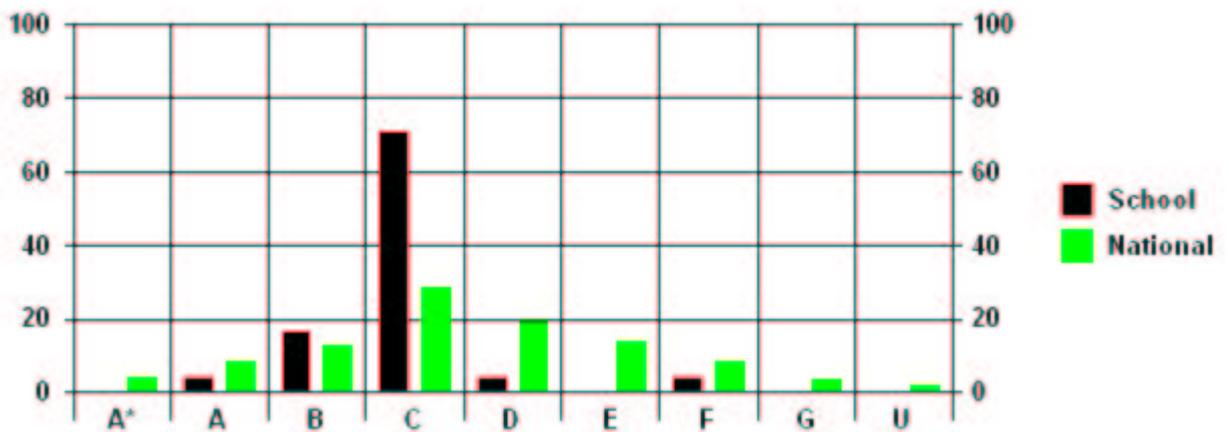
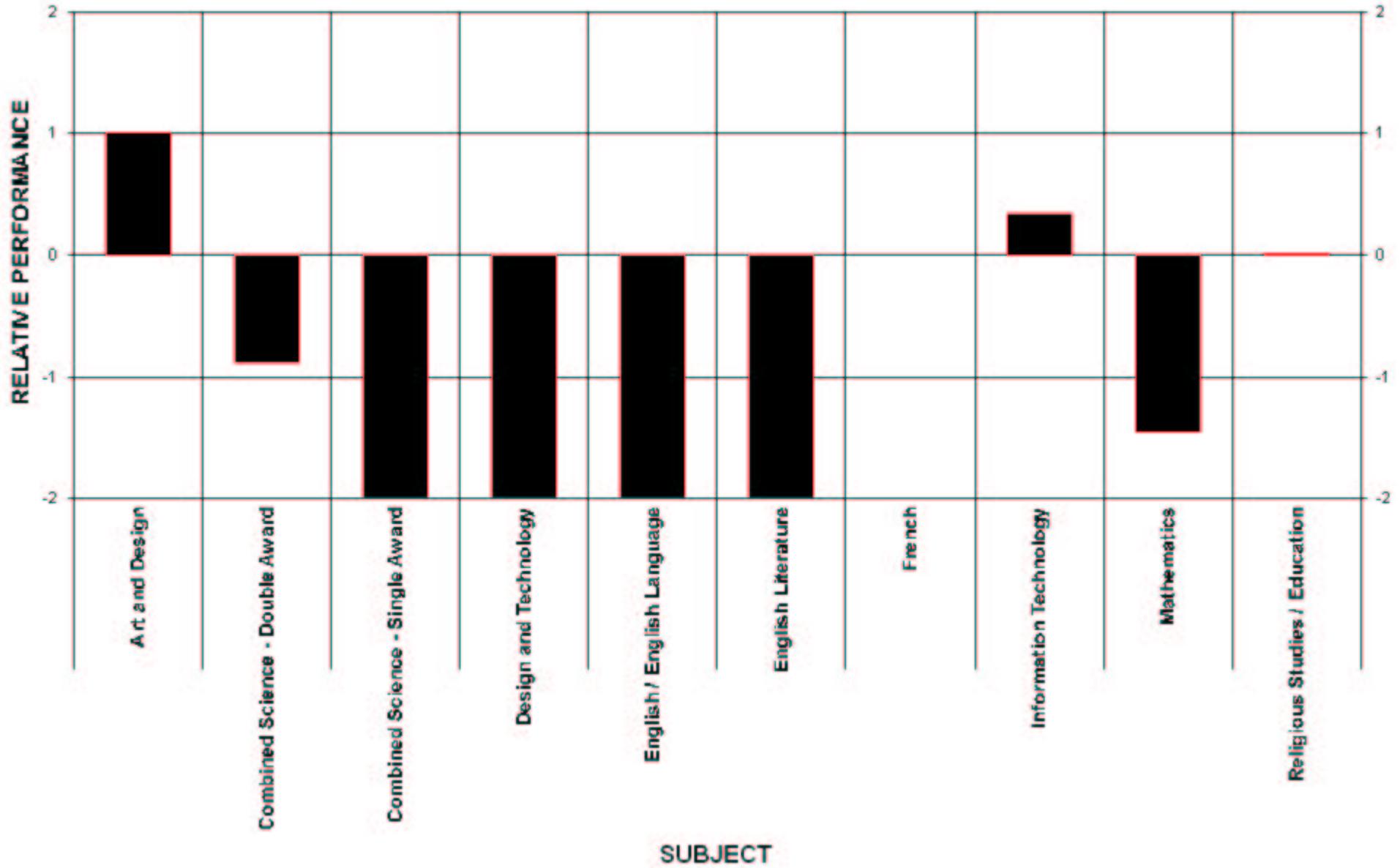


