

Statistics of Education:

Pupil Progress in Schools in England: 2000



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PUPIL PROGRESS IN SCHOOLS IN ENGLAND: 2000

Introduction

Background

1 This bulletin provides the results of analysis carried out on Key Stage assessments of pupils in England under the National Curriculum. It contains analysis of the progress made by pupils in each Key Stage, leading up to end-of-stage assessment in 2000, for the three core subjects English, mathematics and science. The bulletin includes the value-added information published in the 2000 Autumn Package of Pupil Performance Information for Schools which is a joint publication by the Department, Ofsted and QCA, as well as comparisons with previous cohorts of pupils, analysis by pupil characteristics such as gender and the percentage of pupils in a school eligible for free school meals.¹

How to Interpret the Results

2 Pupils are assessed by statutory National Curriculum tests at ages 7, 11 and 14. These tests assess the level a pupil has reached at the end of a Key Stage. Key Stage 1 assessments are taken at age 7, Key Stage 2 assessments at age 11 and Key Stage 3 assessments at age 14.

3 The National Curriculum levels have been designed so that most pupils will progress approximately one level every two years. The level expected of most pupils at the end of Key Stage 1 is a level 2, which is split into level 2C, level 2B and level 2A; by the end of Key Stage 2 most pupils are expected to reach Level 4; and Levels 5 and 6 are the levels expected of most pupils at the end of Key Stage 3. Attainment at the end of Key Stage 4 (typically by those who will be 16 at the end of the school year) is measured by achievements at GCSE and GNVQ.

4 It is possible for pupils to obtain a range of levels in each Key Stage assessment. At Key Stage 1 the top level a pupil can achieve is a level 4. At Key Stage 2 the top of the range of levels that can be achieved is a level 6, whilst at Key Stage 3 the range covers a compensatory level 2 up to level 8, and an award of Exceptional Performance through an extension paper. GCSE grades range from a top grade of an A* down to a grade G.

National Results

5 The tables in annex 1 show the National Curriculum results for each of the Key Stage assessments between 1996 and 2000. The 2000 results used are provisional results that were available in the autumn 2000.

Method of Analysis

6 The value added analysis in this bulletin is carried out by examining the progress made by pupils between successive Key Stages. This is done by matching

individual pupils' test results at one Key Stage to their test results at the next Key Stage. This bulletin focuses on the cohorts of pupils taking Key Stage tests in 2000, compared to their results in previous Key Stages. So the results for pupils that took the Key Stage 2 assessments in 2000 are matched to their 1996 Key Stage 1 results, 2000 Key Stage 3 results are matched to the individual pupils' 1997 Key Stage 2 results, and 2000 GCSE/GNVQ results are matched to pupils' 1998 Key Stage 3 results, and also to their 1995 Key Stage 2 results.

7 In most analyses in this bulletin the prior attainment used is the average of a pupil's test/task results at the end of the previous Key Stage. This is because this gives a more finely disaggregated prior attainment measure for the value added lines, and is generally a good predictor of outcomes in individual subjects. In the progress tables where possible a subject to subject comparison has also been included.

Structure of Bulletin

8 This bulletin is split into 5 sections. The first covers progress made between Key Stage 1 and Key Stage 2, including analysis by eligibility for free school meals. The next sections cover Key Stage 2 to Key Stage 3, Key Stage 3 to GCSE/GNVQ and Key Stage 2 to GCSE/GNVQ, while the final section analyses the effect of eligibility for free school meals for secondary schools. Post 16 value added analysis was published in a separate Statistical Bulletin at the end of March. Each section highlights the key points of that area. Global key points are below.

Key Points

- 9 The key points to emerge from this bulletin are:
- Outcome in Key Stage assessments is strongly linked to a pupils' prior attainment.
 - However, pupils' results are not determined entirely by prior attainment. There is wide variation between pupils with similar prior attainment.
 - More progress was made between Key Stage 1 and Key Stage 2 in 2000 than in 1999. The cohort who completed Key Stage 3 in 2000 made less progress than the previous two cohorts. This is due to higher Key Stage 2 attainment not being followed through at Key Stage 3. Progress between Key Stage 3 and GCSE/GNVQ was similar in 2000 to the previous cohort.
 - Between 1996 Key Stage 1 and 2000 Key Stage 2, and between 1997 Key Stage 2 and 2000 Key Stage 3 more progress was made by girls than boys in English, but more progress was made by boys than girls in mathematics and science. Between 1998 Key Stage 3 and 2000 GCSE/GNVQ more progress was made by girls than boys.

¹ Throughout this bulletin, FSM will be used to refer to those who are eligible for free school meals.

- Between all Key Stages, in all subjects, on average pupils in schools with a low percentage of pupils eligible for FSM made more progress than pupils in schools with a high percentage of pupils eligible for FSM. This effect is most marked between Key Stage 1 and Key Stage 2, and Key Stage 2 and Key Stage 3.

Key Stage 1 – Key Stage 2

Key Points

10 The key points in this area are:

- The expected level at Key Stage 1 is a level 2. Most pupils who gain a high level 2 (a level 2B or 2A) or above progress to the expected level at Key Stage 2, a level 4.
- Most pupils who obtain a level 1 or below at Key Stage 1 do not progress to the expected level at Key Stage 2.
- At Key Stage 2 in 2000, 72% of pupils who had achieved an average of Level 2C in their 1996 Key Stage 1 test reached a Level 4 or above in Key Stage 2 English, while 62% achieved a Level 4 or above in mathematics, and 87% achieved a Level 4 or above in science.
- The percentage of pupils progressing to a level 4 and above at Key Stage 2 has increased between 1999 and 2000, from all parts of the prior attainment spectrum, in each of the core subjects. The same is true for those progressing to a level 5 and above at Key Stage 2.
- On average, girls progressed more in English than boys between Key Stage 1 and Key Stage 2, while boys progressed more than girls in mathematics and science, with the largest gender gap being in mathematics.

Introduction

11 Analysis of the progress made between Key Stage 1 and Key Stage 2 is shown in annex 2. The data used for this analysis are a nationally representative sample of approximately 35,000 pupils whose 1996 Key Stage 1 results have been matched to their 2000 Key Stage 2 results by QCA. This excludes pupils who were absent or disapplied from the tests.

Value Added Charts

12 The following value added charts show, for pupils in each Key Stage 1 prior attainment group, the median, upper and lower quartiles of their Key Stage 2 results four years later. In these charts, the Key Stage 1 prior attainment used is a pupil's average test level. In 1996, this was calculated from their reading, writing and mathematics test levels. For each level of prior attainment at Key Stage 1, 25% of pupils have Key Stage 2 results which lie above the upper quartile, and 25% of pupils have results that lie below the lower quartile. These points have then been joined up to produce the lines shown.

13 The value added chart below (chart A) shows the outcomes in Key Stage 2 English for each prior attainment point. It shows that for pupils with Key Stage 1 attainment of a level 1 in 1996, the median outcome at Key Stage 2 in 2000 was a level 3, while for pupils with prior attainment in the range level 2C to level 2A the median outcome was a level 4. For pupils with prior attainment above a level 2A, the median outcome was a level 5.

14 Chart B (following page) shows the outcomes in Key Stage 2 mathematics for each prior attainment point. It shows that for pupils with Key Stage 1 attainment of a level 1 in 1996, the median outcome at Key Stage 2 in 2000 was a level 3, while for pupils with prior

CHART A: 2000 Key Stage 2 English Value Added Graph

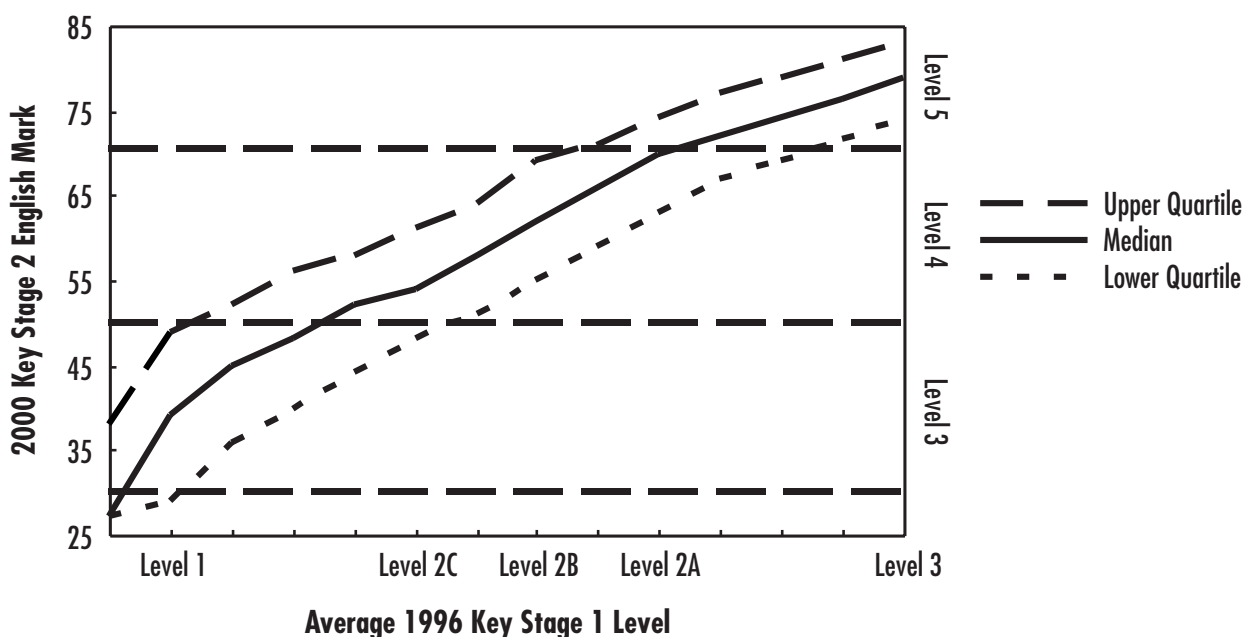


CHART B: 2000 Key Stage 2 Mathematics Value Added Graph

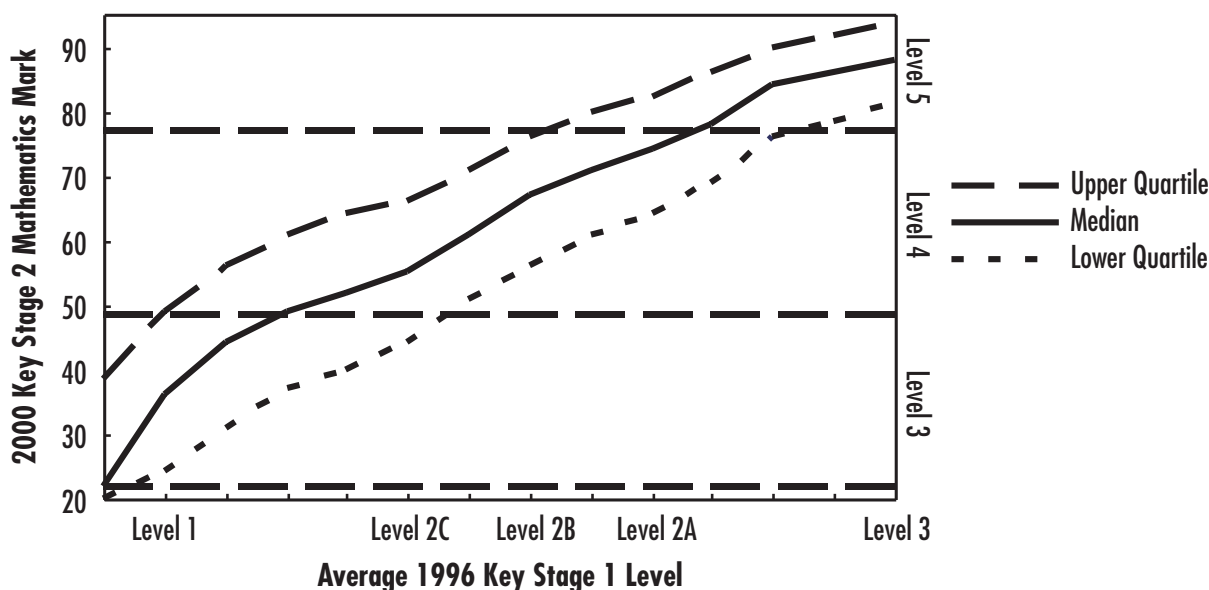
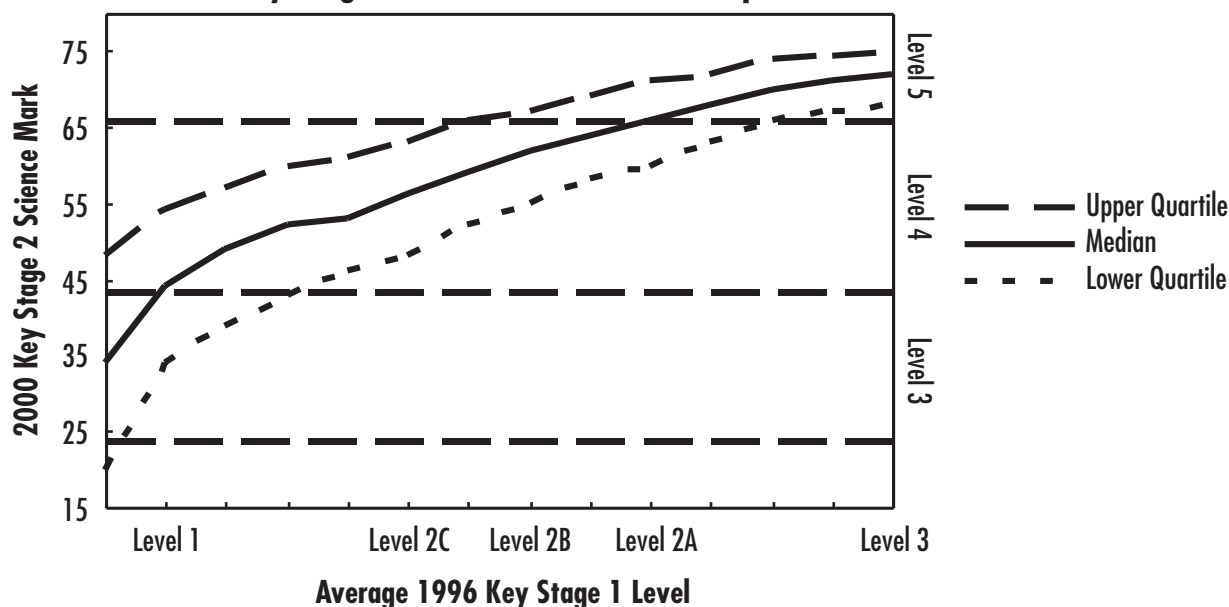


CHART C: 2000 Key Stage 2 Science Value Added Graph



attainment in the range level 2C to level 2A the median outcome was a level 4. For pupils with prior attainment above a level 2A, the median outcome was a level 5.

