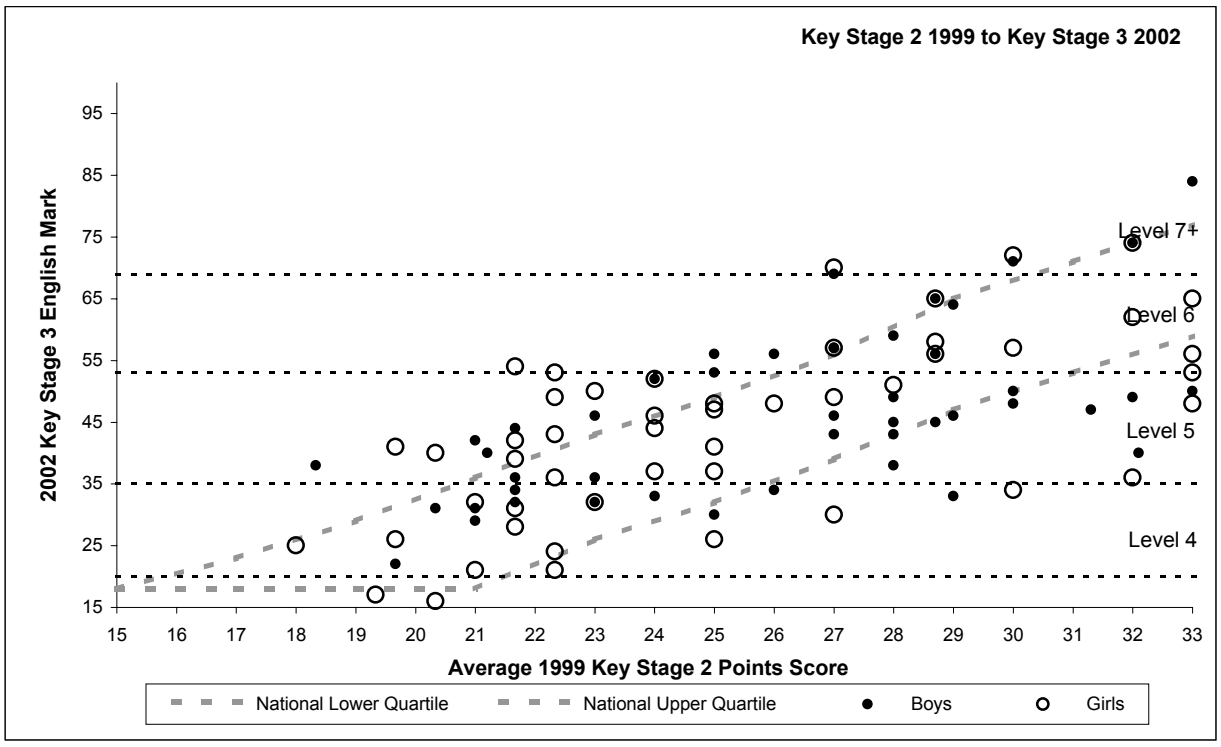
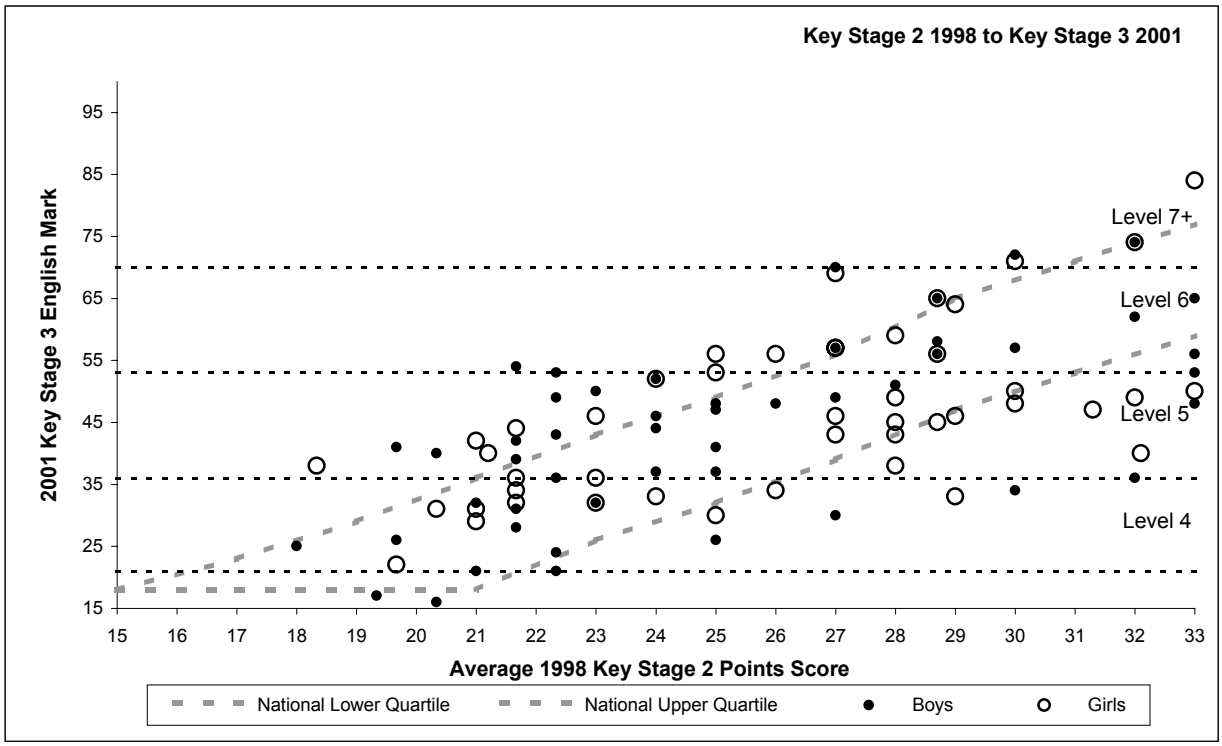
Appendix 2: Data Examples

Value Added	**KS2 to KS3: 2002 and 2001**
Table 1	**ENGLISH**

How to interpret and use this data

Value-added data shows the progress pupils make compared to other pupils nationally. Each 'dot' is a child in your school, while 50% of pupils nationally fall between the lower quartile and the upper quartile. Pupils above the upper quartile have made above average progress. Pupils below the lower quartile have made below average progress. You should look at: [a] the trend in your school for the numbers of pupils above, inbetween and below the national lines; [b] the distribution of pupils by ability from left to right; [c] whether there are similar trends between the two graphs; [d] the characteristics of the pupils significantly below the lower quartile line - what caused them to make low progress?; [e] what were the factors behind the pupils who made above average progress?





