

**DfES
2005**

**Secondary School
Key Stage 3
Performance Tables**

INTRODUCTION

These Tables give information on the achievement and attainment of pupils in local secondary schools, and how they compare with other schools in the local authority (LA) area and in England as a whole. They do not include independent schools.

The Tables show:

- Key Stage 2 (KS2) to Key Stage 3 (KS3) value added measures;
- results from the KS3 tests taken in May 2005 in English, mathematics and science; and
- background information on each school.

The information in this booklet gives only part of the picture of each school's and its pupils' achievements. Schools change from year to year and their future results may differ from those achieved by current pupils. A school's value added (VA) measure gives a better indication of its overall effectiveness than attainment measures, such as percentages reaching particular thresholds. The Tables should be considered alongside other important sources of information such as Ofsted reports, school prospectuses and School Profiles. Maintained schools, Academies, and City Technology Colleges must provide parents with prospectuses on request.

Governors' Annual Reports have been replaced by School Profiles. The School Profile has been developed after consultation with schools, local authorities, governors, parents and pupils. It includes sections on the school's performance as well as narrative sections under a range of headings, including recent successes and intended improvements. School Profiles can be accessed from www.parentscentre.gov.uk/schoolprofile

Parents may be interested to see the Ofsted report for a school. Ofsted school inspection reports can be obtained from Ofsted's website at www.ofsted.gov.uk or direct from the school.

These Tables cover 150 LA areas in England. All secondary schools in an area are listed in alphabetical order, including:

- LA maintained schools;
- Academies;
- City Technology Colleges; and
- Special schools (for pupils with special educational needs requiring special teaching and facilities).

If there are any middle schools that have pupils who have taken ALL of their Key Stage 3 tests early in May 2005, these will also be listed in a separate section at the end of the Tables.

ABOUT THESE TABLES

General

These Tables give information about the National Curriculum Key Stage 3 (KS3) test results for maintained schools in England. For each local authority (LA), schools are listed alphabetically. Special and middle schools, if any, are shown separately at the end.

A middle school will only appear on the list if they have pupils that have taken ALL of their Key Stage 3 tests early in May 2005.

If your child attends a school listed in the Tables, you may be interested to see how its results compare with other schools in the area, and with the LA and national averages. You can also see, at a glance, how each school's results have changed over the past four years.

You may wish to discuss the results with teachers at your child's school - how do they feel the school is performing, and what plans do they have to improve levels of achievement? How can you support the work of the school? What more can you do to help your own child do better?

Choosing a school

If you are considering local secondary schools for your child, you will find helpful information in the Tables about the performance of schools in your area. But the Tables provide only part of the picture of each school's overall achievements.

You can find more information in school prospectuses, by checking for reports of recent Ofsted inspections and, of course, by visiting schools and talking to teachers.

How to read the Tables

The Secondary School (Key Stage 3) Achievement and Attainment Tables give more than one measure of a school's performance. These measures can be considered alongside each other when evaluating the performance of a school. The Tables show:

- background information for each school, including numbers and percentages of pupils with special educational needs (SEN) both with and without statements;
- a value added (VA) measure and coverage percentage;
- the number of pupils eligible for KS3 assessment (including the number and percentage of pupils with SEN both with and without statements);
- the percentage of pupils achieving Level 5 or above at KS3 and the percentage of pupils absent from the tests or unable to access them;
- the average point score for the school; and
- a bar chart showing results for the past four years.

The following sections describe and explain:

- the Key Stage 2 to Key Stage 3 value added measure;
- Key Stage 3 results including the average point score ; and
- year on year comparisons.

The 'National Curriculum' section gives more information about the key stages, the levels of achievement expected of pupils at various ages and stages, and teacher assessments and tests.

Other sections explain the terms and abbreviations, where the information comes from, and how to get further information

KEY STAGE 3 TEST RESULTS

This part of the Tables shows:

- the number of pupils who were at the end of KS3 and therefore eligible to take the tests in May 2005;
- the number and percentage of eligible pupils with special educational needs with and without statements as at January 2005;
- the percentage of eligible pupils in each subject who achieved Level 5 or above in English, mathematics and science tests. Level 5 or 6 is the level of achievement expected of most pupils at the end of KS3; and
- the average point score (APS).

Eligible pupils

The number of pupils eligible for KS3 assessment in the 2004/05 school year is shown for each school. All pupils - including those with special educational needs - are eligible for assessment under the National Curriculum when they reach the end of KS3. Most will be aged 14 by the end of the school year. Some, however, will be older or younger. This number includes all eligible pupils on the school roll at the time of the tests in May 2005 - regardless of whether or not they sat the test. For example, a pupil may have been absent, or working at the level of the test but unable to access it.