15 Chart C above shows the outcomes in Key Stage 2 science for each prior attainment point. It shows that for pupils with Key Stage 1 attainment in the range level 1 to level 2A in 1996, the median outcome at Key Stage 2 in 2000 was a level 4, while for pupils with prior attainment above level 2A the median outcome was a level 5.

16 Further value added charts for 2000 Key Stage 2 reading and writing are shown in annex 2. (*Charts 2.4 and 2.5*)

Progress Tables

17 The following tables, and the tables in annex 2, show for pupils with similar prior attainment in 1996 Key

Stage 1, the distribution of their attainment in 2000 Key Stage 2. The annex shows two of these tables for each subject, with the prior attainment in one table being average Key Stage 1 levels, and in the other being the level achieved at Key Stage 1 in the respective subject. The tables below use the former prior attainment measure. ‘Subject to subject’ progress tables are only available for mathematics, reading and writing as there are no suitable overall English or science tests at Key Stage 1 to compare to the Key Stage 2 tests.

18 In this bulletin, level 1 represents those pupils who either achieved a level 1 at Key Stage 1, or who were working towards level 1 at the time of assessment. Where B3 is shown as one of the attainment levels for Key Stage 2, this covers pupils who obtained below a level 3, including a compensatory level 2.

Subject Analysis

19 The tables below show progress made to Key Stage 2 English, mathematics and science from each average Key Stage 1 prior attainment level. Further tables showing progress made to Key Stage 2 reading and writing are shown in annex 2. (Tables 2.4A and 2.5A)

TABLE A:
Progression of pupils between 1996 Key Stage 1 and 2000 Key Stage 2

		Percentage of pupils achieving each level					Total
		KS2 English level					
		B3	3	4	5	6	
KS1 Average Level	1	23	45	31	2	0	100%
	2C	2	26	66	6	0	100%
	2B	0	10	70	19	0	100%
	2A	0	2	52	46	0	100%
	3	0	0	24	75	0	100%

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE B:
Progression of pupils between 1996 Key Stage 1 and 2000 Key Stage 2

		Percentage of pupils achieving each level					Total
		KS2 Mathematics level					
		B3	3	4	5	6	
KS1 Average Level	1	20	47	30	2	0	100%
	2C	3	35	56	6	0	100%
	2B	0	17	66	17	0	100%
	2A	0	6	59	34	0	100%
	3	0	1	32	65	1	100%

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE C:
Progression of pupils between 1996 Key Stage 1 and 2000 Key Stage 2

		Percentage of pupils achieving each level					Total
		KS2 Science level					
		B3	3	4	5	6	
KS1 Average Level	1	10	29	53	7	0	100%
	2C	1	12	70	17	0	100%
	2B	0	4	63	32	0	100%
	2A	0	1	47	52	0	100%
	3	0	0	24	75	0	100%

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

20 A higher percentage of pupils with low prior attainment (average levels 1 and 2C at Key Stage 1) achieved levels 4 and 5 in science than in either English or mathematics. For example, 53% of pupils with an average prior attainment of level 1 achieved level 4 in science, compared to only 31% of the same group in English and 30% in mathematics.

21 Almost all pupils with a higher prior attainment (average levels 2A and 3 at Key Stage 1) progressed to a level 4 and above in Key Stage 2 English, mathematics and science. However the percentages were slightly lower in mathematics than English or science with 94% of pupils with a prior attainment of, on average, level 2A progressing to level 4 and above in mathematics, compared to 98% and 99% respectively in English and science.

22 Across the range of prior attainment, pupils consistently progressed more in reading than in writing. For example, 41% of pupils who achieved on average a level 2B at Key Stage 1 went on to obtain a level 5 in Key Stage 2 reading, compared to only 7% of the same group in writing. (Tables 2.4A and 2.5A)

23 Annex 2 also includes some tables which show the outcomes in a particular subject, using the same subject for the prior attainment measure, for example mathematics Key Stage 2 outcomes related to Key Stage 1 mathematics. These give slightly different results from the tables which use the average prior attainment. (Tables 2.2B, 2.4B and 2.5B)

Comparisons Over Time

24 Between 1999 and 2000, the percentage of pupils achieving a level 4 and above, or a level 5 and above in Key Stage 2 English, mathematics and science remained consistent or increased, from all levels of Key Stage 1 average prior attainment.

TABLE D:
Progression of pupils between Key Stage 1 and Key Stage 2

		Percentage achieving KS2 English level			
		1999		2000	
		L4+	L5+	L4+	L5+
KS1 Average Level	1	28	1	33	2
	2C	64	5	72	6
	2B	83	12	90	19
	2A	95	31	98	46
	3	99	63	100	76

TABLE E:
Progression of pupils between Key Stage 1 and Key Stage 2

		Percentage achieving KS2 Mathematics level			
		1999		2000	
		L4+	L5+	L4+	L5+
KS1 Average Level	1	32	2	32	2
	2C	62	8	62	6
	2B	79	16	83	17
	2A	92	32	94	35
	3	98	63	99	67

TABLE F:
Progression between Key Stage 1 and Key Stage 2

KS1 Average Level		Percentage achieving KS2 Science level			
		1999		2000	
		L4+	L5+	L4+	L5+
1		52	7	61	7
2C		79	15	87	17
2B		89	25	96	32
2A		95	38	99	52
3		98	62	100	76

Analysis by Gender

25 Between 1996 Key Stage 1 and 2000 Key Stage 2 girls progressed on average more in English than boys, whatever their prior attainment starting point. In

general, the degree to which girls out-performed boys in English was independent of prior attainment with the girls' median line being, in most places, 2 marks (an eighth of a level) above the boys'.

26 In both mathematics and science boys progressed more on average than girls, although the gap was narrowing in science towards the upper end of the prior attainment spectrum. In mathematics, the difference between boys' and girls' performance was as much as 8 marks (approximately a fifth of a level), with the difference being largest between pupils with an average prior attainment of level 2C at Key Stage 1. In science, pupils with a high average prior attainment (level 2A and above) achieved the same results, regardless of gender, which appears to indicate that girls' results had improved over the previous years.

CHART D: 2000 Key Stage 2 English Value Added Graph, by Gender

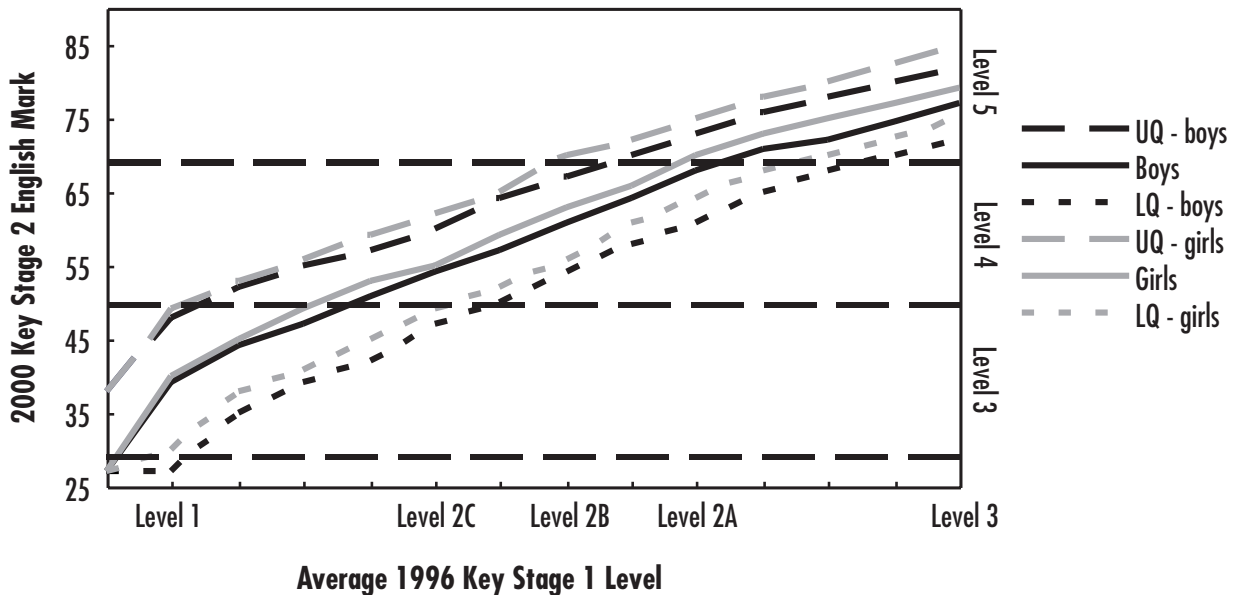


CHART E: 2000 Key Stage 2 Mathematics Value Added Graph, by Gender

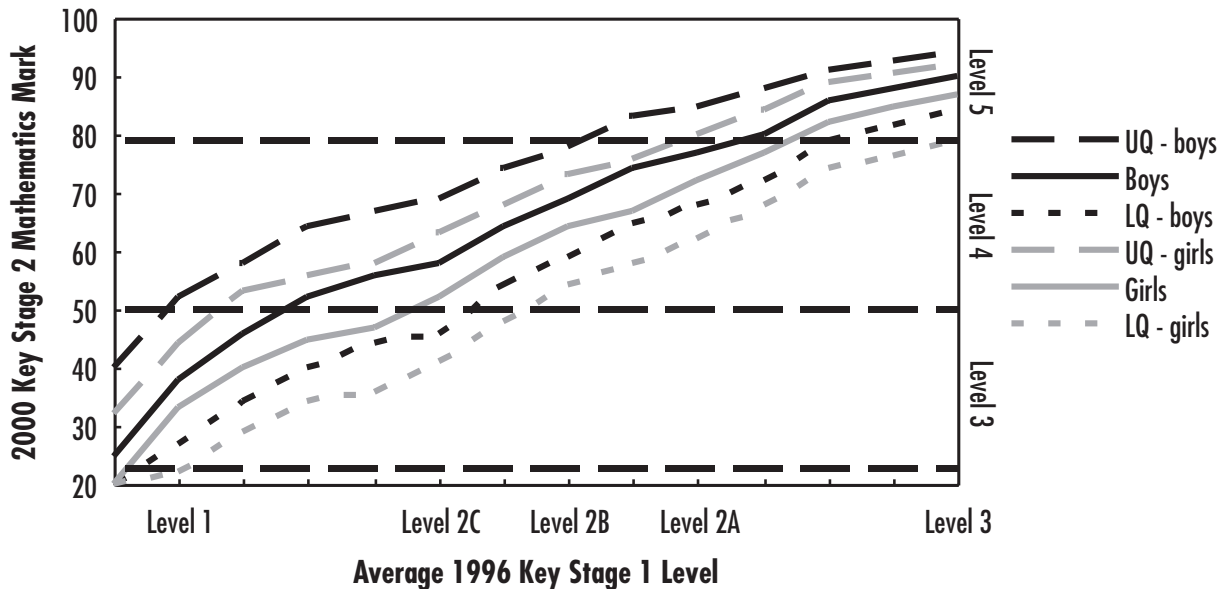
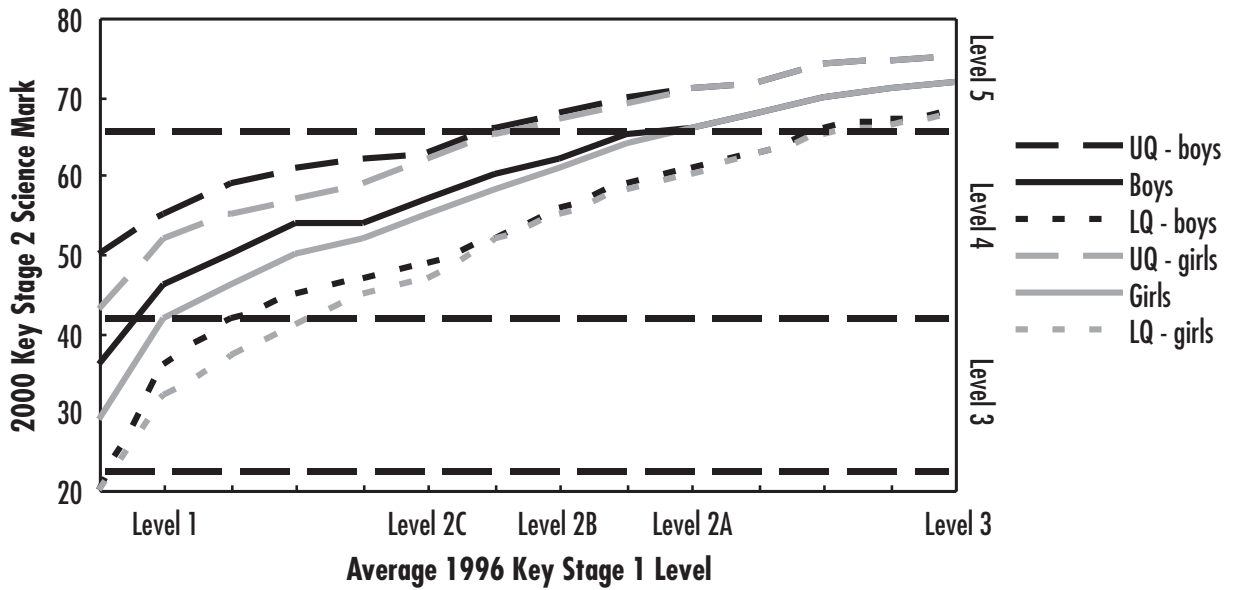


CHART F: 2000 Key Stage 2 Science Value Added Graph, by Gender



Analysis by Free School Meals Band

27 The charts below compare progress made by pupils in schools with low levels of FSM to progress made by pupils in schools with high levels of FSM. The FSM bands used in the analysis are calculated from the percentage of pupils eligible for FSM stated on the 2000 Annual Schools Census.

28 Pupils in schools where a low percentage of pupils (less than 8%) are eligible for FSM progressed more between 1996 Key Stage 1 and 2000 Key Stage 2 than pupils in schools where a high percentage (over 35%) of pupils are eligible. Results for other FSM bands lay between these extremes. This was true across the prior attainment spectrum, in all subjects at Key Stage 2, although the size of the gap varied between subjects.

29 In Key Stage 2 English (see chart G below), pupils in schools in the lowest FSM band reached, on average, the

same level as the upper quartile of pupils in schools in the highest FSM band, while the median line for pupils in schools in the highest FSM band was at the same level as the lower quartile line for pupils in schools in the lowest FSM band. The gap was, on average, 8 marks which is about a third of a level. However, the gap between FSM bands was smaller at the higher end of the prior attainment range.