Value-Added Data **2002**

Table 2 **English**

How to use and interpret this data

This list of pupils helps you to identify the pupils in the 2002 value-added graph in Table 8. Pupils are ordered by their Key Stage 1 point score e.g. the pupils at the top of this list are to the right of the value-added graph. The progress measure compares point score in English against the average point score at the end of Key Stage 1. As with the value-added data, you should use this to ask questions about the achievement of groups of pupils.

Pupils	Gender	Ethnicity	Key Stage 2 English				Key Stage 3 English				
			Marks	Level	TA	Overall Average Point Score	Marks	Level	TA	English Average Point Score	English Progress
Surname, Forename	M	WHI	72	5	5	33.0	70	7C	7	43	1.7
Surname, Forename	F	WHI	79	5	5	33.0	63	6B	6	40	1.2
Surname, Forename	M	WHI	74	5	5	32.0	57	6C	6	38	1.0
Surname, Forename	M	WHI	72	5	5	32.0	32	4A	5	30	-0.3
Surname, Forename	F	WHI	68	4A	5	32.0	28	4B	5	28	-0.7
Surname, Forename	M	WHI	77	5	5	31.3	59	6B	7	39	1.3
Surname, Forename	F	WHE	68	4A	4	31.0	69	7C	6	43	2.0
Surname, Forename	F	WHI	62	4A	4	30.6	45	5B	5	34	0.6
Surname, Forename	F	BLO	58	4B	4	30.3	54	6C	6	37	1.1
Surname, Forename	F	BLO	65	4A	5	30.3	41	5B	5	33	0.5
Surname, Forename	M	IND	44	3A	3	30.0	54	6C	6	37	1.2
Surname, Forename	M	WHI	62	4A	4	30.0		A	A		
Surname, Forename	F	WHI	53	4C	4	29.3	63	6B	5	40	1.8
Surname, Forename	M	WHI	73	5	4	29.3	53	6C	6	37	1.3
Surname, Forename	M	WHI	47	3A	4	29.0	47	5A	5	35	1.0
Surname, Forename	F	WHI	58	4B	4	28.6	70	7C	6	43	2.4
Surname, Forename	M	WHI	67	4A	5	28.6	38	5C	5	32	0.6
Surname, Forename	M	WHI	55	4B	3	27.6	29	4B	4	28	0.1
Surname, Forename	M	WHI	48	4C	4	27.6	21	4C	4	25	-0.4
Surname, Forename	F	WHI	44	3A	3	27.3	55	6C	6	37	1.6
Surname, Forename	F	WHI	54	4C	3	27.3	52	5A	5	36	1.5
Surname, Forename	F	WHI	59	4B	4	27.3	41	5B	5	33	1.0
Surname, Forename	F	WHI	64	4A	4	27.3		A	3		
Surname, Forename	F	WHI	63	4A	4	27.0	73	7C	7	43	2.7
Surname, Forename	F	WHI	62	4A	4	27.0	48	5A	5	35	1.3
Surname, Forename	M	BLO	39	3B	4	27.0	35	5C	4	31	0.7
Surname, Forename	F	WHI	A	A	4	26.5	42	5B	5	33	1.1
Surname, Forename	M	WHI	51	4C	4	26.3	55	6C	6	37	1.8
Surname, Forename	M	WHI	54	4C	3	26.3	52	5A	5	36	1.6
Surname, Forename	M	WHI	56	4B	4	26.3	30	4A	5	29	0.5
Surname, Forename	F	WHI	65	4A	4	26.3		A	5		
Surname, Forename	F	WHI	56	4B	4	26.0	36	5C	5	31	0.8
Surname, Forename	M	WHI	52	4C	4	26.0	24	4C	4	26	0.0
Surname, Forename	F	WHI	57	4B	4	26.0		A	7		
Surname, Forename	M	BLA	43	3A	4	25.6	41	5B	5	33	1.2
Surname, Forename	M	WHI	51	4C	3	25.6	37	5C	6	31	0.9
Surname, Forename	F	WHI	53	4C	4	25.6	32	4A	5	30	0.7
Surname, Forename	F	WHI	57	4B	4	25.6	28	4B	5	28	0.4
Surname, Forename	M	WHI	39	3B	3	25.6	26	4B	5	27	0.2
Surname, Forename	F	WHI	54	4C	3	25.3	42	5B	5	33	1.3
Surname, Forename	F	WHI	51	4C	3	24.6	48	5A	6	35	1.7
Surname, Forename	M	WHI	48	4C	3	24.6	33	4A	5	30	0.9
Surname, Forename	M	WHI	48	4C	4	24.6	26	4B	4	27	0.4
Surname, Forename	M	WHI	51	4C	3	24.6	25	4B	5	27	0.4
Surname, Forename	F	WHI	53	4C	4	24.6	25	4B	4	27	0.4
Surname, Forename	M	WHI	53	4C	4	24.6	21	4C	4	25	0.1

Comparison with similar local schools **Key Stage 2 2002**

Table 1

How to use and interpret this data

This table brings benchmark data to life. Listed here are local schools with similar free school meals to yours. Each list is ordered by achievement from highest to lowest. From this, you can see which local schools are doing significantly better than you, and could have good practice to share, or if your school could share good practice with others.