Eligible pupils with special educational needs (SEN)

The Tables also show how many of the pupils eligible for KS3 assessment had SEN. Some of these pupils may not have taken the tests - because they were working below the level assessed by the tests, or because they were working at the level of the tests but unable to access them. This will affect the school's overall results.

Level 5 or above at KS3

The Tables show the percentage of pupils achieving Level 5 or above in the KS3 tests for English, mathematics and science. Level 5/6 is the level expected of most 14 year olds. This percentage is based on all eligible pupils, including those who were absent at the time of the tests or unable to access them and, therefore, did not achieve a result. We include all eligible pupils in our calculations to ensure that the Tables give more comprehensive information about school performance.

What a schools' attainment measures tell you

National Curriculum tests measure pupils' attainment against the levels set by the National Curriculum. They measure the extent to which pupils have the specific knowledge, skills and understanding which the National Curriculum expects pupils to have mastered by the end of Key Stage 3. The National Curriculum tests do not measure a pupil's general ability in each of the subject areas. Measures of attainment, for example the proportion reaching Level 5 or above, show the actual results achieved by the cohort of pupils who took their KS3 tests in 2005.

However, schools' KS3 results on these measures depend to a large extent on the prior attainment of their pupils (how well they did at KS2). To compare the effectiveness of two or more secondary schools, it is best to look at their value added measures, which adjust for differences in prior attainment. If you do wish to compare schools' Key Stage 3 results, bear in mind that small differences between school results are unlikely to be significant, particularly if the school's year group is small.

Percentage of pupils absent or working at the level of the tests but unable to access them

The National Curriculum assessments have been designed to make sure that as many pupils as possible can be assessed. Parents cannot withdraw their children from any part of the National Curriculum. Some pupils were absent from school at the time the tests were taken in May 2005 (perhaps due to illness) and did not achieve a test level.

A very small number of pupils may be unable to access some, or all, of the tests, even with special arrangements. These pupils are assessed as working at the level of the tests but unable to access them. This can happen if all or part of a test is not suitable for a pupil with particular special educational needs, though the tests are designed to cater for most pupils with special educational needs.

Each school's results at Level 5 or above are based on the results of all pupils at the end of KS3, including those who were absent on the day of the test or working at the level of the tests but unable to access them. Because those pupils are included in the calculations but did not achieve a test level, they may disproportionately affect a school's results. To help you take this into account, the percentage of eligible pupils who were absent at the time of the tests or working at the level of the test but unable to access them is shown alongside the percentage achieving Level 5 or above. The higher the percentage of those pupils, the more a school's results may have been affected by pupils with no test results.

Adjustments to the number of eligible pupils

The results for some schools have been adjusted. Some schools requested that pupils recently admitted from overseas with little or no English be discounted from the figures. This is allowed where the pupil was admitted for the first time to an English school in the 2003/04 or 2004/05 school year from outside the United Kingdom, and their first language is not English. The Government accepts that these pupils are unlikely to be able to show what they can do in the tests until they have improved their English language skills and are more familiar with the school curriculum in this country.

Average point score (APS)

The average point score provides a fuller picture of the KS3 achievements of pupils of all abilities. Two schools with similar percentages of pupils achieving Level 5 or above may have different APS scores. The APS values the achievements of pupils below the Level 5 threshold, by taking account of whether pupils attain Level 4 or not.

The APS is calculated by using the following formula:

$$(\text{Total points for English} + \text{Total points for maths} + \text{Total points for science}) / (\text{Total number of eligible pupils for each subject}) = \text{APS}$$

The total points for each subject are calculated by awarding each pupil a number of points, according to the table below, and then adding the total points together. This gives you the total points for a subject.

The APS calculation does not include those pupils that were absent at the time of the tests or working at the level of the tests but unable to access them.

See the following table for the points awarded per subject per pupil.

KS3 test outcome (Level)	Points:		
	English	Maths	Science
8	N/A	51	N/A
7	45	45	45
6	39	39	39
5	33	33	33
4	27	27	27
3	21	21	21
2	N/A	15	15
N (not awarded a test level)	21	15	15
B (working below the level of the test)	21	15	15
T (Unable to access the test)	Disregarded		
A (Absent)	Disregarded		
V (Mixed tier - maths and science only)	Disregarded		
Z (Ineligible)	Disregarded		
X (Lost/Stolen Script)	Disregarded		
M (Missing)	Disregarded		
Q (Malpractice)	Disregarded		
F (Not at the end of KS3 - taking a subject in a future year)	Disregarded		
P (Now at the end of KS3 - grade to be found in results for previous year)	Disregarded		

More information on the calculation of the average point score can be found in the 'Value Added Technical Information' section.

Year on year comparison

We now have a four year time series to show how the achievements of pupils in each school have changed over the past four years. A bar chart shows the aggregate of the three percentages of pupils achieving Level 5 or above in the English, mathematics and science tests in each of the years 2002, 2003, 2004 and 2005.