30 In Key Stage 2 reading (chart H on the following page), pupils in schools with low FSM again reached on average the same level as the upper quartile of pupils in schools with high FSM, while the median outcome for pupils in schools with high FSM was similar to the outcome of the lower quartile of pupils in schools with low FSM. The gap between the median lines of pupils in the two FSM bands for reading was greater than that shown in English overall, with the difference being as much as half a level.

CHART G: 2000 Key Stage 2 English Value Added Graph, by FSM Band

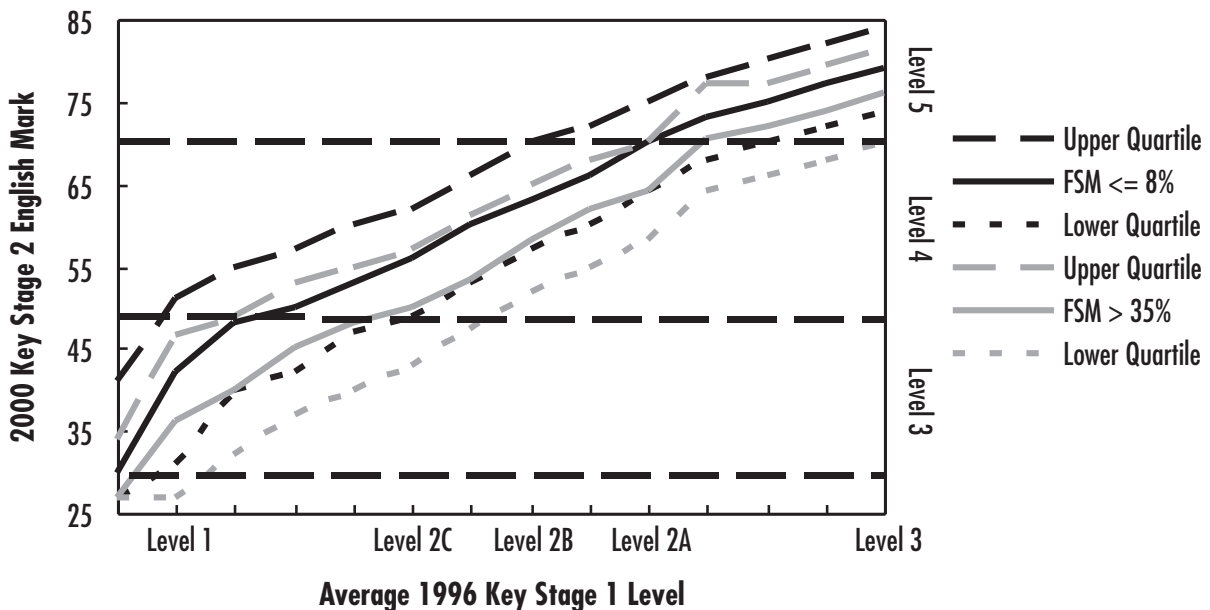
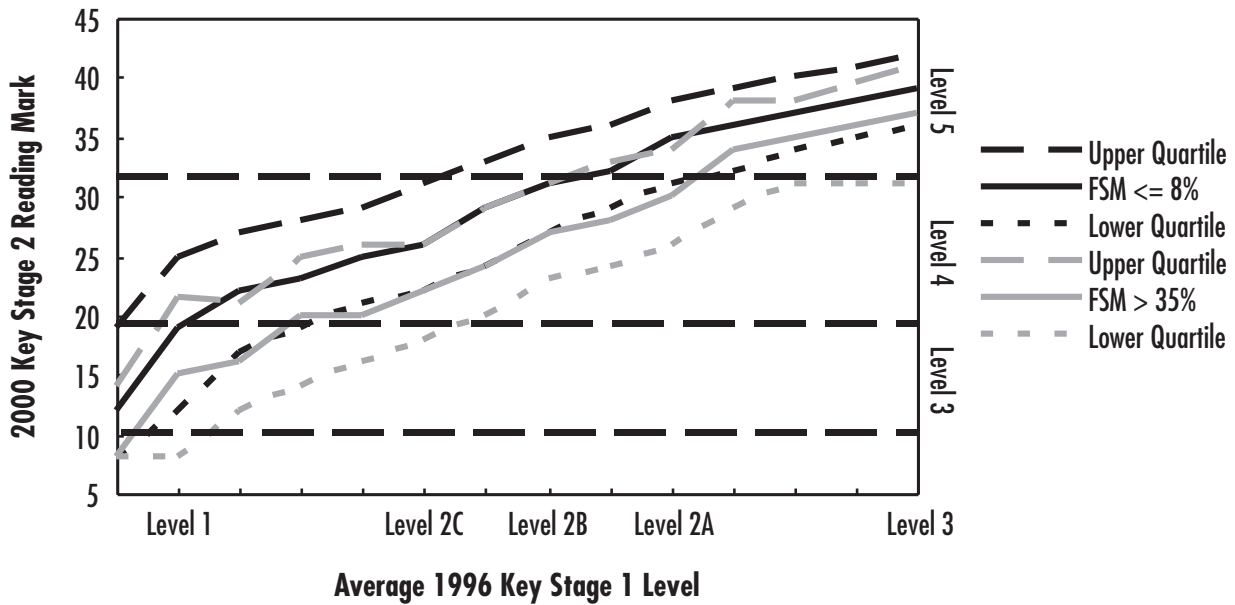


CHART H: 2000 Key Stage 2 Reading Value Added Graph, by FSM Band



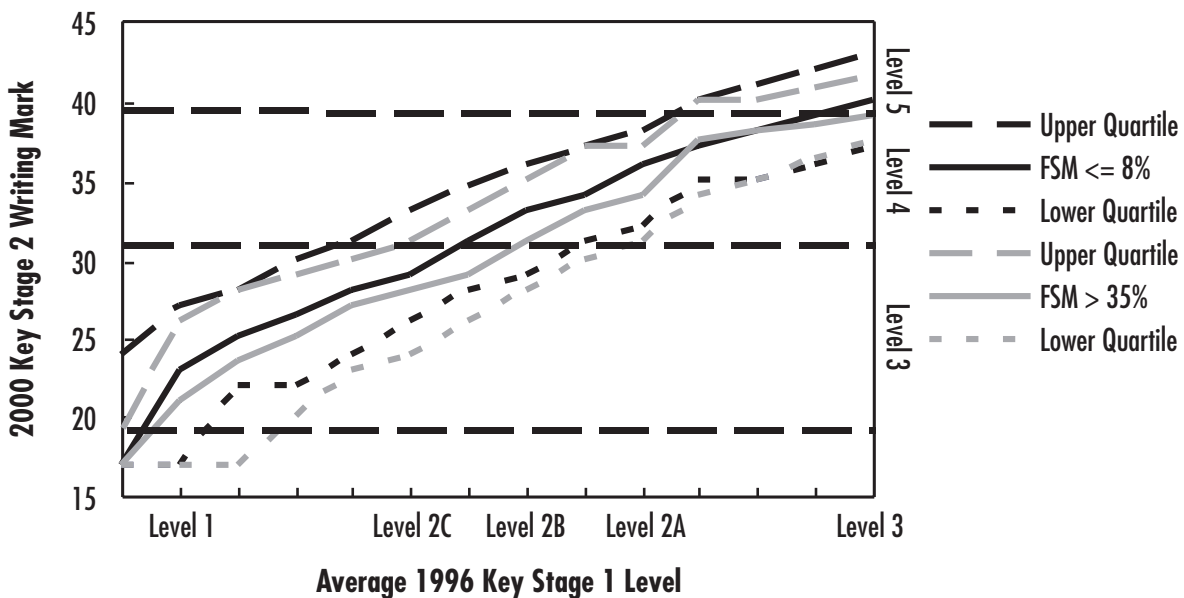
31 In Key Stage 2 writing (chart I below) the gap between pupils in schools in the low FSM band and pupils in schools in the high FSM band was smaller than it was for reading, typically about 2 marks, or a fifth of a level. At the top of the prior attainment spectrum (an average level 2A or above) pupils in schools in the two bands typically achieved very similar results in Key Stage 2 writing.

32 In Key Stage 2 mathematics, the difference between pupils in schools in the low FSM band and pupils in schools in the high FSM band was greater for pupils with lower prior attainment, particularly those with an average level 2C or below at Key Stage 1. A pupil in a school in the low FSM band would typically have had a prior attainment of an average level 2C or above at Key Stage 1 if they progressed to a level 4 in Key Stage 2

mathematics, but a pupil in a school in the high FSM band would have had a prior attainment of an average level 2B or above in Key Stage 1 to have progressed to a level 4 in Key Stage 2 mathematics. However, pupils in both FSM bands that reached a level 5 in Key Stage 2 mathematics had a similar prior attainment of around an average level 3 at Key Stage 1. (Chart 2.10)

33 In Key Stage 2 science, the difference between low and high FSM bands was again larger for pupils with low prior attainment. The median outcome for pupils with a level 2C on average at Key Stage 1 was half a level higher in Key Stage 2 science if they were in a school with low levels of FSM than if they were in a school with high levels of FSM. (Chart 2.11)

CHART I: 2000 Key Stage 2 Writing Value Added Graph, by FSM Band



Key Stage 2 – Key Stage 3

Key Points

34 The key points for this section are:

- The expected level at Key Stage 2 is a level 4. Most pupils who achieve this progress to the expected level at Key Stage 3, a level 5 or level 6.
- Most pupils who achieve a level 2 at Key Stage 2 do not progress to the expected level at Key Stage 3.
- At Key Stage 3 in 2000, 32% of pupils who achieved an average Level 4 in their 1997 Key Stage 2 test reached a Level 6 or above in Key Stage 3 English, while 52% achieved a Level 6 or above in mathematics, and 33% achieved a Level 6 or above in science.
- At Key Stage 3 in 2000, 35% of pupils who achieved an average Level 3 in their 1997 Key Stage 2 test reached a Level 5 or above in Key Stage 3 English, while 28% achieved a Level 5 or above in mathematics, and 23% achieved a Level 5 or above in science.
- The number of pupils achieving a level 5 and above in Key Stage 3 English has fallen between 1998 and 2000, for pupils in all prior attainment groups. The number of pupils achieving a level 5 and above in Key Stage 3 mathematics has fallen slightly between 1998 and 2000, for pupils in all prior attainment groups. The number of pupils achieving a level 5 and above in Key Stage 3 science has fallen between 1998 and 2000, for pupils with low prior attainment, and has risen slightly for pupils with high prior attainment.
- On average, girls progressed more than boys in English between Key Stage 2 and Key Stage 3, while boys progressed more than girls in mathematics and science. The largest gender gap was in English, while the gender gaps in mathematics and science were small.

Introduction

35 Analysis of the progress made between Key Stage 2 and Key Stage 3 is shown in annex 3. The data used for this analysis are a nationally representative sample of approximately 400,000 pupils whose 1997 Key Stage 2 results have been matched to their 2000 Key Stage 3 results by QCA. This excludes pupils who were absent or disapplied from the tests.

Value Added Charts

36 The following value added charts show, for pupils in each Key Stage 2 prior attainment group, the median, upper and lower quartiles of their Key Stage 3 results three years later. In these charts, the Key Stage 2 prior attainment used is a pupil's average test level. In 1997, this was calculated from their English, mathematics and science test levels. In Key Stage 3 the English attainment is test marks. For Key Stage 3 mathematics and science there were tiered papers using different marks specific to the tier. The charts below are based on a translation of these to a common framework. As before, for each level of prior attainment at Key Stage 2, 25% of pupils have Key Stage 3 results which lie above the upper quartile, and 25% of pupils have results that lie below the lower quartile. These points have then been joined up to produce the lines shown.

37 The value added chart below (chart J) shows the outcomes in Key Stage 3 English for each prior attainment point. It shows that for pupils with a prior attainment of a level 3 at Key Stage 2, the median outcome at Key Stage 3 in 2000 was a level 4, while for pupils with a prior attainment of a level 4, the median outcome was a level 5. The median outcome for pupils with a prior attainment of a level 5 was a level 6 in Key Stage 3 English.