English %4+

Similar Schools	Pupils	FSM %	%4+
School J	138	8	94
School I	71	11	89
School D	48	4	88
School G	56	12	80
School F	54	16	74
School A	27	17	70
School C	45	14	67
School H	57	14	67
School B	29	15	66
School E	52	17	65

English %5+

Similar Schools	Pupils	FSM %	%5+
School J	138	8	49
School D	48	4	44
School I	71	11	37
School A	27	17	37
School B	29	15	31
School G	56	12	30
School E	52	17	27
School H	57	14	23
School F	54	16	17
School C	45	14	11

Mathematics %4+

Similar Schools	Pupils	FSM %	%4+
School J	138	8	91
School G	56	12	86
School D	48	4	85
School I	71	11	79
School A	27	17	78
School F	54	16	74
School B	29	15	72
School E	52	17	65
School C	45	14	64
School H	57	14	63

Mathematics %5+

Similar Schools	Pupils	FSM %	%5+
School J	138	8	52
School D	48	4	44
School G	56	12	43
School F	54	16	33
School I	71	11	30
School B	29	15	21
School E	52	17	19
School H	57	14	14
School C	45	14	13
School A	27	17	11

Science %4+

Similar Schools	Pupils	FSM %	%4+
School A	27	17	96
School J	138	8	94
School D	48	4	94
School B	29	15	93
School I	71	11	92
School G	56	12	89
School C	45	14	87
School F	54	16	85
School H	57	14	79
School E	52	17	69

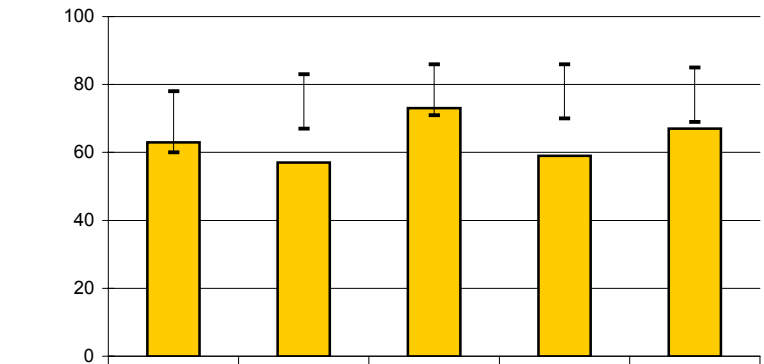
Science %5+

Similar Schools	Pupils	FSM %	%5+
School J	138	8	64
School D	48	4	63
School G	56	12	54
School B	29	15	45
School F	54	16	37
School I	71	11	31
School A	27	17	30
School C	45	14	27
School E	52	17	27
School H	57	14	25

How to interpret and use this data

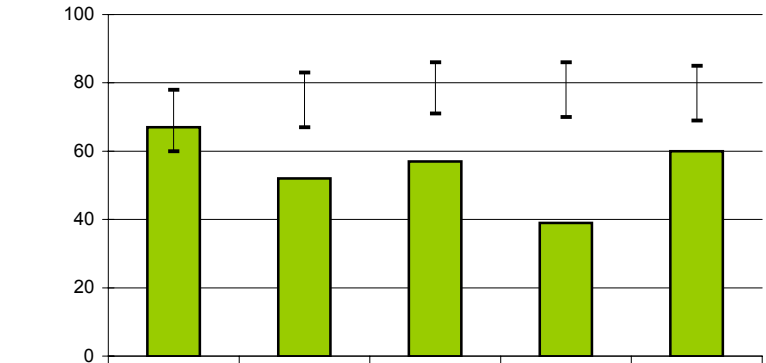
These graphs compare the trends in your school against trends amongst similar schools by FSM benchmark group. Schools between either end of the 'whisker' would be judged to be a B, C or D using the FSM benchmark tables. You should look at [a] the trends over time; [b] the differences between boys and girls; [c] how your school compares to similar schools.

School



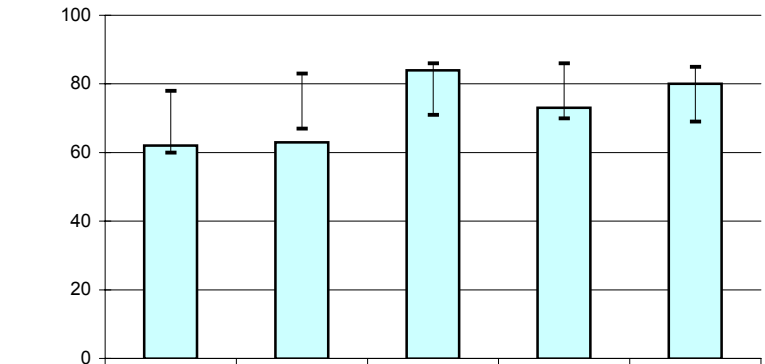
	1998	1999	2000	2001	2002
School	63	57	73	59	67
UQ FSM	78	83	86	86	85
LQ FSM	60	67	71	70	69

Boys



	1998	1999	2000	2001	2002
School	67	52	57	39	60
UQ FSM	78	83	86	86	85
LQ FSM	60	67	71	70	69

Girls



	1998	1999	2000	2001	2002
School	62	63	84	73	80
UQ FSM	78	83	86	86	85
LQ FSM	60	67	71	70	69

Benchmarks **Key Stage 2 2002**

Table 5

How to interpret and use this data

This table brings together your Free School Meal, and Prior Attainment benchmarks for the current year. You should look for any significant differences between subjects, and how attainment compares to similar schools. You may find that FSM benchmarks differ to Prior Attainment benchmarks. Where FSM benchmarks are lower, this may be because progress is better, but from a low starting point. Where FSM benchmarks are higher, this may be because progress is low from a high starting point.