The aggregate is calculated as follows:

$$\left(\frac{\text{No of pupils achieving L5+ in English}}{\text{No of eligible pupils in English}} + \frac{\text{No of pupils achieving L5+ in maths}}{\text{No of eligible pupils in maths}} + \frac{\text{No of pupils achieving L5+ in science}}{\text{No of eligible pupils in science}} \right) \times 100 = \text{Aggregate (to the nearest whole number)}$$

What the year on year comparison tells you

From the bar charts, you can see the history of a school's KS3 results, and whether they have stayed at the same level over time. Because each year group is made up of different pupils, with different prior attainment and other characteristics, results may fluctuate from year to year for reasons to do with the pupils rather than the school. Small fluctuations from year to year are unlikely to be significant, particularly if the school's year group is small.

SECONDARY SCHOOL (KEY STAGE 3) Achievement and Attainment 2005

Background Information

	Pupils (all ages)	Pupils with SEN				Pupils on roll aged 13 as at 31-Aug-04
		with statements		without statements		
		Number	%	Number	%	
LA Average			3.40%		15.90%	
England Average			4.20%		13.50%	
Ashmole	1286	27	2.10%	165	12.80%	210
Bishop Douglass RC	784	18	2.30%	173	22.10%	109
Christ's College Finchley	984	24	2.40%	98	10.00%	149
The Compton	786	36	4.60%	216	27.50%	149
Copthall	1143	18	1.60%	106	9.30%	181
East Barnet	1232	32	2.60%	123	10.00%	201
Finchley Catholic High	1043	21	2.00%	76	7.30%	154
Friern Barnet	742	23	3.10%	205	27.60%	145
Hasmonean High	1073	26	2.40%	151	14.10%	159
Hendon	1222	39	3.20%	174	14.20%	201
The Henrietta Barnett	717		0.00%	8	1.10%	94
London Academy	1199	53	4.40%	406	33.90%	179
Mill Hill County High	1656	65	3.90%	154	9.30%	254
Queen Elizabeth's Girls'	1124	10	0.90%	190	16.90%	184
Queen Elizabeth's , Barnet	1148	1	0.10%	38	3.30%	174
The Ravenscroft	804	30	3.70%	313	38.90%	143
St James' Catholic High	1085	33	3.00%	180	16.60%	182
St Mary's CofE High	956	8	0.80%	201	21.00%	173
St Michael's Catholic Grammar	736		0.00%		0.00%	94
Whitefield	823	30	3.60%	288	35.00%	133
Special Schools						
Mapledown	60					9
Oak Lodge	149					25

SECONDARY SCHOOL (KEY STAGE 3) Achievement and Attainment 2005
Key Stage 3 Results

	No. of eligible pupils					% achieving Level 5 or above						Average point score
	Total	SEN with statement		SEN without statements		English		Maths		Science		
		N	%	N	%	L5+	A/D	L5+	A/D	L5+	A/D	
LA Average			3.6%		19.4%	82%		80%		74%		36.2
England Average			4.0%		14.8%	74%		74%		70%		34.5
Ashmole	209	4	1.9%	36	17.2%	97%	1%	92%	0%	90%	0%	38.2
Bishop Douglass RC	105	2	1.9%	26	24.8%	67%	6%	67%	2%	59%	5%	32.0
Christ's College Finchley	148	2	1.4%	24	16.2%	82%	1%	88%	1%	71%	1%	36.3
The Compton	150	7	4.7%	31	20.7%	77%	2%	79%	1%	76%	3%	34.5
Copthall	178	5	2.8%	25	14.0%	85%	5%	79%	3%	75%	2%	36.5
East Barnet	198	6	3.0%	28	14.1%	83%	3%	77%	1%	73%	2%	35.0
Finchley Catholic High	158	0	0.0%	20	12.7%	87%	1%	91%	1%	85%	1%	36.5
Friern Barnet	147	5	3.4%	44	29.9%	76%	5%	68%	1%	60%	2%	32.6
Hasmonean High	154	3	1.9%	36	23.4%	90%	5%	92%	1%	81%	7%	38.0
Hendon	199	5	2.5%	44	22.1%	85%	1%	78%	1%	73%	1%	35.5
The Henrietta Barnett	92	0	0.0%	1	1.1%	100%	0%	100%	0%	100%	0%	46.3
London Academy	175	10	5.7%	70	40.0%	71%	1%	65%	1%	57%	2%	32.6
Mill Hill County High	247	14	5.7%	29	11.7%	93%	0%	91%	2%	89%	1%	38.5
Queen Elizabeth's Girls'	185	2	1.1%	37	20.0%	89%	0%	84%	1%	80%	1%	37.0
Queen Elizabeth's , Barnet	176	0	0.0%	2	1.1%	100%	0%	100%	0%	100%	0%	46.2
The Ravenscroft	137	3	2.2%	45	32.8%	59%	3%	58%	1%	53%	3%	31.2
St James' Catholic High	181	4	2.2%	36	19.9%	91%	1%	86%	1%	79%	2%	36.1
St Mary's CofE High	174	2	1.1%	51	29.3%	70%	3%	73%	3%	61%	3%	33.5
St Michael's Catholic Grammar	95	0	0.0%	0	0.0%	100%	0%	100%	0%	100%	0%	44.9
Whitefield	133	6	4.5%	43	32.3%	61%	5%	58%	5%	32%	4%	29.7
Special Schools												
Mapledown	9					0%	0%	0%	0%	0%	0%	17.0
Oak Lodge	30					0%	0%	0%	0%	0%	3%	18.6