CHART J: 2000 Key Stage 3 English Value Added Graph

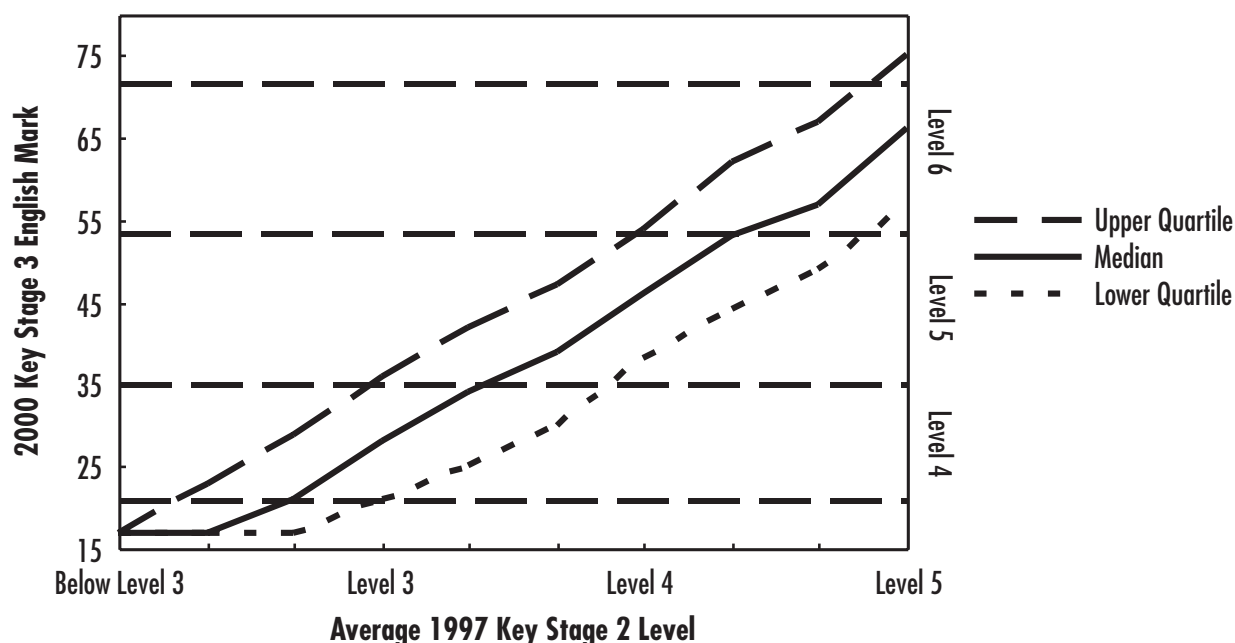


CHART K: 2000 Mathematics Key Stage 3 Value Added Graph

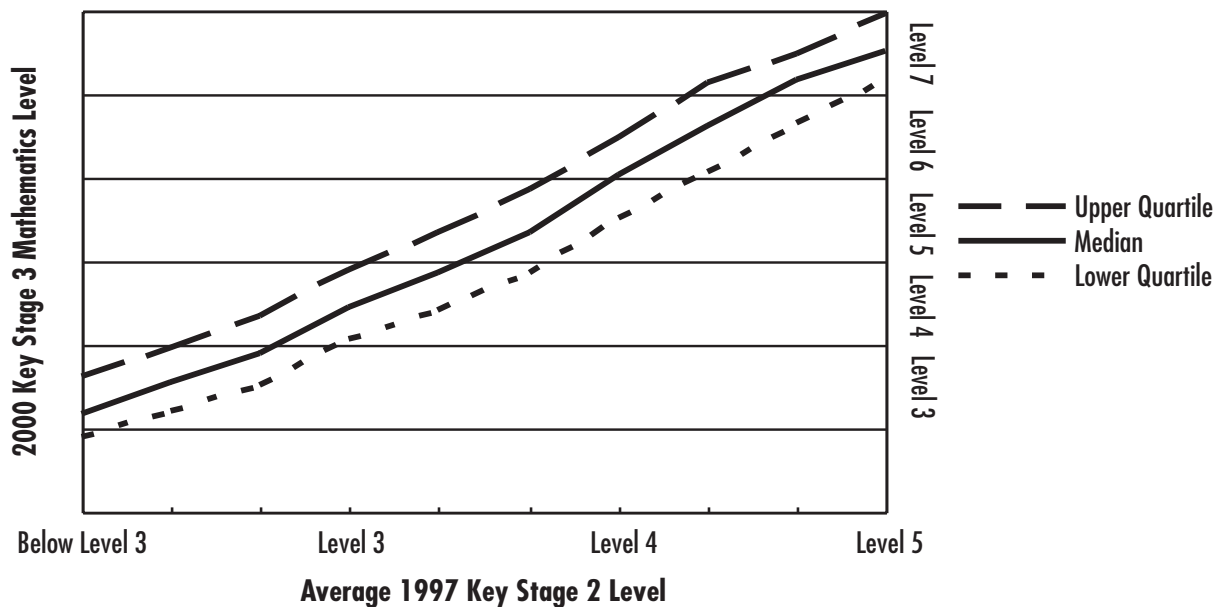
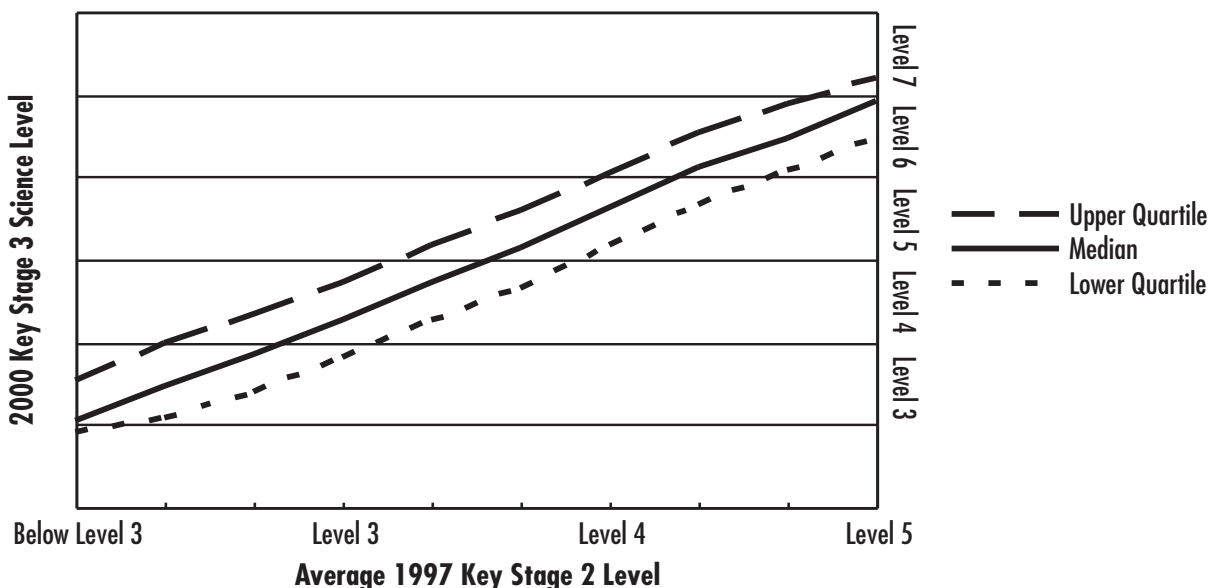


CHART L: 2000 Science Key Stage 3 Value Added Graph



38 The value added chart above (chart K) shows the outcomes for Key Stage 3 mathematics. It shows that for pupils with a prior attainment of a level 3 at Key Stage 2, the median outcome at Key Stage 3 in 2000 was a level 4, while for pupils with a prior attainment between a level 3 and a level 4, the median outcome was a level 5. The median outcome for pupils with a prior attainment of between a level 4 and a level 5 was a level 6, whilst the median outcome for pupils with a prior attainment of a level 5 was a level 7 in Key Stage 3 mathematics.

39 The value added chart above (chart L) shows the outcomes for Key Stage 3 science. It shows that for pupils with a prior attainment of a level 3 at Key Stage 2, the median outcome at Key Stage 3 in 2000 was a level 4, while for pupils with a prior attainment of a level 4, the median outcome was a level 5. The median outcome for pupils with a prior attainment of a level 5 was a level 6 in Key Stage 3 science.

Progress Tables

40 The following tables, and the tables in annex 3 show, for pupils with similar prior attainment in 1997 Key Stage 2, the distribution of their attainment in 2000 Key Stage 3. The annex shows two of these tables for each subject, with the prior attainment in one table being average Key Stage 2 levels, and in the other being the level achieved at Key Stage 2 in the respective subject. The tables below use the former prior attainment measure.

41 Where B3 is shown as one of the attainment levels for Key Stage 3, this covers pupils who obtained below a level 3, including a compensatory level 2. B4 covers all pupils who obtained below a level 4, including a compensatory level 3.

Subject Analysis

42 Tables G to I below show the Key Stage 3 attainment distribution for English, mathematics and science, using

average Key Stage 2 levels as the prior attainment measure.

TABLE G:
Progression of pupils between 1997 Key Stage 2 and 2000 Key Stage 3

		Percentage of pupils achieving each level						Total
		KS3 English level						
		B4	4	5	6	7	8	
KS2 Average Level	B3	74	22	4	0	0	0	100%
	3	21	44	31	4	0	0	100%
	4	2	17	49	27	5	0	100%
	5	0	2	23	46	24	4	100%

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

B4 represents pupils who obtained below a level 4, including a compensatory level 3

TABLE H:
Progression of pupils between 1997 Key Stage 2 and 2000 Key Stage 3

		Percentage of pupils achieving each level						Total	
		KS3 Mathematics level							
		B3	3	4	5	6	7	8	
KS2 Average Level	B3	27	56	16	1	0	0	0	100%
	3	1	20	50	24	4	0	0	100%
	4	0	1	12	35	38	14	1	100%
	5	0	0	0	4	23	58	15	100%

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE I:
Progression of pupils between 1997 Key Stage 2 and 2000 Key Stage 3

		Percentage of pupils achieving each level						Total	
		KS3 Science level							
		B3	3	4	5	6	7	8	
KS2 Average Level	B3	34	47	17	2	0	0	0	100%
	3	3	25	50	21	2	0	0	100%
	4	0	2	18	47	30	3	0	100%
	5	0	0	1	13	53	29	4	100%

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

43 A higher percentage of pupils with low prior attainment (average level 3 and below at Key Stage 2) achieved level 5 in English than in mathematics or science. For example, 31% of pupils with an average prior attainment of level 3 achieved level 5 in English, compared to 24% of the same group in mathematics, and 21% in science.

44 Pupils with high prior attainment (average level 5 at Key Stage 2) progressed more in mathematics between Key Stage 2 and Key Stage 3 than they did in either English or science. Of the pupils who obtained an average level 5 at Key Stage 2, 58% achieved a level 7 in Key Stage 3 mathematics, 24% a level 7 in Key Stage 3 English, and 29% a level 7 in Key Stage 3 science.

45 Annex 3 also includes some tables which show the outcomes in a particular subject, using the same subject for the prior attainment measure, for example mathematics Key Stage 3 outcomes related to Key Stage 2 mathematics. These give slightly different results from the tables which use the average prior attainment. (Tables 3.1B, 3.2B and 3.3B)

Comparisons Over Time

46 The percentage of pupils achieving level 5 or above, and level 6 or above in Key Stage 3 English fell each year between 1998 and 2000, for every prior attainment level.

TABLE J:
Progression of pupils between Key Stage 2 and Key Stage 3

		Percentage of pupils achieving each level					
		KS3 English level					
		1998		1999		2000	
		L5+	L6+	L5+	L6+	L5+	L6+
KS2 Average Level	B3	18	3	6	1	4	0
	3	48	12	40	5	35	4
	4	86	50	84	36	81	32
	5	98	83	98	78	97	75

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

47 The percentage of pupils in lower prior attainment groups (those with an average level 3 or below at Key Stage 2) that achieved a level 5 or above, and level 6 or above in Key Stage 3 mathematics also fell each year between 1998 and 2000. The percentage of pupils with high prior attainment at Key Stage 2 (an average level 4 or level 5) that achieved a level 5 or above, and level 6 or above in Key Stage 3 mathematics remained constant, or increased between 1998 and 1999, and then fell between 1999 and 2000.

TABLE K:
Progression of pupils between Key Stage 2 and Key Stage 3

		Percentage of pupils achieving each level					
		KS3 Mathematics level					
		1998		1999		2000	
		L5+	L6+	L5+	L6+	L5+	L6+
KS2 Average Level	B3	5	1	4	1	2	0
	3	38	8	32	5	28	4
	4	86	55	89	55	87	52
	5	99	94	99	96	99	96

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

48 The percentage of pupils with low prior attainment at Key Stage 2 (an average level 3 or below) that achieved a level 5 or above, and level 6 or above in Key Stage 3 science either fell or remained constant each year between 1998 and 2000. However, the percentage of pupils with high prior attainment at Key Stage 2 (an average level 4 or level 5) that achieved a level 5 or above, and level 6 or above in Key Stage 3 science rose

slightly between 1999 and 2000, after having fallen between 1998 and 1999.

TABLE L:
Progression of pupils between Key Stage 2 and Key Stage 3

		Percentage of pupils achieving each level					
		KS3 Science level					
		1998		1999		2000	
KS2 Average Level		L5+	L6+	L5+	L6+	L5+	L6+
B3		6	0	4	1	2	0
3		32	5	23	2	23	2
4		82	39	79	30	80	33
5		98	85	98	83	99	86

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

Analysis by Gender

49 Girls progressed more on average in English between 1997 Key Stage 2 and 2000 Key Stage 3 than boys (see chart M below), whatever their prior attainment starting point. In general, the degree to which girls out-performed boys was independent of their prior attainment, with the girls' median line being, in most places, about a third of a level above the boys'. In fact, the girls' median line was at the same level as the boys' upper quartile line, while the boys' median line was at the same level as the girls' lower quartile line.

50 In both mathematics (chart N below) and science (chart O following page) boys progressed slightly more on average between Key Stage 2 and Key Stage 3 than girls. The gap in mathematics was particularly small,