School FSM % = 13.9%
Benchmark Group = 8% to 20% FSM

Perentage of pupils achieving Level 4 and above

Subject	A*	95	A	UQ	B	60	C	MED	C	40	D	LQ	E	5	E*
English		94		85		80		77		75		69	66.7	56	
Mathematics		95		84		79		76		73		67	64.4	52	
Science		100		95		92		90		88	86.7	83		70	

Percentage of pupils achieving Level 5 and above

Subject	A*	95	A	UQ	B	60	C	MED	C	40	D	LQ	E	5	E*
English		53		37		31		28		24		19	11.1	9	
Mathematics		50		35		30		26		23		18	13.3	8	
Science		67		48		41		37		33	26.7	26		11	

Average KS2 points score achieved

Subject	A*	95	A	UQ	B	60	C	MED	C	40	D	LQ	E	5	E*
English		29.7		28.1		27.5		27.2		26.8		26.2	24.7	24.6	
Mathematics		29.6		28.1		27.4		27.0		26.6		26.0	25.0	24.3	
Science		31.0		29.6		29.0		28.7		28.3		27.7	27.6	26.1	
Overall APS		29.8		28.5		28.0		27.6		27.3		26.7	25.7	25.3	

School Key Stage 1 Average Point Score = 13.7
Benchmark Group = KS1 APS of at least 12 but less than 14

Perentage of pupils achieving Level 4 and above

Subject	A*	95	A	UQ	B	60	C	MED	C	40	D	LQ	E	5	E*
English		88		75		69	66.7	66		62		56		42	
Mathematics		88		75		69		65	64.4	61		55		40	
Science		100		91	86.7	86		83		79		74		58	

Percentage of pupils achieving Level 5 and above

Subject	A*	95	A	UQ	B	60	C	MED	C	40	D	LQ	E	5	E*
English		40		25		20		17		15	11.1	11		3	
Mathematics		40		25		20		17		15	13.3	11		3	
Science		56		37		29	26.7	25		21		16		6	

Average KS2 points score achieved

Subject	A*	95	A	UQ	B	60	C	MED	C	40	D	LQ	E	5	E*
English		28.3		26.7		26.0		25.6		25.2	24.7	24.5		22.9	
Mathematics		28.4		26.7		26.1		25.7		25.3	25.0	24.6		23.0	
Science		30.2		28.6		27.9	27.6	27.5		27.1		26.4		24.8	
Overall APS		28.7		27.3		26.6		26.3		25.9	25.7	25.3		23.8	

Historical Benchmarks **Key Stage 2**

Table 6

How to interpret and use this data

This table brings together historical benchmarks for your school. You should use it to judge how standards compare to similar schools, and also how subjects compare in your school over time.

Percentage of pupils achieving Level 4 and above

Year	Pupils	English			Mathematics			Science		
		%	FSM	PA	%	FSM	PA	%	FSM	PA
1998	38	63.2	**D**		50.0	**E**		60.5	**E**	
1999	56	57.1	**E**		55.4	**E**		66.1	**E**	
2000	55	72.7	**D**		70.9	**D**		87.3	**C**	
2001	44	59.1	**E**		79.5	**B**		88.6	**D**	
2002	45	66.7	**E**	**C**	64.4	**E**	**C**	86.7	**D**	**B**

Percentage of pupils achieving Level 5 and above

Year	Pupils	English			Mathematics			Science		
		%	FSM	PA	%	FSM	PA	%	FSM	PA
1998	38	10.5	**D**		5.3	**E**		15.8		
1999	56	12.5	**E**		7.1	**E**		21.4		
2000	55	21.8	**D**		14.5	**D**		40.0		
2001	44	27.3	**E**		15.9	**B**		22.7		
2002	45	11.1	**E**	**D**	13.3	**E**	**D**	26.7	**D**	**C**

Average points score achieved

Year	Pupils	English			Mathematics			Science		
		%	FSM	PA	%	FSM	PA	%	FSM	PA
1998	38	25.4	**D**		23.6	**E**		25.6		
1999	56	24.8	**E**		24.2	**E**		26.0		
2000	55	26.6	**D**		25.8	**D**		28.5		
2001	44	25.5	**E**		26.2	**B**		27.7		
2002	45	24.7	**E**	**D**	25.0	**E**	**D**	27.7	**E**	**C**