SECONDARY SCHOOL (KEY STAGE 3) Achievement and Attainment 2005
Year on year comparison

	Aggregate of test percentages for Level 5+			
	2002	2003	2004	2005
LA Average	215	224	226	237
England Average	201	208	210	217
Ashmole	229	249	255	279
Bishop Douglass RC	150	195	173	192
Christ's College Finchley	248	247	230	241
The Compton	205	219	240	231
Copthall	247	244	235	239
East Barnet	228	210	229	233
Finchley Catholic High	248	264	262	263
Friern Barnet	175	146	160	203
Hasmonean High	262	264	265	262
Hendon	230	229	219	236
The Henrietta Barnett	297	298	293	300
London Academy	NA	NA	NA	193
Mill Hill County High	273	260	261	273
Queen Elizabeth's Girls'	235	246	252	253
Queen Elizabeth's , Barnet	298	300	299	300
The Ravenscroft	144	163	137	170
St James' Catholic High	209	234	245	256
St Mary's CofE High	178	219	203	204
St Michael's Catholic Grammar	298	300	300	300
Whitefield	133	118	140	151
Special Schools				
Mapledown				
Oak Lodge	8		4	

KEY STAGE 2 (KS2) TO KEY STAGE 3 (KS3) VALUE ADDED MEASURE

What do we mean by value added?

Some pupils will find it particularly difficult to do well in assessment tests. It may be, for example, that they have significant special educational needs. But all pupils are capable of making progress and it is important that schools are given recognition for the work that they do with their pupils.

Value added measures are intended to allow fairer comparisons between schools with different pupil intakes. The KS2 to KS3 value added measures the progress that individual pupils at the end of KS3 - usually in Year 9 - have made since taking their KS2 tests in Year 6 (generally aged 11).

For example, school A might show higher percentages of pupils achieving Level 5 or above than school B. But school A's pupils may have done far better in their KS2 tests than school B's. For the value added measure, each school's pupils are compared individually with other pupils with similar KS2 test results. If they do better than the median - or middle - performance of those other pupils in their KS3 tests, the value added will be positive; if less well than those other pupils, it will be negative. All the individual pupil scores, positive and negative, are added together to form the school's measure.

If school A's pupils generally made less progress than the average for pupils with similar KS2 results, and school B's pupils generally made more progress than the average for pupils with similar KS2 results, then school B will have higher value added than school A, even though its percentage achieving Level 5 or above at KS3 is lower.

Value added measure

We base each pupil's value added score on a comparison between their KS3 performance and the median - or middle - performance of other pupils with the same or similar results at KS2. The individual pupil scores are added together and averaged to produce the school level VA measure. This number is presented as a number based around 100. This indicates the value the school has added on average for its pupils.

A more detailed explanation of how value added measures are calculated, for a pupil and a school, can be found in the 'Value Added Technical Information' section

Interpretation of a school's value added measure

The value added scores are shown as a measure based around 100.

Measures above 100 represent schools where pupils on average made more progress than similar pupils nationally, while measures below 100 represent schools where pupils made less progress.

For KS2 to KS3 value added, a measure of 101 means that on average each of the school's pupils made one term's more progress between KS2 and KS3 than the median - or middle value - for pupils with similar KS2 attainment. A score of 99 means that the school's pupils made a term's less progress.

What a school's value added measure tells you

The value added measure gives the best indication in these Tables of schools' overall effectiveness. But the significance that can be attached to any particular school's value added measure depends, among other things, on the number of pupils included in the value added calculation. The smaller the number of pupils, the less confidence can be placed on the value added measure as an indicator of whether the effectiveness of a school is significantly above or below average.

Mainstream Schools

As a guide, at KS2 to KS3, for schools with 50 or more pupils in the value added measure, measures of 98.8 to 100.5 represent broadly average performance, while for schools with 100+ pupils, measures of 99.0 to 100.3 are broadly average.