CHART M: 2000 Key Stage 3 English Value Added Graph, by Gender

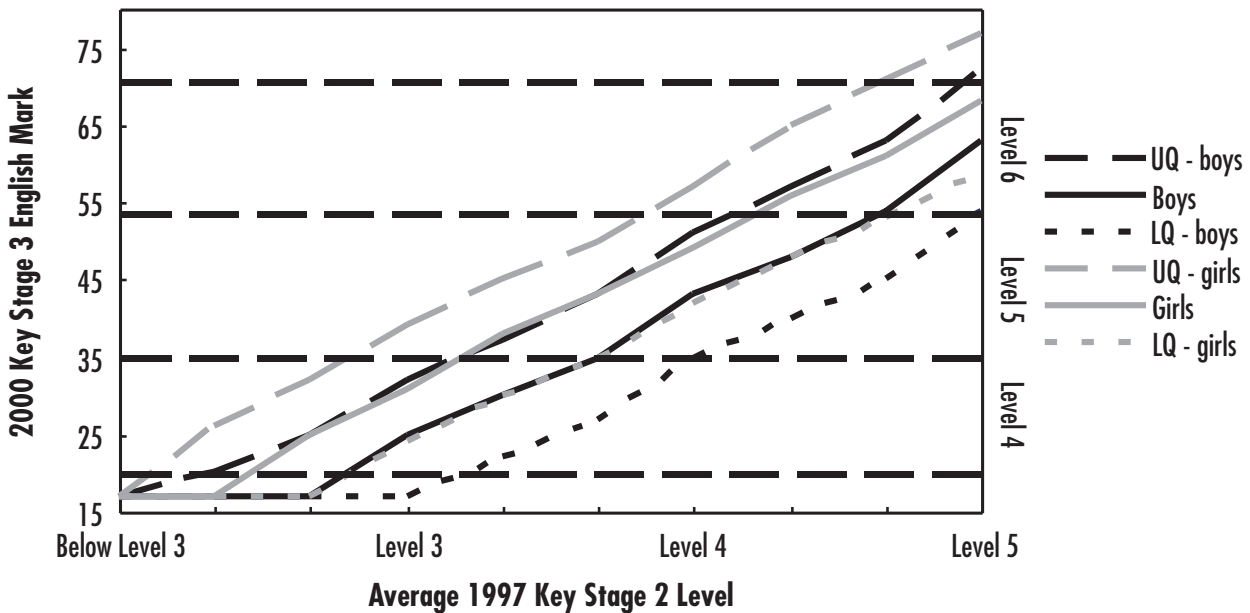


CHART N: 2000 Key Stage 3 Mathematics Value Added Graph, by Gender

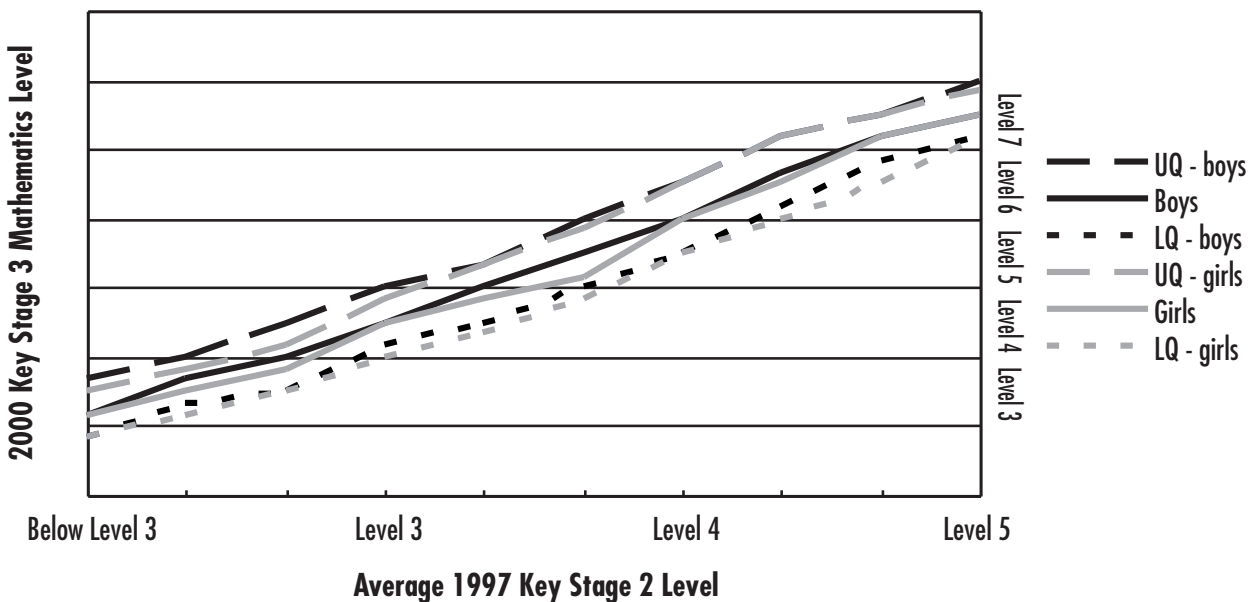
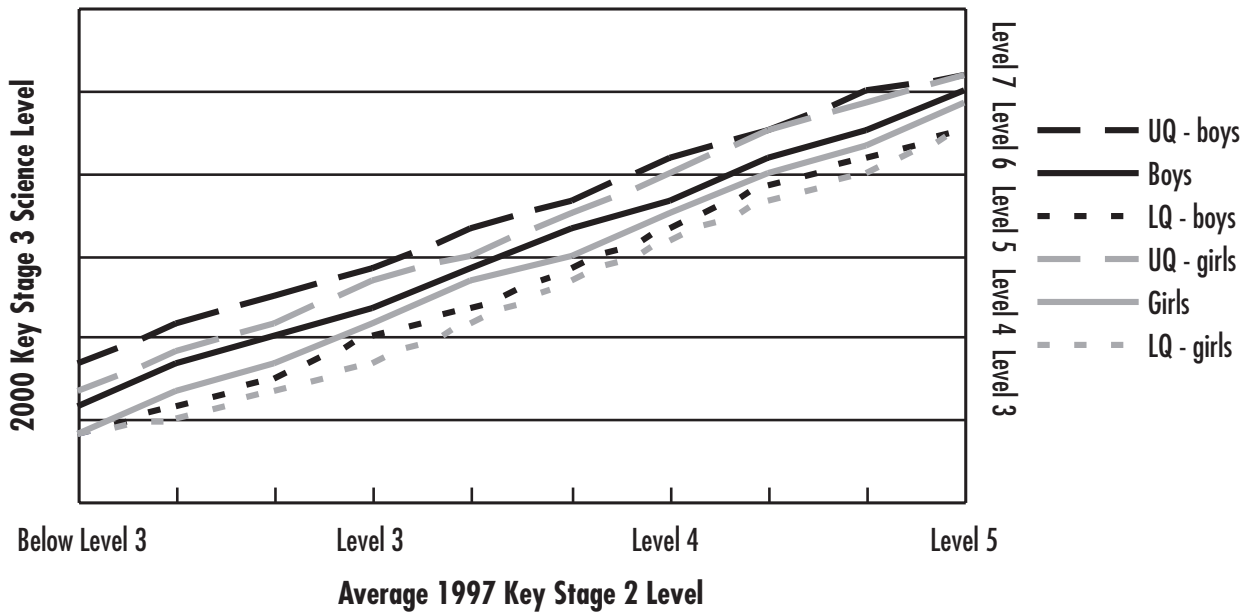


CHART O: 2000 Key Stage 3 Science Value Added Graph, by Gender



with the girls' and boys' median lines being at the same point for some prior attainment starting points. In science, boys out-performed girls by around a quarter of a level, whatever their prior attainment, with the median line for boys lying between the median and upper quartile lines for girls.

their 2000 (or earlier) GCSE/GNVQ results. This is the vast majority of the cohort, but excludes pupils such as those who were absent or disapplied from the Key Stage 3 tests and pupils who were not entered for any GCSE/GNVQs.

Key Stage 3 – GCSE/GNVQ

Key Points

51 The key points in this section are:

- The expected level at Key Stage 3 is a level 5 or a level 6. Most pupils who get below this level do not gain five or more GCSEs at grades A*-C, or GNVQ equivalent. Most pupils who have a prior attainment of a level 6 at Key Stage 3 gain five or more GCSEs at grades A*-C, or GNVQ equivalent.
- In 2000, 51% of pupils who obtained an average level 5 in their 1998 Key Stage 3 tests achieved five or more GCSEs at A*-C, while 22% of this same group achieved eight or more GCSEs at A*-C. Of the pupils who achieved a level 6 on average at Key Stage 3, 93% achieved five or more GCSEs at A*-C, and 73% achieved eight or more GCSEs at A*-C.
- Progress between Key Stage 3 and GCSE/GNVQ was similar in 2000 to the previous cohort, for pupils in all prior attainment groups.
- On average, girls progressed more than boys between Key Stage 3 and GCSE/GNVQ whatever their prior attainment starting point.

Introduction

52 Analysis of the progress made between Key Stage 3 and GCSE/GNVQ is shown in annex 4. The data used for this analysis are approximately 500,000 pupils whose 1998 Key Stage 3 results have been matched to

Value Added Charts

53 The following value added charts show, for pupils in each 1998 Key Stage 3 prior attainment group, the median, upper and lower quartiles of their GCSE/GNVQ results two years later. In these charts, the Key Stage 3 prior attainment used is a pupil's average test level. In 1998, this was calculated from their English, mathematics and science test levels. GCSE/GNVQ attainment is measured in total GCSE/GNVQ points where an A* is worth 8 points, an A worth 7 points, etc. An intermediate GNVQ is broadly equivalent to four GCSEs at grades A*-C, while a foundation GNVQ is broadly equivalent to four GCSEs at grades D-G. As before, the quartile lines are shown, and for each level of prior attainment, 25% of pupils have GCSE/GNVQ results which lie above the upper quartile, and 25% of pupils have results that lie below the lower quartile. These points have then been joined up to produce the lines shown.

54 The value added chart on the following page (chart P) shows the GCSE/GNVQ outcomes for each prior attainment point in total GCSE/GNVQ points, defined for each pupil as the sum of the points they obtained for each GCSE/GNVQ. The chart shows that for pupils with a prior attainment of an average level 5 at Key Stage 3, the median outcome at GCSE/GNVQ in 2000 was a total of around 40 points, while for pupils with a prior attainment of an average level 6 at Key Stage 3 the median outcome was a total of around 50 points. Individual charts are also shown in annex 4 for GCSE English, mathematics and science: for each of these the vertical axis shows the points score equivalence of the grades pupils could obtain. (Charts 4.2 to 4.4)

CHART P: 2000 GCSE/GNVQ Total Points Value Added Graph

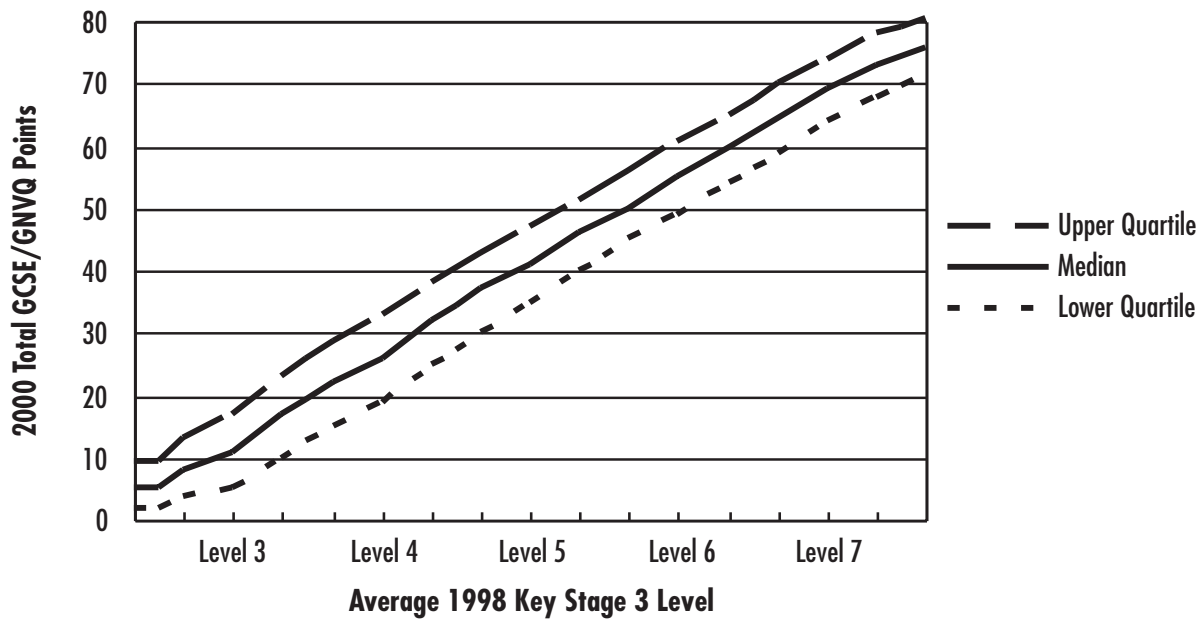


TABLE M:
Progression of pupils between 1998 Key Stage 3 and 2000 GCSE / GNVQ

		Percentage of pupils achieving different numbers of GCSEs at grades A* - C										
		0	1	2	3	4	5	6	7	8+	5+	
KS3 Average Level	B3	89	9	1	0	0	0	0	0	0	0	0
	3	80	15	4	1	0	0	0	0	0	0	1
	4	48	21	11	7	5	3	2	1	2	8	
	5	11	9	9	10	10	10	10	9	22	51	
	6	1	1	1	2	3	4	6	9	73	93	
	7	0	0	0	0	0	0	1	2	97	99	
	8	0	0	0	0	0	0	0	0	99	100	

Figures have been rounded and may not add up to 100%
0% represents some pupils but less than 0.5%
B3 represents pupils who obtained below a level 3, including a compensatory level 2

Progress Tables

55 The table above shows, for pupils with similar prior attainment in 1998 Key Stage 3, the distribution of their attainment at GCSE/GNVQ, by showing how many GCSEs at grades A*-C, or GNVQ equivalent, pupils in each prior attainment group achieved.

56 Over 90% of pupils with high prior attainment (an average level 6 or above) achieved five or more GCSEs at grades A* - C in 2000. Almost all pupils with very high prior attainment (an average level 7 or 8 at Key Stage 3) achieved eight or more GCSEs at grades A* - C. Very few pupils with low prior attainment of an average level 4 or below at Key Stage 3 achieved five or more GCSEs at grades A* - C, for example only 8% of pupils with an average Key Stage 3 prior attainment of level 4 achieved five or more GCSEs at grades A* - C. Pupils with a prior attainment of a level 5 on average at Key Stage 3 were almost as likely to get no GCSEs at grades A* - C as they were to get up to seven GCSEs at grades A* - C.

Comparisons Over Time

57 Table N below shows that in 2000 the percentage of pupils achieving five or more GCSEs at grades A* - C

was similar to the previous cohort, for all Key Stage 3 average prior attainment starting points. Chart 4.5 in annex 4 shows similar results for the total GCSE/GNVQ points pupils achieved in 1999 and 2000.

TABLE N:
Progression of pupils between Key Stage 3 and GCSE/GNVQ

		Percentage of pupils gaining 5+ GCSEs at A* - C	
		1999	2000
KS3 Average Level	B3	1	0
	3	0	1
	4	6	8
	5	49	51
	6	93	93
	7	100	99
	8	100	100

0% represents some pupils but less than 0.5%
B3 represents pupils who obtained below a level 3, including a compensatory level 2

Analysis by Gender

58 Between 1998 Key Stage 3 and 2000 GCSE, girls progressed more than boys across the prior attainment

spectrum when an average level at Key Stage 3 was used as the prior attainment measure.

TABLE O:
Progression of pupils between 1998 Key Stage 3 and 2000 GCSE/GNVQ

KS3 Average Level	Percentage of pupils gaining 5+ and 8+ GCSEs at A*-C			
	Boys		Girls	
	5+	8+	5+	8+
B3	0	0	1	0
3	0	0	1	0
4	5	1	12	3
5	43	15	59	28
6	90	65	95	81
7	99	96	100	98
8	100	99	100	99

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

59 Chart 4.6 in annex 4 considers the total GCSE/GNVQ points achieved by boys and girls in 2000 and also shows that more progress was made on average by girls in 2000 than by boys, for all prior attainment starting points. The difference between the two median lines is around 4 GCSE points, or the equivalent of girls achieving on average an extra GCSE at grade D.

Key Stage 2 – GCSE/GNVQ

60 Analysis of the progress made between Key Stage 2 and GCSE/GNVQ is shown in annex 5. The data used for this analysis are a nationally representative sample of approximately 200,000 pupils whose 1995 Key Stage 2 results have been matched to their 2000 GCSE/GNVQ results. This excludes pupils who were absent or disappplied from the Key Stage 2 tests, and those who were not entered for any GCSE/GNVQs.