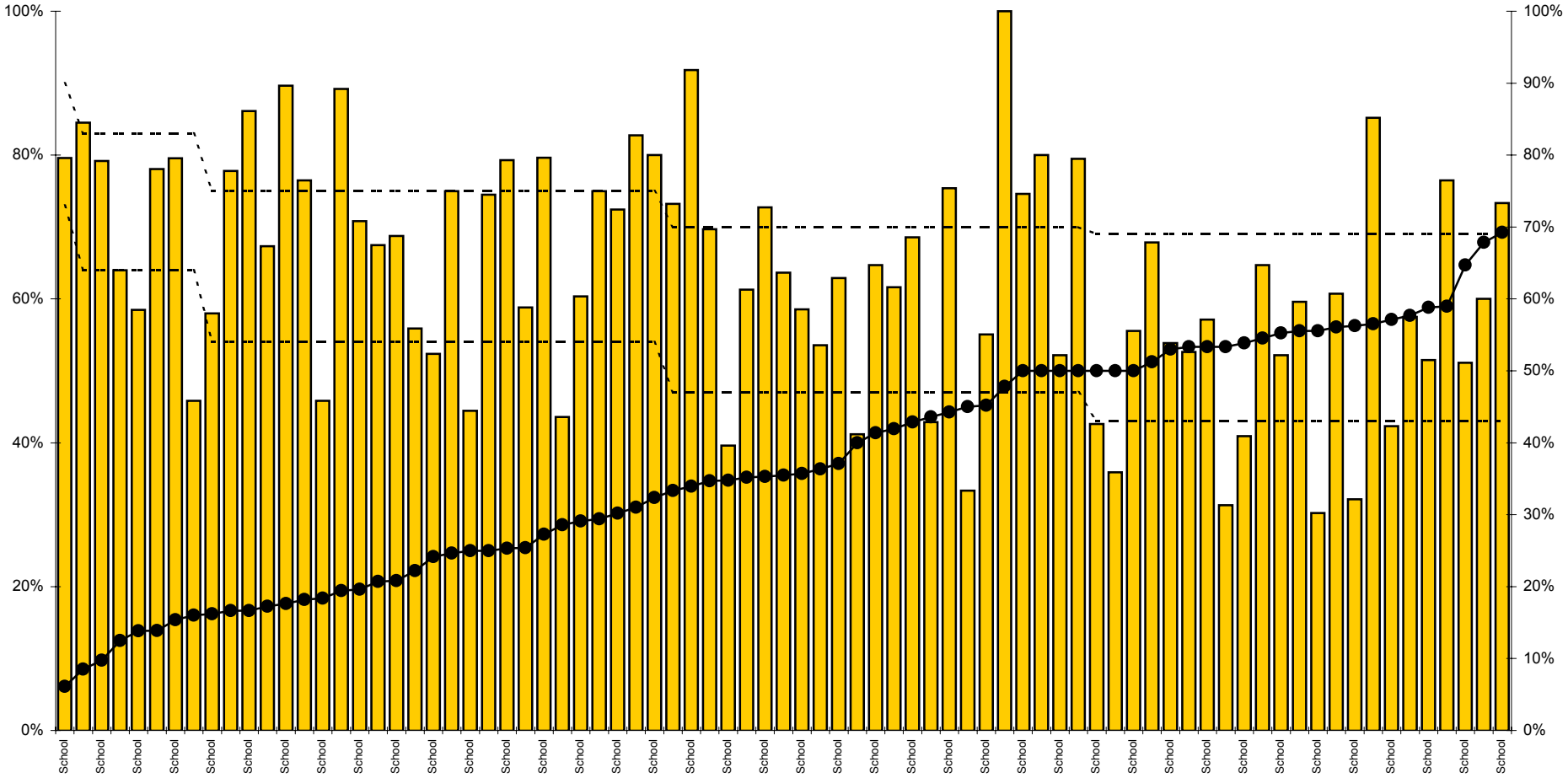
Overall Average Point Score

Year	Pupils	Overall Point Score		
		%	FSM	PA
2002	45	25.7	**E**	**D**

Key Stage 2 Attainment: 2002 **Maths Test Level 4+**

Table 7

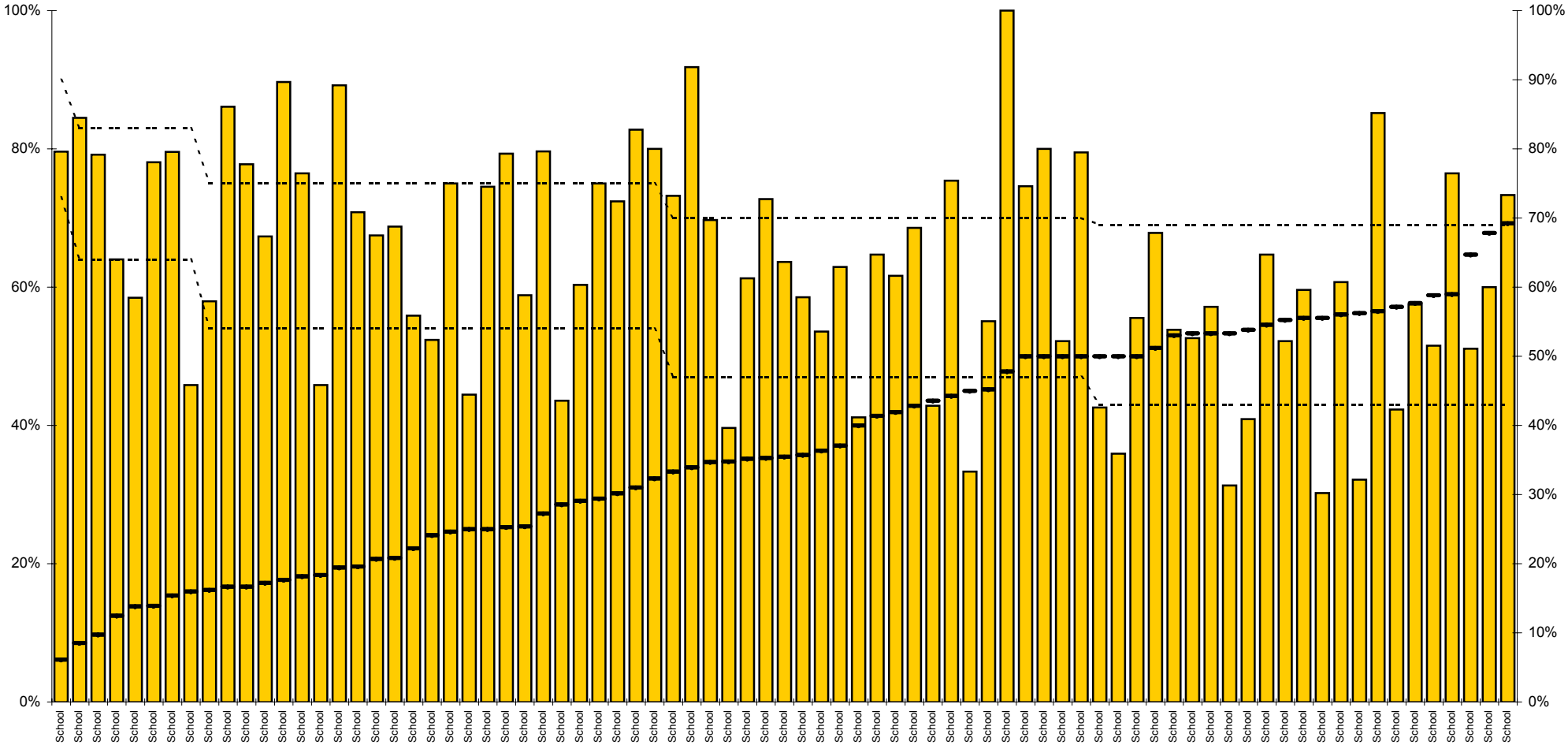
How to use and interpret this data: *This graph shows the attainment (bars) and free school meals (black dots) of schools, compared with the 2002 DfES Autumn Package free school meal benchmarks. Schools above the upper line would be an A or A*. Schools between the two lines a B, C or D. Schools below the lower line an E or E*. Use this graph to compare your results to other schools, and identify where you can learn from good practice.*