When comparing the measures for two schools with cohorts of about 50 pupils, differences of up to 1.2 should not be regarded as significant, while for schools with about 100 pupils, differences up to 0.9 should not be regarded as significant.

Special Schools

Particular care should be taken with the results for special schools and other schools where cohort sizes are small. For example, for special schools with 10 pupils included in the value added measure, only measures of below 98.8 or above 102.3 are likely to be significantly different from the average.

Value Added Profiles

The table below shows how the value added measure for a school compares to other schools nationally.

Key Stage 2 to Key Stage 3 Value Added Measure	
Profiles	Percentiles
103.0 and above	Top 5% of schools nationally
100.8 to 102.9	Next 20% of schools nationally
100.1 to 100.7	Next 15% of schools nationally
99.6 to 100.0	Middle 20% of schools nationally
99.0 to 99.5	Next 15% of schools nationally
97.5 to 98.9	Next 20% of schools nationally
97.4 and below	Bottom 5% of schools nationally

Coverage

The coverage column shows the percentage of pupils eligible for KS3 assessment included in the value added calculation. This gives some indication of schools where the value added measure may be unrepresentative. A low percentage means that information was not available to calculate the value added scores of many of the school's pupils, and so these pupils could not be included in the school value added calculation. Where coverage is less than 50%, the value added measure has not been published.

Future improvements to value added measures

The value added measures in the current Tables take account of prior attainment (result at end of previous key stage), which is the biggest single factor affecting pupil results. However, other factors outside a school's control, such as gender, mobility and levels of deprivation, have been observed to have a further impact on pupil results, even after allowing for prior attainment. Taking these additional factors into account requires a more complex model, which we are in the process of developing and introducing, for use by the Department and Ofsted. We call this measure

Contextual Value Added (CVA).

The 2005 Pupil Achievement Tracker and Ofsted's PANDA reports both include CVA measures. In future years we will be bringing CVA measures into the Achievement and Attainment Tables. We have piloted these with secondary schools in 2005 for GCSE and equivalent results at the end of Key Stage 4, so that they can be in the Secondary School Achievement and Attainment Tables in 2006. Further information on the Contextual Value Added Pilot can be found on the Tables website at www.dfes.gov.uk/perfomancetables.

SECONDARY SCHOOL (KEY STAGE 3) Achievement and Attainment 2005

KS2 to KS3 Value Added

	KS2 to KS3 VA	
	Measure	Coverage
LA Average	100.5	
England Average		
Ashmole	100.8	98%
Bishop Douglass RC	98.0	90%
Christ's College Finchley	100.9	91%
The Compton	99.3	97%
Copthall	101.3	97%
East Barnet	100.0	96%
Finchley Catholic High	99.9	98%
Friern Barnet	99.0	87%
Hasmonean High	101.0	86%
Hendon	100.2	93%
The Henrietta Barnett	103.8	89%
London Academy	99.6	92%
Mill Hill County High	101.1	96%
Queen Elizabeth's Girls'	101.3	94%
Queen Elizabeth's , Barnet	104.0	91%
The Ravenscroft	99.6	75%
St James' Catholic High	99.5	92%
St Mary's CofE High	99.5	85%
St Michael's Catholic Grammar	102.5	96%
Whitefield	99.7	65%
Special Schools		
Mapledown	100	100%
Oak Lodge	100	90%

VALUE ADDED TECHNICAL INFORMATION

This section describes the methods that have been used to calculate the Key Stage 2 (KS2) to Key Stage 3 (KS3) value added measure.

KS2 to KS3 Value Added Measure

Pupils included

The KS2 to KS3 value added measure is based on the results achieved by pupils:

- who were eligible for KS3 tests in 2005;
- who were on your school roll at the time of the tests in May 2005; and
- whose KS2 test results have been found.

KS2 and KS3 test results: Allocation of points

The "input" and "output" measures for the value added calculation are based on the points awarded to pupils' results. The following tables show how points are allocated to pupils' KS2 and KS3 test results.

KS2 test outcome (Level)	Points: all subjects
5	33
4	27
3	21
2	15
N (not awarded a test level)	15
B (working below the level of the test)	15
T (Unable to access the test or Disapplied (D) for KS2-KS3 VA)	Disregarded
A (Absent)	Disregarded
Z (Ineligible)	Disregarded
X (Lost/Stolen Script)	Disregarded
M (Missing)	Disregarded
Q (Malpractice)	Disregarded