TABLE S4(1): SUBJECT PERFORMANCE INDICATOR - GIRL

Subject Area	School Average	Average in all other Subjects	School Difference	National Difference	Relative Performance Indicator	Significance
Art and Design	38.22	33.27	4.95	3.94	1.01	
Combined Science - Double Award	40.50	43.16	-2.66	-1.77	-0.89	
Combined Science - Single Award	22.62	28.78	-6.16	-3.17	-2.99	Sig
Design and Technology	33.32	35.87	-2.55	1.40	-3.95	Sig
English / English Language	35.31	35.05	0.26	2.73	-2.47	Sig
English Literature	38.21	39.55	-1.35	1.96	-3.31	Sig
French	39.10	42.75	-3.65	-2.58		
Information Technology	35.29	36.83	-1.53	-1.87	0.34	
Mathematics	32.36	35.46	-3.10	-1.64	-1.46	
Religious Studies / Education	36.72	36.05	0.67	0.66	0.01	

Relative Performance Indicator



Glossary

Part A: Calculation of Average Points Score and Threshold Levels

Average Point Scores

Average point scores at Key Stages 2 and 3 are calculated on the basis of full cohorts, excluding pupils who were absent or disapplied. Each level is given a point score equivalency as shown below. For all key stages further details and examples are provided in the Autumn Package (www.standards/dfes.gov.uk/performance/ap).

Key Stage 2/3: English, mathematics and science

Table 8.1 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

B = working below the level of the test and therefore are teacher assessed only

N = working below the Level 2/3 threshold

Table 8.2 Points score equivalencies for 2004 Key Stage 3

Level achieved in test	English	Mathematics	Science
Absent (A)	Disregard	Disregard	Disregard
Disapplied (D)	Disregard	Disregard	Disregard
B	21	15	15
N	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

B = working below the level of the test and therefore are teacher assessed only

N = working below the Level 2/3 threshold

N.B. ICT scores are not included as part of the average point score calculation in the Secondary PANDA

Average points score for English, Mathematics and Science (Key Stage 2 and Key Stage 3)

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

Key Stage 4: GCSE/GNVQ Comparison between old and new points scoring systems.

The average total points score per pupil on roll is the most comprehensive single measure of pupils' total GCSE attainment. It is taken from the DfES's pupil-based national database of GCSE/GNVQ results. The average total point score per pupil on roll is calculated as:

Average points score for GCSE and equivalent qualifications

$$= \frac{\text{Total points score in GCSE and equivalent qualifications}}{\text{Number of pupils aged 15 at the start of the academic year on roll at the time of the January 2004 PLASC}}$$

The total points score is found by assigning each qualification with a points score. The new points score system devised by QCA means a wide range of qualifications can be included. In order to incorporate these new qualifications the points score equivalencies for GCSE and GNVQ have also changed. This is shown in Table 8.3. Under the new system there are hundreds of qualifications each with its own points score e.g. NVQ in Agriculture is worth a points score of 168, a grade 3 in WJEC Certificate in Media Studies is worth 14. Due to the large number of qualifications it is not possible to show everything in the PANDA Glossary. More information can be found at http://www.edexcel.org.uk/virtualcontent/75551/achievement_attainment_tables.pdf.