Key Stage 2 Attainment: 2002 **Maths Test Level 4+**

Table 8

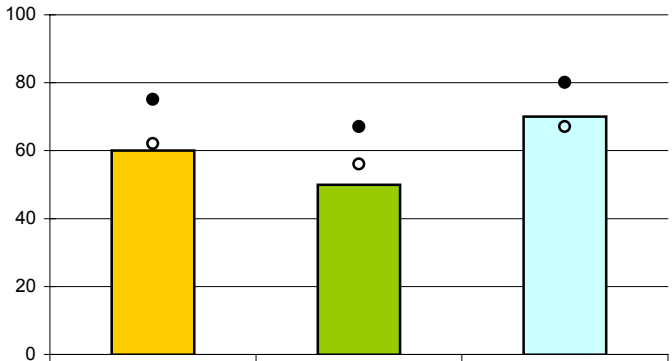
How to use and interpret this data: *This graph shows the attainment (bars) and prior attainment (black lines) of schools, compared with the 2002 DfES Autumn Package prior attainment benchmarks. Schools above the upper line would be an A or A*. Schools between the two lines a B, C or D. Schools below the lower line an E or E*. Use this graph to compare your results to other schools, and identify where you can learn from good practice .*



How to interpret and use this data

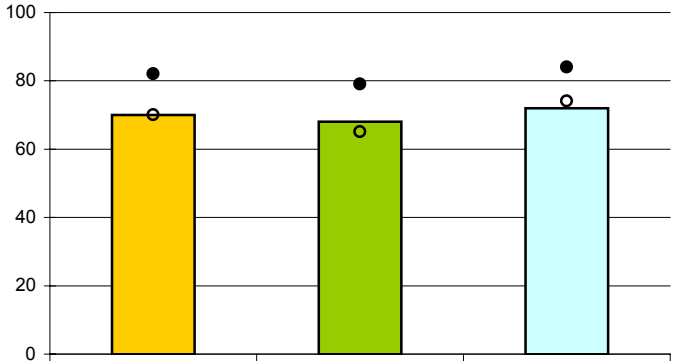
These graphs compare the results in your school against predictions based on prior attainment. In these graphs, the bars are your results, while the dots indicate the estimated potential of pupils, if they made progress in line with the middle 50% of pupils nationally. You should look at [a] gender differences in your school; [b] how progress has compared against potential.

English



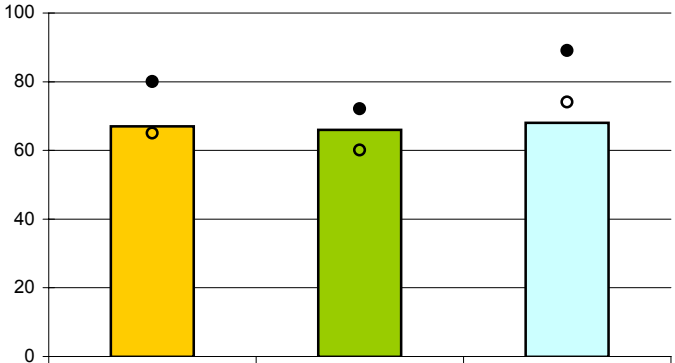
	School	Boys	Girls
School	60	50	70
UQ Estimate	75	67	80
LQ Estimate	62	56	67

Maths



	School	Boys	Girls
School	70	68	72
UQ Estimate	82	79	84
LQ Estimate	70	65	74

Science



	School	Boys	Girls
School	67	66	68
UQ Estimate	80	72	89
LQ Estimate	65	60	74

Key Stage 2 Target Setting **2004**

Table 10

How to use and interpret this data

This table suggests the likely progress pupils in your school could make based on current national rates of progress. Each pupil has a range of target estimates. You will want to moderate targets using other information you know about pupils, while the final column is a running percentage of pupils in the school.