KS3 test outcome (Level)	Points:		
	English	Maths	Science
8	N/A	51	N/A
7	45	45	45
6	39	39	39
5	33	33	33
4	27	27	27
3	21	21	21
2	N/A	15	15
N (not awarded a test level)	21	15	15
B (working below the level of the test)	21	15	15
T (Unable to access the test)	Disregarded		
A (Absent)	Disregarded		
V (Mixed tier - maths and science only)	Disregarded		
Z (Ineligible)	Disregarded		
X (Lost/Stolen Script)	Disregarded		
M (Missing)	Disregarded		
Q (Annulled)	Disregarded		
F (Not at the end of KS3 - taking a subject in a future year)	Disregarded		
P (Now at the end of KS3 - grade to be found in results for previous year)	Disregarded		

The input measure (KS2)

The KS2 input measure for each pupil has been calculated as the average point score achieved in the English, mathematics and science test results, using the point score allocation shown below in paragraph 13. A pupil achieving test Levels 4, 4 and 5 in each of the KS2 subjects respectively would score:

$$(27 + 27 + 33) / 3 = 29$$

If any KS2 results have been disregarded, the input measure is calculated as the average of the remaining one or two results. For example a pupil achieving test Level 5 in English and Level 6 in science but with no mathematics result would be:

$$(33 + 39) / 2 = 36$$

The output measure (KS3)

The output measure for each pupil has been calculated as the average point score achieved in the English, mathematics and science KS3 tests using the KS3 point score allocation shown in the table below in paragraph 13. For example, a pupil achieving test Levels 5, 6 and 4 in each subject respectively would score:

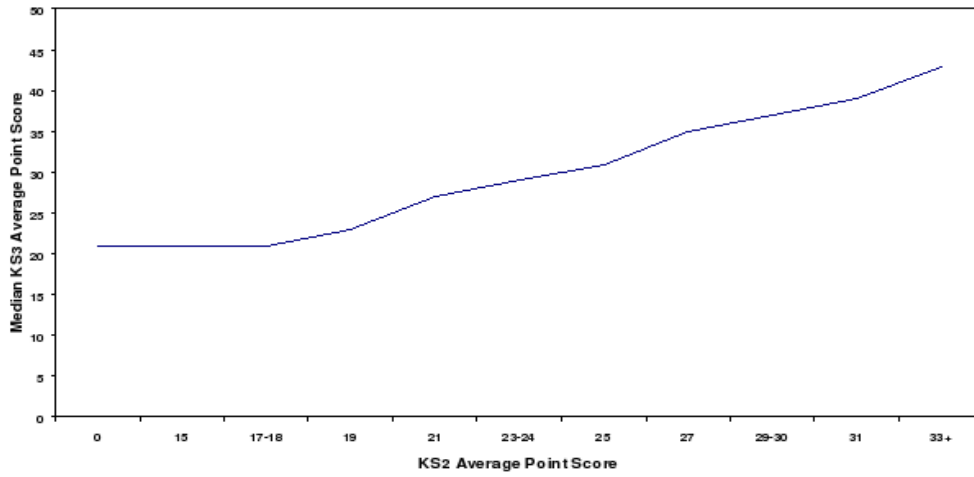
$$(33 + 39 + 27) / 3 = 33$$

Calculation of a pupil's KS2 to KS3 value added score

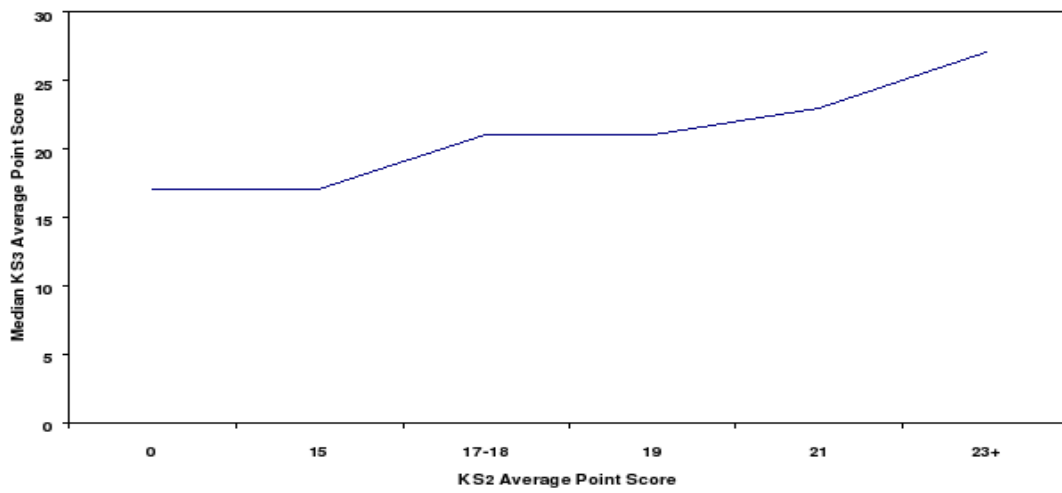
A pupil's value added score is calculated by comparing their average KS3 performance with the median KS3 performance of other pupils with the same or similar prior attainment at KS2. The median value is the middle value - with half of the pupils having a KS3 average point score below the median, and half above the median.