Table 8.3 Points scores for GCSE/GNVQ and the old and new system

Qualification	Size	Grade	Points (old system)	Points (new system)	Contribution to level 1 threshold	Contribution to level 2 threshold
GCSE	1	A*	8	58	20%	20%
		A	7	52	20%	20%
		B	6	46	20%	20%
		C	5	40	20%	20%
		D	4	34	20%	
		E	3	28	20%	
		F	2	22	20%	
		G	1	16	20%	
		U/X/Q	0	0		
Vocational GCSE (Double Award)	2	A*A*	16	116	40%	40%
		AA	14	104	40%	40%
		BB	12	92	40%	40%
		CC	10	80	40%	40%
		DD	8	68	40%	
		EE	6	56	40%	
		FF	4	44	40%	
		GG	2	32	40%	
		U/X/Q	0	0		
GCSE Short Course	0.5	A*	4	29	10%	10%
		A	3.5	26	10%	10%
		B	3	23	10%	10%
		C	2.5	20	10%	10%
		D	2	17	10%	
		E	1.5	14	10%	
		F	1	11	10%	
		G	0.5	8	10%	
		U/X/Q	0	0		
GNVQ Full Intermediate	4	D	30	220		80%
		M	24	184		80%
		P	20	160		80%
		U/X	0	0		
GNVQ Part 1 Intermediate	2	D	15	110		
		M	12	92		
		P	10	80		
		U/X	0	0		
GNVQ Full Foundation	4	D	16	136	80%	
		M	12	112	80%	
		P	6	76	80%	
		U/X	0	0		
GNVQ Part 1 Foundation	2	D	8	68	40%	
		M	6	56	40%	
		P	3	38	40%	
		U/X	0	0		
Intermediate GNVQ Language Unit		P	3.5	26	10%	
		U/X	0	0		
Foundation GNVQ Language Unit		P	2	17	10%	
		U/X	0	0		

Percentage of pupils reaching a particular level

Key Stage 3

The percentage of eligible pupils reaching a particular level and above in the Key Stage 3 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 reached a certain level - if they did not take the test they did not reach a level.

GCSE and equivalent qualifications

All qualifications under the new points score system will contribute to at least one of three levels; entry level qualifications¹, the level 2 threshold (5+A*-C) or the level 1 threshold (5+A*-G). The contribution of GCSE/GNVQ to the threshold level is shown in Table 8.3. More information can be found at http://www.edexcel.org.uk/virtualcontent/75551/achievement_attainment_tables.pdf.

Capped Scores

The PANDA includes details of capped average points scores. Capped scores are calculated from the best 8 examinations for each pupil.

- 1) Qualifications compared to the size of a GCSE to give information about the **volume** of the examination as shown in Tables 8.4, 8.5 and 8.6.

Table 8.4 GCSE Examinations - number of records and point score per record.

Examination Type	Volume	Grade Achieved								
		A*	A	B	C	D	E	F	G	U
GCSE Short Course	0.5	29	26	23	20	17	14	11	8	0
GCSE	1	58	52	46	40	34	28	22	16	0

Table 8.5 GNVQ Examinations – number of records and point score per record

Examination type	Volume	Grade achieved						No award (U)
		Intermediate distinction	Intermediate merit	Intermediate pass	Foundation distinction	Foundation merit	Foundation pass	
GNVQ language unit	0.5	-	-	26	-	-	17	0
Part one GNVQ	2	110	92	80	68	56	38	0
Full GNVQ	4	220	184	160	136	112	76	0

Table 8.6 Example of information on all other qualifications – number of records and point score per record

	Number of records	Distinction	Merit	Pass
ABC certificate in Egyptology	0.5	28	25	20
CAG certificate for IT users	1			25
Edexcel 1 BTEC Award in hairdressing	2			50
Ilex Certificate for Legal Secretaries	2	55	49	40
TCL Certificate in Integrated Skills in English (ESOL)	2	68	56	38
Etc				

- 2) The total points value for each qualification is divided by the volume indicator to arrive at a standardised points figure. The standardised points scores are then ranked.
- 3) The volume indicators should be added until a volume or cap of 8 is reached. The corresponding points scores are then added together. If the cap exceeds 8 by a decimal, a fraction of the total points awarded for the subject is given.

E.g.

Qualification	Grade	Volume indicator	Total points	Standardised points
GCSE	B	1	46	46
Part one GNVQ	Merit	2	92	=92/2=46
GCSE	C	1	40	40
GCSE short course	D	0.5	17	=17/0.5=34
GCSE	E	1	28	28
CAG certificate for IT users	Pass	1	25	25
Edexcel BTEC Award in hairdressing	Pass	2	50	=50/2=25

¹ There is no entry level threshold as such. Entry level qualifications will contribute to the average points score, value added calculations and 'achieved at least an entry level' indicator published in the School and College Achievement and Attainment tables

The volume indicators in example 1 add up to 8.5. Therefore only 0.75 of total points awarded for the Edexcel BTEC award in hairdressing should be included.

$$= 46+92+40+17+28+25+(50*0.75)$$

$$= 285.5$$

The capped average point score per 15 year old pupil is then calculated as follows:

Average points score for all GCSE and equivalent qualifications

$$= \frac{\text{Total points score in GCSE and equivalent qualifications}}{\text{Number of pupils aged 15 at the start of the academic year on roll at the time of the January 2004 PLASC}}$$

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 Secondary 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:



Interpretation 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 3 and 4 benchmark section of the Autumn Package found at www.standards.dfes.gov.uk/performance/ap. Schools that 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 2003 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 Secondary PANDA.