Value Added Charts

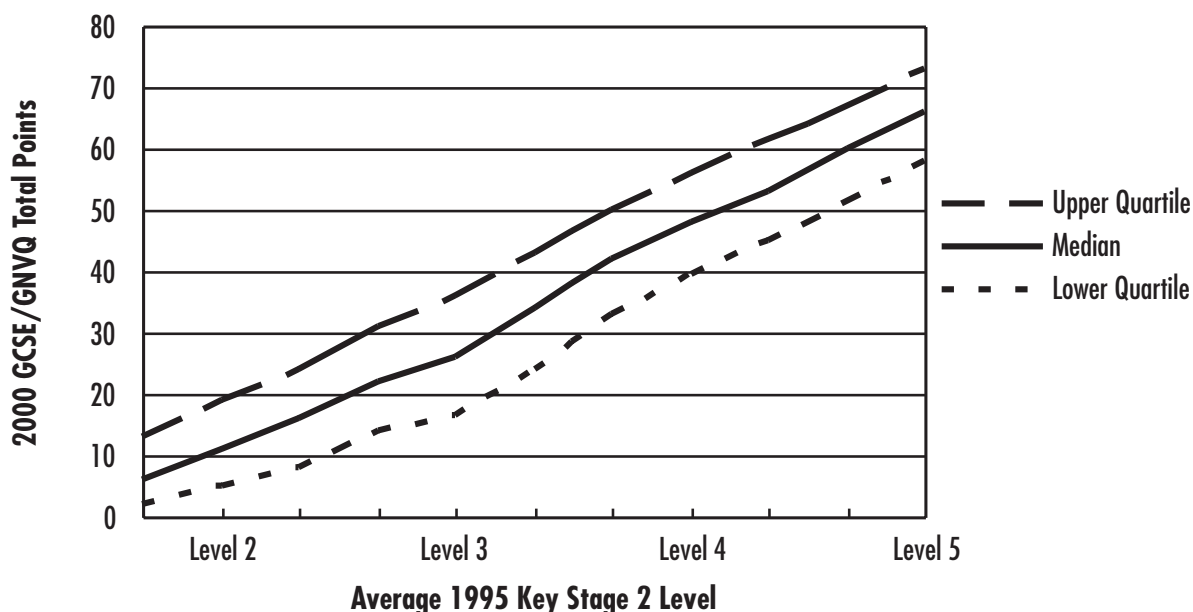
61 The value added chart below shows, for pupils in each Key Stage 2 prior attainment group, the median, upper and lower quartiles of their GCSE/GNVQ results. In this chart, the Key Stage 2 prior attainment used is a pupil's average level. In 1995, this was calculated from their English, mathematics and science levels. Again, at each prior attainment level, 25% of pupils lie above the upper quartile, and 25% of pupils lie below the lower quartile. These points have then been joined up to produce the lines shown.

62 The value added chart below (chart Q) shows the GCSE/GNVQ outcomes for each prior attainment point in total GCSE/GNVQ points, defined for each pupil as the sum of the points they obtained for each GCSE/GNVQ. It shows that for pupils with a prior attainment of an average level 3 at Key Stage 2, the median outcome at GCSE/GNVQ in 2000 was a total of around 25 points, while for pupils with a prior attainment of an average level 4 at Key Stage 2 the median outcome was a total of around 50 points. Individual charts are also shown in annex 2 for GCSE English, mathematics and science: for each of these the vertical axis used is the points score equivalent to the grades pupils could obtain. (Charts 5.2 to 5.4)

Analysis by Free Schools Meals: Secondary Schools

63 The following charts compare progress made by pupils in schools with low percentages of eligibility for FSM (less than 5% of pupils were eligible) to progress made by pupils in schools with a high percentage of pupils (over 35%) eligible for FSM. These charts show progress between 1997 Key Stage 2 and 2000 Key Stage 3, 1998 Key Stage 3 and 2000 GCSE/GNVQ, and between 1995 Key Stage 2 and 2000 GCSE/GNVQ.

CHART Q: 2000 GCSE/GNVQ Total Points Value Added Graph



64 In each case, pupils in schools with low FSM progressed more than pupils in schools with high FSM, whatever their prior attainment starting point. The median lines for pupils in schools with FSM levels other than the two shown lie between these two.

65 Chart R below shows, for pupils in each average Key Stage 2 prior attainment group, the median, upper and lower quartiles of their English Key Stage 3 results, for pupils in schools with low FSM compared to pupils in schools with high FSM. For pupils with high prior attainment (an average Key Stage 2 result of above a level 4) the median line for pupils in schools with high FSM is at the same level as the lower quartile for pupils in schools with low FSM, while the median line for pupils in schools with low FSM is at the same level as the upper quartile for pupils in schools with high FSM. The difference between the two median lines for pupils at the lower end of the prior attainment spectrum is approximately a quarter of a level, while for pupils at

the upper end of the prior attainment spectrum (level 4 and above on average at Key Stage 2) the difference between the two median lines is nearer half a level.

66 Chart S below shows, for pupils in each average Key Stage 2 prior attainment group, the median, upper and lower quartiles of their mathematics Key Stage 3 results, for pupils in schools with low FSM compared to pupils in schools with high FSM. The picture is very similar to in Key Stage 3 English, but in this case, at the upper end of the prior attainment range (an average level 4 and above) the median line for pupils in schools with low FSM is above the upper quartile for pupils in schools with high FSM. The median line for pupils in schools with high FSM is below the lower quartile for pupils in schools with low FSM. The difference between the two median lines is about half a level.

67 Chart T below shows, for pupils in each average Key Stage 2 prior attainment group, the median, upper and

CHART R: 2000 Key Stage 3 English Value Added Graph, by FSM Band

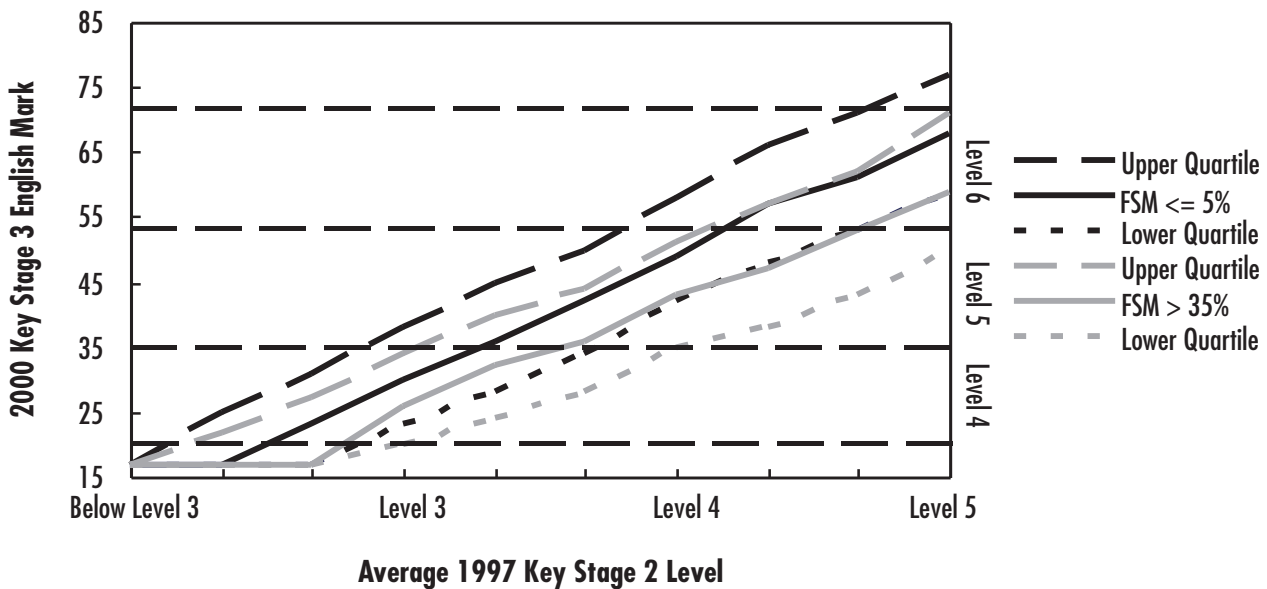


CHART S: 2000 Key Stage 3 Mathematics Value Added Graph, by FSM Band

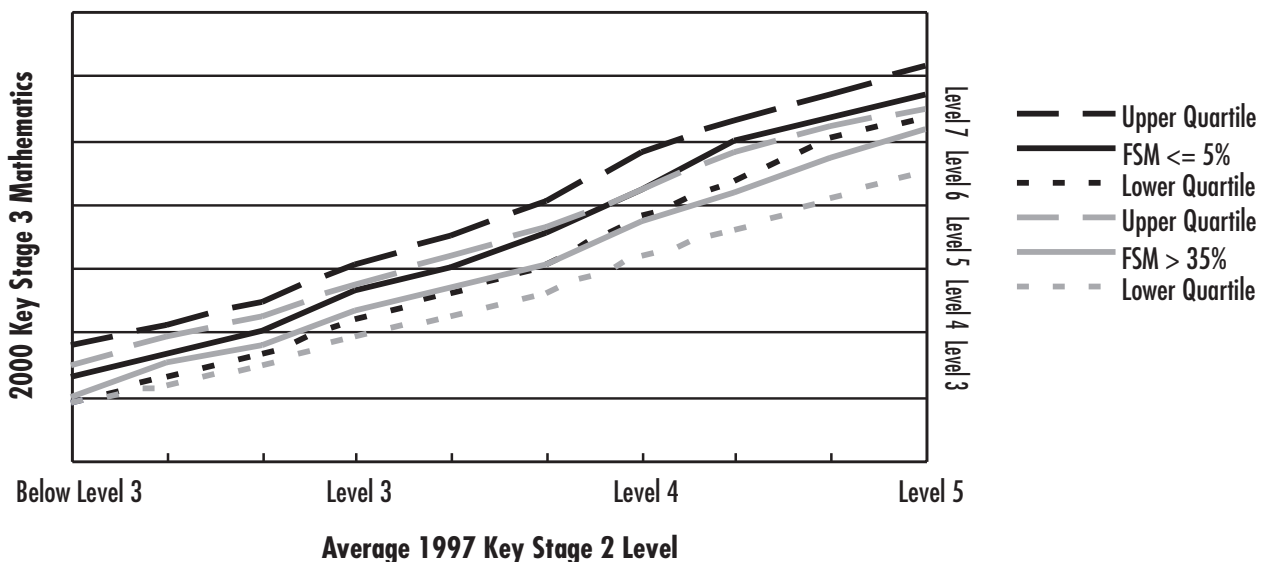


CHART T: 2000 Key Stage 3 Science Value Added Graph, by FSM Band

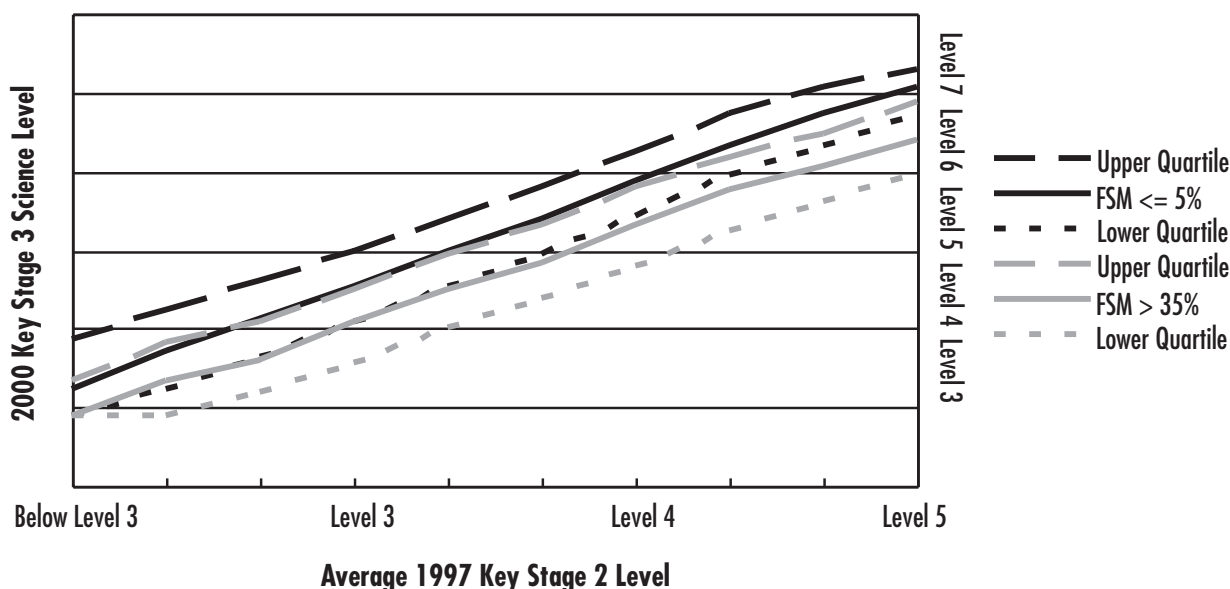
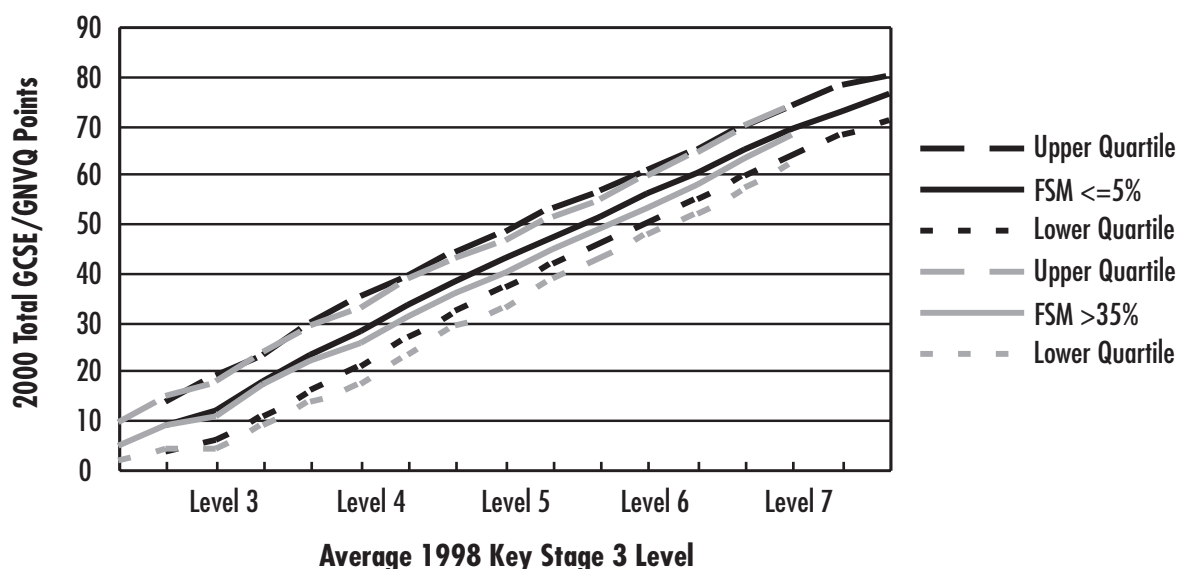