The graphs below give the median KS3 point scores across the range of KS2 point scores nationally - joining the medians gives the 'national median line'. There are two graphs: one shows median scores for pupils in mainstream schools and the other shows median scores for pupils in special schools only.

National median line: mainstream schools



National median line: special schools



The national KS2 to KS3 median scores are shown in the tables below. Table A lists median scores for pupils in mainstream schools and Table B lists median scores for pupils in special schools.

Table A: Mainstream schools

KS2 average point score	National Median Key Stage 3 average point score
0	21
15	21
17-18	21
19	23
21	27
23-24	29
25	31
27	35
29-30	37
31	39
33 and above	43

Table B: Special schools

KS2 average point score	National Median Key Stage 3 average point score
0	17
15	17
17-18	21
19	21
21	23
23 and above	27

Calculation and presentation of a school's KS2 to KS3 value added measure

In the following example, school A has 4 pupils eligible for inclusion in the value added measure with KS2 and KS3 average point scores as shown. The median average point scores have been allocated according to the national median line for mainstream schools shown above, and a value added score calculated for each pupil. A school's value added measure is a simple average (arithmetic mean) of the value added scores for all pupils in the school.

See the following example for a mainstream school:

Pupil	Pupil's KS2 average point score	Pupil's KS3 average point score	Median KS3 average point score for their KS2 average point score	Pupil's VA score
A	25	36	31	+5
B	25	29	31	-2
C	27	35	35	0
D	27	37	35	+2

Total of all individual value added scores = +5

School's value added score = +1.25

Calculated by dividing +5 (the total) by 4 (the number of pupils), giving +1.25

The school's value added measure will be presented as a measure based around 100. This is done by adding 100 to the score. The school in the above example would be shown as: 101.3 (rounded to one decimal place)

Calculation of a school's coverage percentage

This is based on a number of pupils eligible for KS3 tests in 2005 who were included in the value added calculation. It is possible that not all eligible pupils will be included in the value added calculation because some may have been absent for all the KS3 tests, and other may have no KS2 information available. For example, if a school had 10 pupils who were eligible for KS3 assessment in 2005 but only 6 were included in the KS2 to KS3 value added calculation, the coverage percentage for that school would be:

$$(6 / 10) \times 100 = 60\%$$

A value added measure has not been published for schools with less than 50% coverage.

Calculation of a school's average point score (APS)

A school's APS is calculated by using the following formula:

(Total points for English + Total points for maths + Total points for science) / (Total number of eligible pupils for each subject) = APS The total points for each subject are calculated by awarding each pupil a number of points, according to the table below, and then adding the total points together. This gives you the total points for a subject.

The APS calculation does not include those pupils that were absent at the time of the tests or working at the level of the tests but unable to access them. In the following example, a mainstream school has 10 pupils eligible for inclusion in the school's average point score with levels as below:

Pupil	Level			Points			Total Points Achieved
	Eng	Maths	Science	Eng	Maths	Science	
1	6	5	4	39	33	27	99
2	4	4	4	27	27	27	81
3	B	N	2	21	15	15	51
4	A	5	5	D	33	33	66
5	4	5	V	27	33	D	60
6	6	T	3	39	D	21	60
7	B	3	3	21	21	21	63
8	4	V	A	27	D	D	27
9	5	4	4	33	27	27	87
10	4	B	T	27	15	D	42
Sum of all point scores for all eligible pupils							636
Number of eligible pupils in ALL subjects *							24
School Average Point Score							26.5

* - This excludes disregarded pupils, e.g. those that have A, T, or V.

THE NATIONAL CURRICULUM

Pupils aged 5 to 16 in state schools must be taught the National Curriculum. This is divided into four 'Key Stages' that depend on pupil's ages.

Year group	Reception	1	2	3	4	5	6	7	8	9	10	11
Age of pupils at end of year	5	6	7	8	9	10	11	12	13	14	15	16
Key Stage	KEY STAGE 1			KEY STAGE 2			KEY STAGE 3			KEY STAGE 4		

During Key Stage 3 pupils must be taught the following subjects: English, mathematics, science, history, geography, design and technology, information and communication technology, modern foreign languages, art and design, music, physical education and citizenship. Pupils must also study religious education.

Levels of achievement

The National Curriculum sets standards of achievement in each subject for pupils aged 5 to 14. For most subjects, these standards range from Levels 1 through to 8. Pupils progress through the levels as they get older and learn more:

- most 7 year olds are expected to achieve Level 2
- most 11 year olds are expected to achieve Level 4
- most 14 year olds are expected to achieve Levels 5 or 6

Teacher assessments

Throughout the year, all teachers assess their pupils' progress in each subject as a normal part of their teaching. The teacher decides which level best describes a pupil's performance in each area of learning in that subject. They must report their assessments in English, mathematics and science when pupils reach the end of each key stage. Teacher assessments are not reported in the Secondary School (Key Stage 3) Achievement and Attainment Tables.