Pupil	Gender	DOB	Ethnicity	SEN	Key Stage 1						Key Stage 2 Target Estimates									%
											English			Maths			Science			
					Reading	Comp.	Writing	Spelling	Maths	Average Point Score	LQ	Med	UQ	LQ	Med	UQ	LQ	Med	UQ	
Surname, Forename	F		WHI	1		3	3	3	3	21	5C	5B	5B	5C	5B	5A	5C	5B	5A	1%
Surname, Forename	M		WHI	0		3	2A	3	3	19	4A	5C	5C	4A	5C	5B	4A	5C	5B	2%
Surname, Forename	F		WHI	0		3	2B	3	3	19	5C	5C	5B	4A	5C	5B	4A	5C	5B	3%
Surname, Forename	F		WHI	0		3	3	2	2B	19	5C	5C	5B	4A	5C	5B	4A	5C	5B	4%
Surname, Forename	F		WHI	0		3	2A	2	2A	18	4A	5C	5C	4A	5C	5B	4A	5C	5B	5%
Surname, Forename	F		WHI	0	2A	2B	3	3	2A	18	4A	5C	5C	4A	5C	5B	4A	5C	5B	7%
Surname, Forename	F		WHI	0		3	2A	3	2A	18	4A	5C	5C	4A	5C	5B	4A	5C	5B	8%
Surname, Forename	M		WHI	1		3	2A	3	2A	18	4A	5C	5C	4A	5C	5B	4A	5C	5B	9%
Surname, Forename	F		WHI	0		3	2A	2	2A	18	4A	5C	5C	4A	5C	5B	4A	5C	5B	10%
Surname, Forename	F		WHI	0	2A	2A	2A	2	2A	17	4A	5C	5C	4B	4A	5C	4A	5C	5C	11%
Surname, Forename	M		WHI	0		3	2A	2	2B	17	4B	4A	5C	4B	4A	5B	4A	5C	5B	12%
Surname, Forename	M		WHI	0	2B	2A	2A	3	3	17	4B	4A	5C	4B	4A	5B	4A	5C	5B	13%
Surname, Forename	F		WHI	1	2B	2C	2B	L	2B	15	4B	4A	5C	4C	4B	4A	4B	4A	5C	14%
Surname, Forename	M		WHI	1	2B	2A	2B	2	2A	15	4C	4B	4A	4C	4B	4A	4B	4A	5C	15%
Surname, Forename	M		WHI	0	2B	2B	2B	2	2B	15	4C	4B	4A	4C	4B	4A	4B	4A	5C	16%
Surname, Forename	M		WHI	0	2B	2B	2B	2	2A	15	4C	4B	4A	4C	4B	4A	4B	4A	5C	18%
Surname, Forename	F		WHI	0	2A	2A	2B	2	2C	15	4B	4A	5C	4C	4B	4A	4B	4A	5C	19%
Surname, Forename	F		WHI	0	2A	2B	2B	2	2C	15	4B	4A	5C	4C	4B	4A	4B	4A	5C	20%
Surname, Forename	F		WHI	0	2B	2B	2B	2	2B	15	4B	4A	5C	4C	4B	4A	4B	4A	5C	21%
Surname, Forename	M		WHI	1	2B	2A	2B	2	2B	15	4C	4B	4A	4C	4B	4A	4B	4A	5C	22%
Surname, Forename	M		WHI	1	2B	2B	2B	2	2B	15	4C	4B	4A	4C	4B	4A	4B	4A	5C	23%
Surname, Forename	M		WHI	0	2C	2B	2B	2	2A	15	4C	4B	4A	4C	4B	4A	4B	4A	5C	24%
Surname, Forename	M		WHI	0	2B	2A	2A	2	2B	15	4C	4B	4A	4C	4B	4A	4B	4A	5C	25%
Surname, Forename	M		WHI	0	2A	2B	2C	2	2C	14	4C	4B	4A	4C	4B	4A	4B	4A	4A	26%
Surname, Forename	M		WHI	0	2B	2C	2C	2	2B	14	4C	4B	4A	4C	4B	4A	4B	4A	4A	27%
Surname, Forename	F		WHI	1	2B	2A	2C	2	2B	14	4C	4B	4A	3A	4C	4B	4B	4B	4A	29%
Surname, Forename	M		BLO	0	2B	2C	2B	L	2C	14	4C	4B	4A	4C	4B	4A	4B	4A	4A	30%
Surname, Forename	F		WHI	0	2B	2B	2B	2	2C	14	4C	4B	4A	3A	4C	4B	4B	4B	4A	31%

Key Stage 2 Target Setting **2004**

Table 10

How to use and interpret this data

This table suggests the likely progress pupils in your school could make based on current national rates of progress. Each pupil has a range of target estimates. You will want to moderate targets using other information you know about pupils, while the final column is a running percentage of pupils in the school.

Pupil	Gender	DOB	Ethnicity	SEN	Key Stage 1						Key Stage 2 Target Estimates									%
											English			Maths			Science			
					Reading	Comp.	Writing	Spelling	Maths	Average Point Score	LQ	Med	UQ	LQ	Med	UQ	LQ	Med	UQ	
Surname, Forename	M		WHI	0	2B	2B	2B	L	2C	14	4C	4B	4A	4C	4B	4A	4B	4A	4A	32%
Surname, Forename	F		WHI	1	2A	2B	2C	2	2C	14	4C	4B	4A	3A	4C	4B	4B	4B	4A	33%
Surname, Forename	F		BLO	0	2B	2C	2C	2	2B	14	4C	4B	4A	3A	4C	4B	4B	4B	4A	34%
Surname, Forename	F		WHI	0	2B	2A	2B	2	2C	14	4C	4B	4A	3A	4C	4B	4B	4B	4A	35%
Surname, Forename	M		WHI	0	2C	2C	2C	2	2C	13	3A	4C	4B	3A	4B	4A	4B	4A	4A	36%
Surname, Forename	F		WHI	1	2B	2C	2C	L	2C	13	4C	4B	4A	3A	4C	4B	4C	4B	4A	37%
Surname, Forename	M		WHI	0	2B	2C	2C	2	2C	13	3A	4C	4B	3A	4B	4A	4B	4A	4A	38%
Surname, Forename	M		WHI	1	2B	2A	2C	2	2C	13	3A	4C	4B	3A	4B	4A	4B	4A	4A	40%
Surname, Forename	F		WHI	0	2A	2A	2B	2	1	13	4C	4B	4A	3A	4C	4B	4C	4B	4A	41%
Surname, Forename	F		WHI	1	2B	2B	2C	2	2C	13	4C	4B	4A	3A	4C	4B	4C	4B	4A	42%
Surname, Forename	F		WHI	0	2C	2C	2C	2	2B	13	4C	4B	4A	3A	4C	4B	4C	4B	4A	43%
Surname, Forename	F		WHI	1	2C	2C	2C	L	2B	13	4C	4B	4A	3A	4C	4B	4C	4B	4A	44%
Surname, Forename	F		WHI	1	2C	2C	2B	2	2C	13	4C	4B	4A	3A	4C	4B	4C	4B	4A	45%
Surname, Forename	M		WHI	1	2A	2C	2C	2	1	13	3A	4C	4B	3A	4B	4A	4B	4A	4A	46%
Surname, Forename	F		WHI	1	2C	2C	2C	L	1	11	3B	4C	4B	3C	3A	4C	4C	4B	4B	47%
Surname, Forename	M		BLO	1	2C	L	1	X	2C	11	3B	3A	4C	3B	4C	4B	4C	4B	4A	48%
Surname, Forename	M		WHI	1	2C	L	1	X	2C	11	3B	3A	4C	3B	4C	4B	4C	4B	4A	49%
Surname, Forename	M		BLO	0	1	X	2C	L	2C	11	3B	3A	4C	3B	4C	4B	4C	4B	4A	51%
Surname, Forename	F		WHI	1	1	X	1	X	2B	11	3B	4C	4B	3C	3A	4C	4C	4B	4B	52%
Surname, Forename	M		WHI	0	1	X	2C	2	2C	11	3B	3A	4C	3B	4C	4B	4C	4B	4A	53%
Surname, Forename	F		WHI	1	2C	L	1	X	2C	11	3B	4C	4B	3C	3A	4C	4C	4B	4B	54%
Surname, Forename	M		WHI	1	1	X	1	X	2A	11	3B	3A	4C	3B	4C	4B	4C	4B	4A	55%
Surname, Forename	M		WHI	3	1	X	1	X	2C	10	3C	3A	4C	3B	3A	4C	4C	4B	4A	56%
Surname, Forename	F		BLO	1	2B	2C	2C	L	W	10	3B	3A	4C	3C	3B	4C	3A	4C	4B	57%
Surname, Forename	F		WHI	1	1	X	1	X	2C	10	3B	3A	4C	3C	3B	4C	3A	4C	4B	58%
Surname, Forename	M		WHI	1	1	X	1	X	2C	10	3C	3A	4C	3B	3A	4C	4C	4B	4A	59%
Surname, Forename	M		WHI	1	1	X	1	X	2C	10	3C	3A	4C	3B	3A	4C	4C	4B	4A	60%
Surname, Forename	M		WHI	3	1	X	1	X	2C	10	3C	3A	4C	3B	3A	4C	4C	4B	4A	62%