CHART U: 2000 GCSE/GNVQ Total Points Value Added Graph, by FSM Band



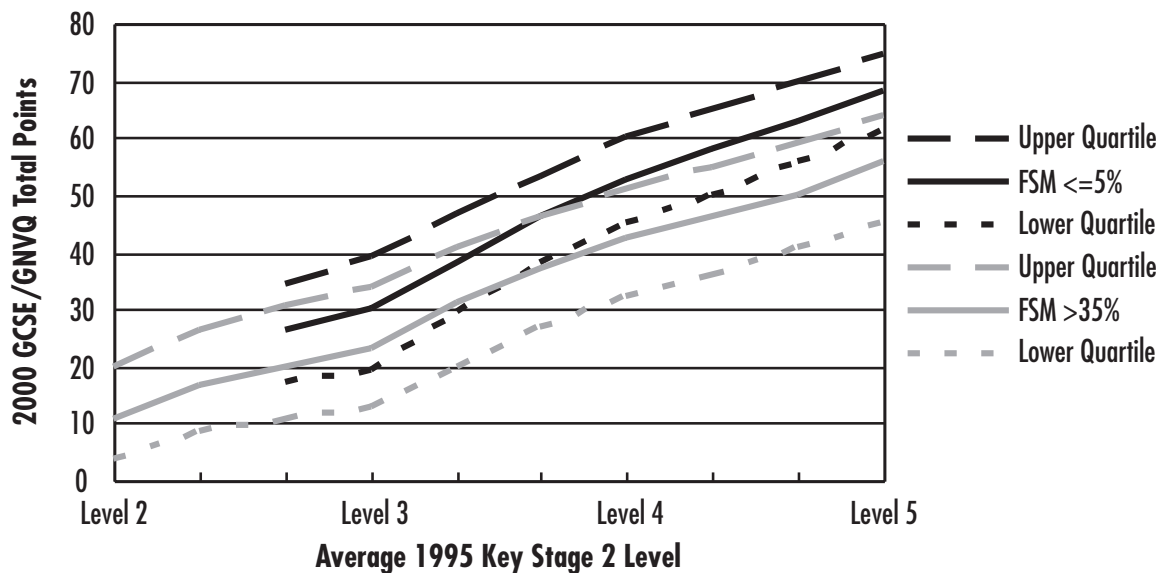
lower quartiles of their science Key Stage 3 results, for pupils in schools with low FSM compared to pupils in schools with high FSM. The picture is very similar to that in mathematics for pupils at the upper end of the prior attainment range. For pupils with lower prior attainment (below a level 4 on average at Key Stage 2) the median line for pupils in schools with high FSM is at the same level as the lower quartile for pupils in schools with low FSM, while the median line for pupils in schools with low FSM is at the same level as the upper quartile for pupils in schools with high FSM. The difference between the two median lines is about half a level.

68 Chart U above shows that between 1998 Key Stage 3 and 2000 GCSE/GNVQ pupils in schools with low levels of FSM also made more progress on average than pupils in schools with high levels of FSM, although the difference between the two bands was smaller than for Key Stage 2 - Key Stage 3. The difference between the

two median lines is also small compared to the spread between the median line and quartiles, for each FSM band. Whatever their prior attainment, pupils in schools with low FSM obtain on average no more than 3 GCSE points more than pupils with similar Key Stage 3 results in schools with high levels of FSM, which is the equivalent of an extra GCSE at grade E.

69 Chart V on the following page shows the combined effect of the Key Stage 2 - Key Stage 3 and Key Stage 3 - GCSE/GNVQ FSM charts. It shows that between 1995 Key Stage 2 and 2000 GCSE/GNVQ pupils in schools with low levels of FSM made more progress on average than pupils in schools with high levels of FSM. For pupils with high prior attainment (an average level 4 or above at Key Stage 2) the difference between the median outcomes of pupils in schools in the upper and lower FSM bands was as much as 12 GCSE points.

CHART V: 2000 GCSE/GNVQ Total Points Value Added Graph, by FSM Band



Further Information

70 Enquiries about the contents of this bulletin should be addressed to Alison Willott, Analytical Services, Department for Education and Employment, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT (Tel: 020 7925 5810). All Press Enquiries should be made to the Department’s Press Office at Sanctuary Buildings (Tel: 020 7925 6487).

71 This Statistical Bulletin, including all tables and charts in the annexes, is available on the DfEE statistics website at www.dfes.gov.uk/statistics

72 The data in this bulletin are the same data that are used in the value added section of the Autumn Package of Pupil Performance Information for Schools. The 2000 Autumn Package is available on the Department’s Standards Site at www.standards.dfes.gov.uk/performance

73 Information on progress made by pupils between GCSE/GNVQ and GCE A/AS level can be found in a further Statistical Bulletin entitled ‘GCSE/GNVQ and GCE A/AS Level Performance of Candidates Attempting

Two or More GCE A Levels or AS Equivalents in 1999/2000’, which was published in March 2001, and is also available on the DfEE statistics website.

74 The most recent bulletin showing 1999 Key Stage 1, Key Stage 2 and Key Stage 3 results was published in May 2000 and was entitled ‘National Curriculum Assessments of 7, 11 and 14 Year Olds in England - 1999’. The most recent Statistical Bulletin showing 1999 GCSE/GNVQ, A/AS Level and Advanced GNVQ results was also published in May 2000, and was entitled ‘GCSE/GNVQ and A/AS Level and Advanced GNVQ Examination Results 1998/99 - England’.

75 Two Statistical First Releases using provisional 2000 data, one giving National Curriculum results for Key Stage 1, 2 and 3 and the other giving GCSE/GNVQ, A/AS Level and Advanced GNVQ results were published towards the end of 2000. These are both available on the DfEE statistical website. Statistical Bulletins of these, containing final data, will be available on the website later on in the year.

ANNEX 1: NATIONAL RESULTS

TABLE 1.1:
Percentage of pupils achieving Level 2 or above in the Key Stage 1 tests/tasks over the last 5 years

KEY STAGE 1						
% of pupils achieving Level 2 or above in tests/tasks						
	Speaking & Listening	Reading	Writing	Spelling	Mathematics	Science
1996	-	78	79	-	82	-
1997	-	80	80	62	84	-
1998	-	80	81	66	84	-
1999	-	82	83	71	87	-
2000	-	83	84	72	90	-

- indicates that the subject was assessed by teacher assessment rather than test/task

TABLE 1.2:
Percentage of pupils achieving Level 4 or above in the Key Stage 2 tests over the last 5 years

KEY STAGE 2			
% of pupils achieving Level 4 or above in tests			
	English	Mathematics	Science
1996	57	54	62
1997	63	62	69
1998	65	59	69
1999	71	69	78
2000	75	72	85

TABLE 1.3:
Percentage of pupils achieving Level 5 or above in the Key Stage 3 tests over the last 5 years

KEY STAGE 3			
% of pupils achieving Level 5 or above in tests			
	English	Mathematics	Science
1996	57	57	57
1997	57	60	60
1998	65	59	56
1999	64	62	55
2000	63	65	59

TABLE 1.4:
Recent trends in the GNVQ / GCSE national results, over the last 5 years

GNVQ / GCSE			
	% achieving 5+ A*-C	% achieving 5+ A*-G	Average point score per pupil
1996	44.5	86.1	35.4
1997	45.1	86.4	35.9
1998	46.3	87.5	37.0
1999	47.9	88.5	38.1
2000	49.0	88.8	38.7

ANNEX 2: KEY STAGE 1–KEY STAGE 2

CHART 2.1: 2000 Key Stage 2 English Value Added Graph

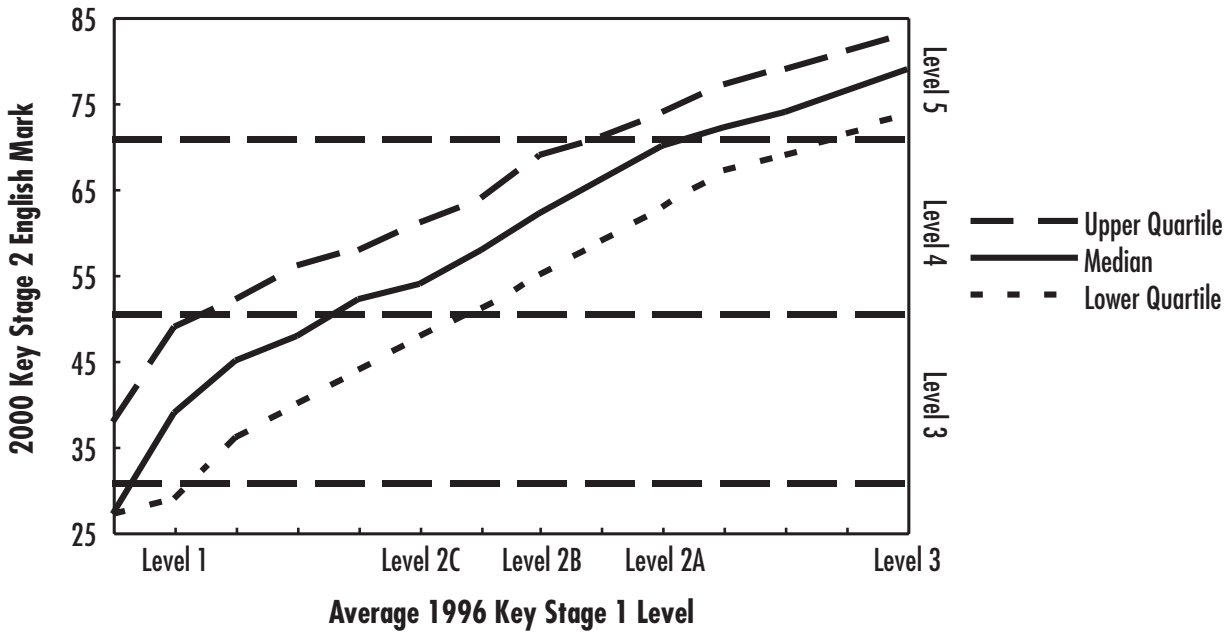


TABLE 2.1:
Progression of pupils between 1996 Key Stage 1 and 2000 Key Stage 2

		Percentage of pupils achieving each level					Total
		KS2 English level					
KS1 Average Level		B3	3	4	5	6	
	1	23	45	31	2	0	100%
	2C	2	26	66	6	0	100%
	2B	0	10	70	19	0	100%
	2A	0	2	52	46	0	100%
3	0	0	24	75	0	100%	

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

CHART 2.2: 2000 Key Stage 2 Mathematics Value Added Graph

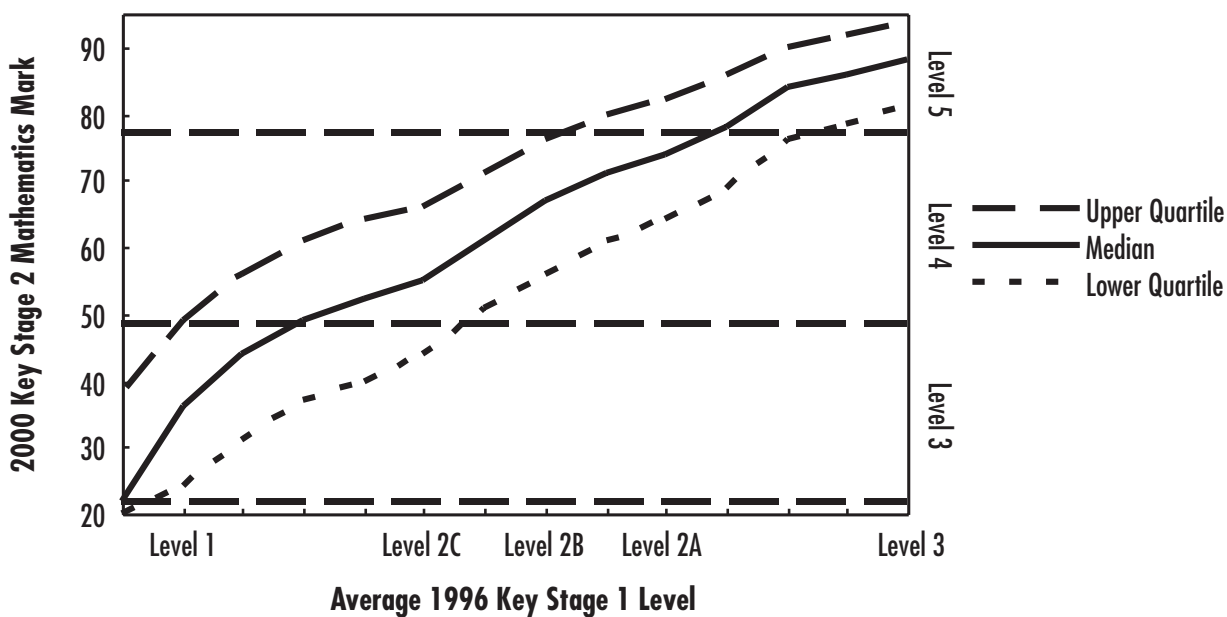


TABLE 2.2A:
Progression of pupils between 1996 Key Stage 1 and 2000 Key Stage 2
(average level prior attainment)

		Percentage of pupils achieving each level					Total
		KS2 Mathematics Level					
KS1 Average Level		B3	3	4	5	6	
	1	20	47	30	2	0	100%
	2C	3	35	56	6	0	100%
	2B	0	17	66	17	0	100%
	2A	0	6	59	34	0	100%
3	0	1	32	65	1	100%	

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE 2.2B:
Progression of pupils between 1996 Key Stage 1 and 2000 Key Stage 2
(mathematics level prior attainment)

		Percentage of pupils achieving each level				Total
		KS2 Mathematics Level				
KS1 Mathematics Level		B3	3	4	5	
	1	26	51	23	1	100%
	2C	3	37	55	5	100%
	2B	1	18	66	15	100%
	2A	0	7	59	34	100%
3	0	1	31	68	100%	