Tests

National tests, taken at the end of each key stage, give a snapshot of a pupil's attainment in the core subjects. At the end of KS3, pupils are tested in English, mathematics and science. These end of key stage tests give an independent and nationally standardised measure of how pupils and schools are doing compared with national standards in the core subjects.

Using the following table you can compare your child's test result against the expected level for his or her age group.

Age	7 years	11 years	14 years
Key Stage	KS1	KS2	KS3
Level 8			Level 8 in maths only
Level 7			
Level 6			
Level 5			
Level 4			
Level 3			
Level 2a, 2b, 2c			
Level 1			

	Beyond expectations
	At level expected
	Below expectations

* Please note: KS3 pupils can gain Level 8 in mathematics only. Level 7 is the highest available in the KS3 English and science tests.

HOW THE TABLES WERE COMPILED

KS3 results were supplied by the Qualifications and Curriculum Authority's (QCA) National Assessment Agency (NAA) and checked with schools.

KS3 results and VA measures were provided to schools for checking in early January. Some schools may not have checked their data, therefore, if you have an interest in a particular school's results, you should check with the school.

Background information, such as the school name and address, was provided and checked by schools.

If the school did not confirm that it had checked its test results and/or background information, the letters 'R' or 'B' (or both) appear after its age range

HOW TO GET MORE INFORMATION

If you have any questions about the information in the Tables, you should first contact the school concerned.

If you would like copies of the Tables in booklet form, you can get these free of charge, by telephoning our order line on 0800 242322, by email to coi.perftables@trgeuropeplc.com or by accessing our website www.dfes.gov.uk/performancetables

Achievement and Attainment Tables for previous years are also available on the website

The Charter Mark

Schools with a charter mark as shown in the Tables. The Charter Mark is the Government's award which recognises and encourages excellence in public service. Further details can be obtained by contacting the Charter Mark Unit on 020 7276 1755 or via the Internet at:

www.chartermark.gov.uk

ABBREVIATIONS AND THEIR MEANINGS

TYPES OF SCHOOL

AC

Academy, publicly funded independent school offering free education to pupils of all abilities, established by sponsors from business, faith or voluntary groups working in partnership with central Government and local education partners.

CTC

City Technology College or City College for the Technology of the Arts, independent all-ability, non fee-paying school offering pupils the opportunity to study a curriculum geared, with the help of private sector sponsors, towards the world of work.

CY

Community School, maintained by the Local Authority (LA). The LA is the admissions authority - it has main responsibility for deciding arrangements for admitting pupils.

CYS

Community Special School, maintained by the LA, which is organised to make special educational provision for pupils with special educational needs (SEN).

FD

Foundation School, maintained by the LA. It may have a foundation (generally religious) that appoints some - but not most - of the governing body. The governing body is the admission authority.

FDS

Foundation Special School, maintained by the LA, which is specifically organised to make special educational provision for pupils with SEN.

VA

Voluntary Aided school, maintained by the LA, with a foundation (generally religious) that appoints most of the governing body. The governing body is the admission authority.

VC

Voluntary Controlled school, maintained by the LA, with a foundation (generally religious) which appoints some - but not most - of the governing body. The LA is the admission authority.

ADMISSION BASIS

COMP

Comprehensive - takes all pupils, generally regardless of ability (though in some circumstances some comprehensives may select for a small number of places by aptitude or ability).

MOD

Modern - a school, generally in a selective area, which takes pupils regardless of ability.

SEL

Selective - a school which takes pupils selected for high ability; also known as a grammar school.

SPECIALIST SCHOOLS (as designated under the specialist school programme)

A

Arts

B

Business and enterprise

E

Engineering

H

Humanities

L

Language

M

Mathematics and computing

Mu

Music

S

Sports

Sc

Science

T

Technology

From 2003, it has been possible for schools to offer mixed specialisms under the specialist school programme. These schools are marked in the Achievement and Attainment Tables with both specialisms, for example S, T.

OTHERS

LA

Local Authority

R

The school has not confirmed that it has checked the test results

B

The school has not confirmed that it has checked the background information

*

The school has been awarded the Charter Mark

○

The school has pupils aged 15. Relevant results are in the *Secondary School Achievement and Attainment Tables*

●

The school has pupils aged 16 to 18. Relevant results are in the *Post-16 Achievement and Attainment Tables*

+

KS3 test results are unavailable for reasons beyond the school's control.

#

Value added measure has been suppressed because coverage is less than 50%

N/A

Not available/not applicable

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