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

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 benchmark

Each school is allocated a prior attainment benchmark based on the average points score of the key stage cohort

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 8.3 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 8.7 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: Value Added

Value added is a measure of the relative progress schools help individuals to make. It is calculated from Key Stage 2 to Key Stage 3 and Key Stage 3 to GCSE and all other equivalent examinations. New in 2004 is a value added measure from Key Stage 2 to GCSE and all other equivalent examinations. The Value Added Measure can be used to compare the relative progress made by pupils against the progress of pupils nationally.

The Value Added Score for each pupil is calculated in relation to the median line shown in your PANDA report. Each key stage average points score, with the corresponding median subsequent key stage average points score, are shown in table 8.8 and 8.9.

Table 8.8 Key Stage 3 to Key Stage 4 Median Line

Key Stage 3 average points score	National median Key Stage 4 average points score
17	0
19	6
21	8
23	13
25	19
27	22
29	28
31	32
33	36
35	40
37	43
39	46
41	50
43	53
45	56
47	59
49	62

Table 8.9 Key Stage 2 to Key Stage 4 Median Line

Key Stage 2 average points score	National median Key Stage 4 average points score
15	3
17	9
19	14
21	20
23	26
25	32
27	39
29	43
31	48
33	54

To calculate the value added score at pupil level it is necessary to find the difference between the score predicted by the median point and the actual score achieved by the pupil. To obtain the school level score sum all the differences for each pupil and add to either 100 (for value added to Key Stage 3) or 1000 (for value added to Key Stage 4)

For example to calculate the value added score between Key Stage 2 and Key Stage 3 for the theoretical school below:

Pupil	Pupils Key Stage 2 Average Point Score	Pupils Key Stage 3 Average Point Score	Median Key Stage 3 Average Point Score for their Key Stage 2 Average	Pupil's Value added Score
A	15	15	21	-6
B	15	21	21	0
C	27	39	35	4
D	31	43	39	4

Total the pupil's value added scores = (-6) + 0 + 4 + 4 = 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; i.e. by adding 100 to the school's value added score. In the example above:

$$\text{School's value added measure} = 100 + 0.5 = 100.5$$

The same process applies for Key Stage 3 to Key Stage 4 but the measure is centred around 1000 due to the introduction of the new points score equivalencies in 2004.

Coverage indicator for value added

The coverage indicator is based on the number of pupils eligible for Key Stage 2 tests in 2003 who are included in the value added calculation.

E.g. A school has 30 pupils eligible for the Key Stage 3 test but four pupils were absent in Key Stage 2. The actual number of pupils included in the value added score is 26. The coverage indicator would therefore be:

$$= \frac{26}{30} = 86.7$$

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

Part D: Other Information

The Census

This year the Census information depends on the postcode of the pupil rather than the postcode of the school. Information is provided for the wards that contain the highest number of pupils. There are up to 10 wards displayed in the table depending on how many different wards the children live in and how many postcodes can be matched. 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 on the Office for National Statistics website at <http://www.statistics.gov.uk/census2001>.

- The percentage of adults with higher education is a generalised indicator of the ward population. It is calculated as the percentage of people aged 16-74 in the ward who have completed a first university degree or equivalent qualification.
- The percentage 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. More information on minority ethnic groups can be found in the Secondary NSDR.
- The percentage 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 930 pupils live in the 8 wards displayed in the Census Information Table and 1003 pupils live in other wards the coverage statistic is:

$$= \frac{930}{1003} \times 100 = 90.3$$

Mobility

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

Year 7	2003/2004	Year 10	2000/2001
Year 8	2002/2003	Year 11	1999/2000
Year 9	2001/2002		

Inward mobility is calculated as follows:

$$= \frac{\text{Pupils in National Curriculum year group with entry date in Yn}}{\text{Total pupils in National Curriculum year group}} \times 100$$

NCYG = National Curriculum Year Group (given in PLASC)

Yn = The year of entry (1999/2000-2003/2004)

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 9 class 28 pupils joined in 2001, 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. 2001) and 3.3% joined at a later date.