Key Stage 2 Target Setting **2004**

Table 10

How to use and interpret this data

This table suggests the likely progress pupils in your school could make based on current national rates of progress. Each pupil has a range of target estimates. You will want to moderate targets using other information you know about pupils, while the final column is a running percentage of pupils in the school.

Pupil	Gender	DOB	Ethnicity	SEN	Key Stage 1						Key Stage 2 Target Estimates									%
					Reading	Comp.	Writing	Spelling	Maths	Average Point Score	English			Maths			Science			
											LQ	Med	UQ	LQ	Med	UQ	LQ	Med	UQ	
Surname, Forename	F		WHI	1	1	X	2C	L	1	10	3B	3A	4C	3C	3B	4C	3A	4C	4B	63%
Surname, Forename	M		WHI	1	1	X	1	X	2C	10	3C	3A	4C	3B	3A	4C	4C	4B	4A	64%
Surname, Forename	F		WHI	1	2C	L	1	L	1	10	3B	3A	4C	3C	3B	4C	3A	4C	4B	65%
Surname, Forename	M		WHI	2	1	X	1	X	2C	10	3C	3A	4C	3B	3A	4C	4C	4B	4A	66%
Surname, Forename	F		WHI	1	1	X	1	X	1	9	3C	3B	4C	2	3B	3A	3A	4C	4B	67%
Surname, Forename	M		WHI	1	1	X	1	X	1	9	3C	3B	3A	3C	3B	3A	3A	4C	4B	68%
Surname, Forename	F		WHI	1	1	X	1	X	1	9	3C	3B	4C	2	3B	3A	3A	4C	4B	69%
Surname, Forename	F		WHI	1	1	X	1	X	1	9	3C	3B	4C	2	3B	3A	3A	4C	4B	70%
Surname, Forename	M		WHI	1	1	X	1	X	1	9	3C	3B	3A	3C	3B	3A	3A	4C	4B	71%
Surname, Forename	M		WHI	0	2B	A	2C	A	A	9	3C	3B	3A	3C	3B	3A	3A	4C	4B	73%
Surname, Forename	M		WHI	2	1	X	1	X	1	9	3C	3B	3A	3C	3B	3A	3A	4C	4B	74%
Surname, Forename	F		WHI	2	1	X	W	X	2C	8	2	3C	3B	2	2	3B	2	3B	4C	75%
Surname, Forename	F		WHI	2	W	X	1	X	1	7										76%
Surname, Forename	M		WHI	1	1	X	W	X	1	7										77%
Surname, Forename	M		WHI	3	1	X	W	X	1	7										78%
Surname, Forename	M		WHI	2	1	X	W	X	1	7										79%
Surname, Forename	M		WHI	2	1	X	W	X	1	7										80%
Surname, Forename	M		WHI	1	1	X	W	X	1	7										81%
Surname, Forename	F		WHI	2	1	X	W	X	1	7										82%
Surname, Forename	F		BLO	1	1	X	W	X	1	7										84%
Surname, Forename	F		WHI	2	1	X	1	X	W	7										85%
Surname, Forename	M		WHI	2	1	X	W	X	1	7										86%
Surname, Forename	M		WHI	3	1	X	W	X	1	7										87%
Surname, Forename	M		WHI	3	1	X	W	X	W	5										88%
Surname, Forename	M		WHI	1	W	X	W	X	1	5										89%
Surname, Forename	M		WHI	2	1	X	W	X	W	5										90%
Surname, Forename	F		WHI	2	W	X	W	X	1	5										91%
Surname, Forename	M		WHI	3	1	X	W	X	W	5										92%

Key Stage 2 Target Setting **2004**

Table 10

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Pupil	Gender	DOB	Ethnicity	SEN	Key Stage 1						Key Stage 2 Target Estimates									%
											English			Maths			Science			
					Reading	Comp.	Writing	Spelling	Maths	Average Point Score	LQ	Med	UQ	LQ	Med	UQ	LQ	Med	UQ	
Surname, Forename	M		WHI	3	1	X	W	X	W	5										93%
Surname, Forename	M		WHI	2	1	X	W	X	A	4										95%
Surname, Forename	M		WHI	2	W	X	W	X	W	3										96%
Surname, Forename	F		WHI	0																97%
Surname, Forename	M		WHI	0																98%
Surname, Forename	M		BLO	0																99%
Surname, Forename	M		WHI	0																100%

Total Pupils = 91