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

CHART 2.3: 2000 Key Stage 2 Science Value Added Graph

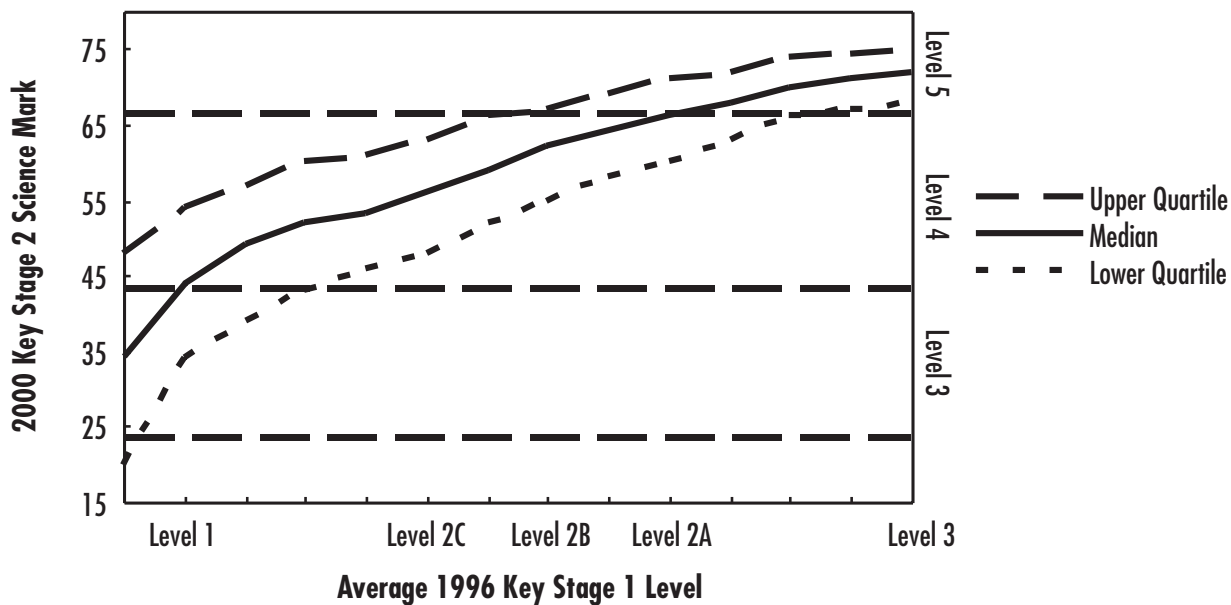


TABLE 2.3:
Progression of pupils between 1996 Key Stage 1 and 2000 Key Stage 2

		Percentage of pupils achieving each level					Total
		KS2 Science Level					
KS1 Average Level		B3	3	4	5	6	
	1	10	29	53	7	0	100%
	2C	1	12	70	17	0	100%
	2B	0	4	63	32	0	100%
	2A	0	1	47	52	0	100%
3	0	0	24	75	0	100%	

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

CHART 2.4: 2000 Key Stage 2 Reading Value Added Graph

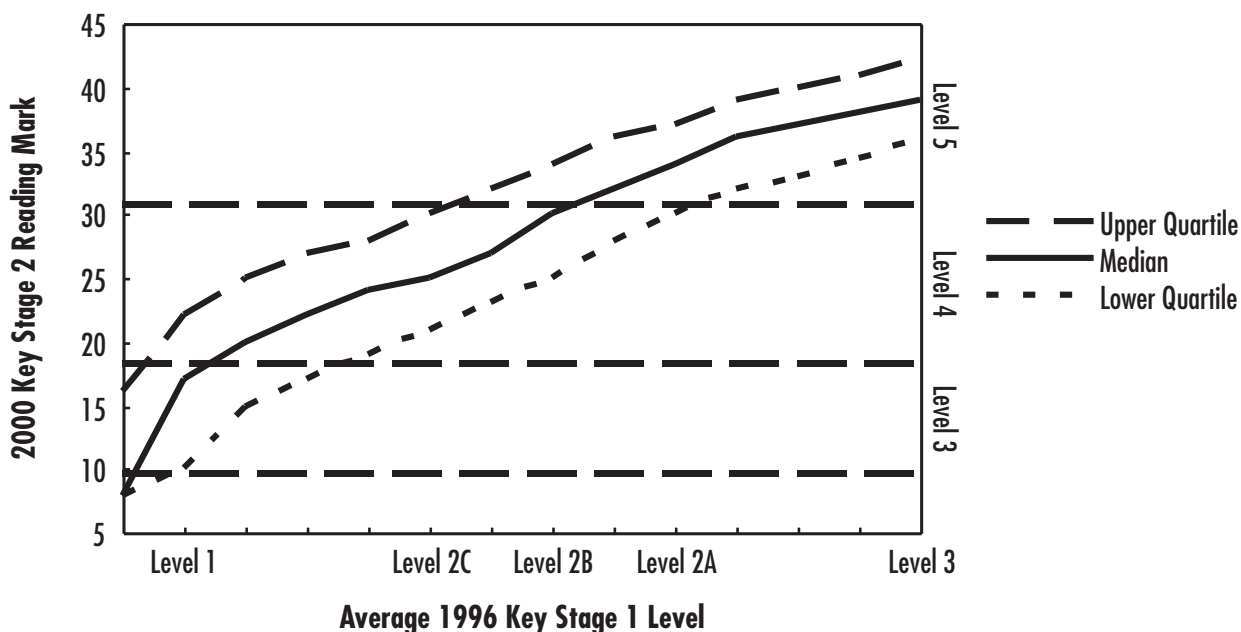


TABLE 2.4A:
Progression of pupils between 1996 Key Stage 1 and 2000 Key Stage 2
(average level prior attainment)

		Percentage of pupils achieving each level				
		KS2 Reading Level				
		B3	3	4	5	Total
KS1 Average Level	1	22	26	45	7	100%
	2C	2	12	65	21	100%
	2B	0	4	55	41	100%
	2A	0	1	32	67	100%
	3	0	0	12	87	100%

0% represents some pupils but less than 0.5%
B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE 2.4B:
Progression of pupils between 1996 Key Stage 1 and 2000 Key Stage 2
(reading level prior attainment)

		Percentage of pupils achieving each level				
		KS2 Reading Level				
		B3	3	4	5	Total
KS1 Reading Level	1	24	26	43	7	100%
	2C	3	12	64	22	100%
	2B	0	4	57	39	100%
	2A	0	2	45	53	100%
	3	0	0	16	84	100%

0% represents some pupils but less than 0.5%
B3 represents pupils who obtained below a level 3, including a compensatory level 2

CHART 2.5: 2000 Key Stage 2 Writing Value Added Graph

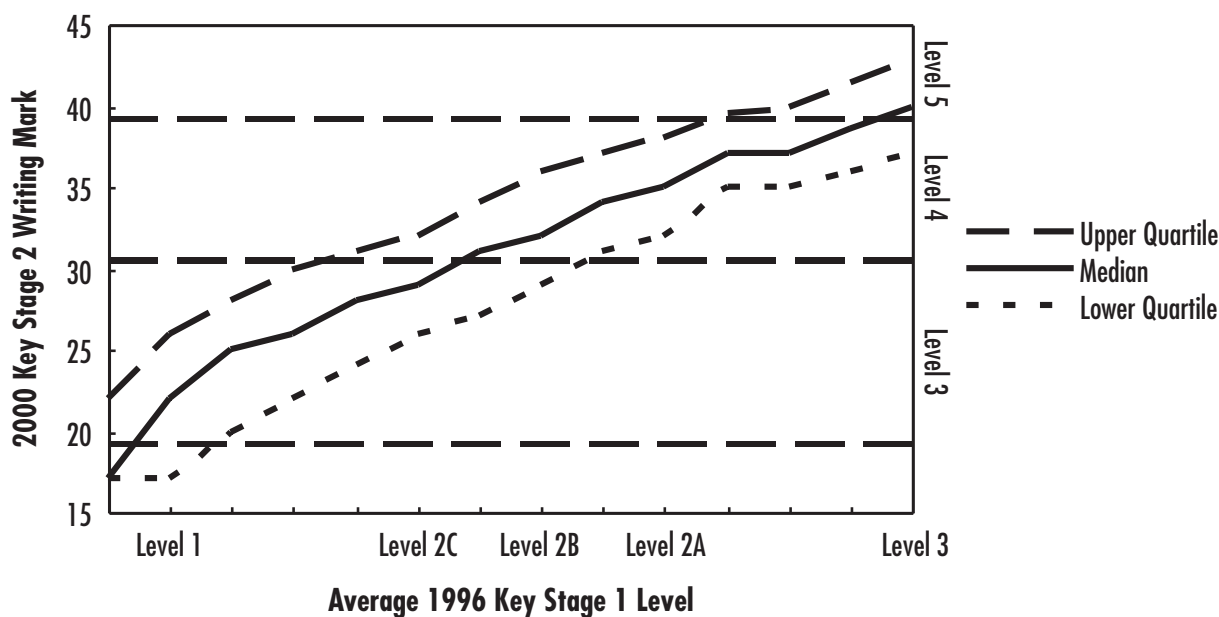


TABLE 2.5A:
Progression of pupils between 1996 Key Stage 1 and 2000 Key Stage 2 (average level prior attainment)

		Percentage of pupils achieving each level				Total
		KS2 Writing Level				
KS1 Average Level	1	B3	3	4	5	100%
	2C	5	60	34	2	100%
	2B	1	39	53	7	100%
	2A	0	18	63	19	100%
	3	0	6	52	42	100%

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE 2.5B:
Progression of pupils between 1996 Key Stage 1 and 2000 Key Stage 2 (writing level prior attainment)

		Percentage of pupils achieving each level				Total
		KS2 Writing Level				
KS1 Writing Level	1	B3	3	4	5	100%
	2C	5	54	38	3	100%
	2B	0	25	61	14	100%
	2A	0	7	57	35	100%
	3	0	2	40	57	100%

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE 2.6:
Progression of pupils between Key Stage 1 and Key Stage 2

		Percentage achieving KS2 English Level			
		1999		2000	
		L4+	L5+	L4+	L5+
KS1 Average Level	1	28	1	33	2
	2C	64	5	72	6
	2B	83	12	90	19
	2A	95	31	98	46
	3	99	63	100	76

TABLE 2.7:
Progression of pupils between Key Stage 1 and Key Stage 2

		Percentage achieving KS2 Mathematics Level			
		1999		2000	
		L4+	L5+	L4+	L5+
KS1 Average Level	1	32	2	32	2
	2C	62	8	62	6
	2B	79	16	83	17
	2A	92	32	94	35
	3	98	63	99	67

TABLE 2.8:
Progression between Key Stage 1 and Key Stage 2

		Percentage achieving KS2 Science Level			
		1999		2000	
		L4+	L5+	L4+	L5+
KS1 Average Level	1	52	7	61	7
	2C	79	15	87	17
	2B	89	25	96	32
	2A	95	38	99	52
	3	98	62	100	76

CHART 2.6: 2000 Key Stage 2 English Value Added Graph, by Gender

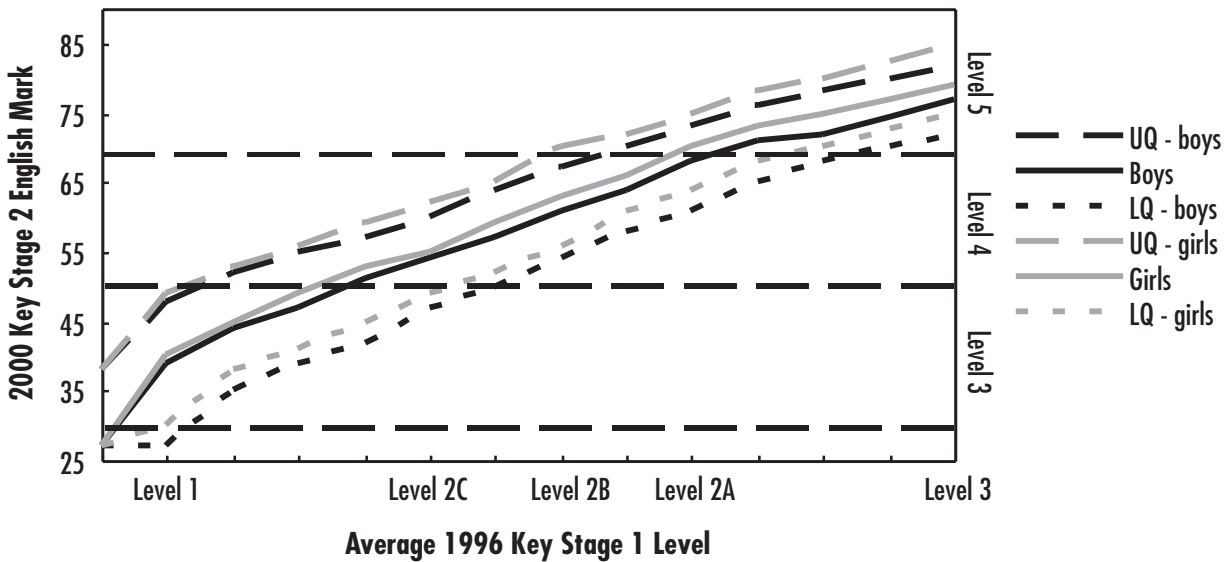


CHART 2.7: 2000 Key Stage 2 Mathematics Value Added Graph, by Gender

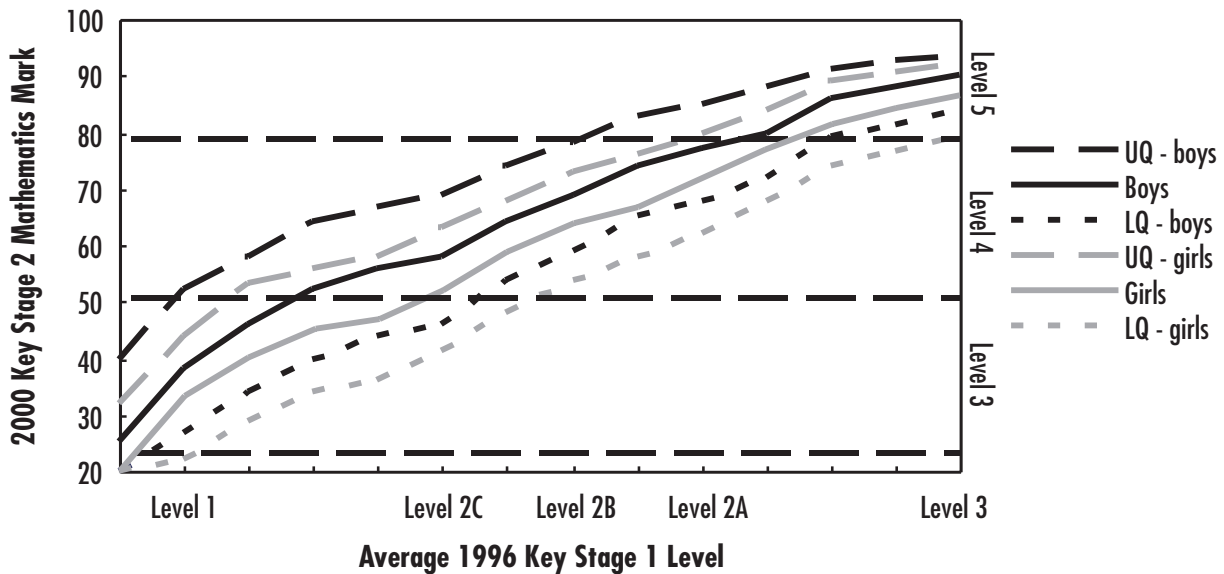


CHART 2.8: 2000 Key Stage 2 Science Value Added Graph, by Gender

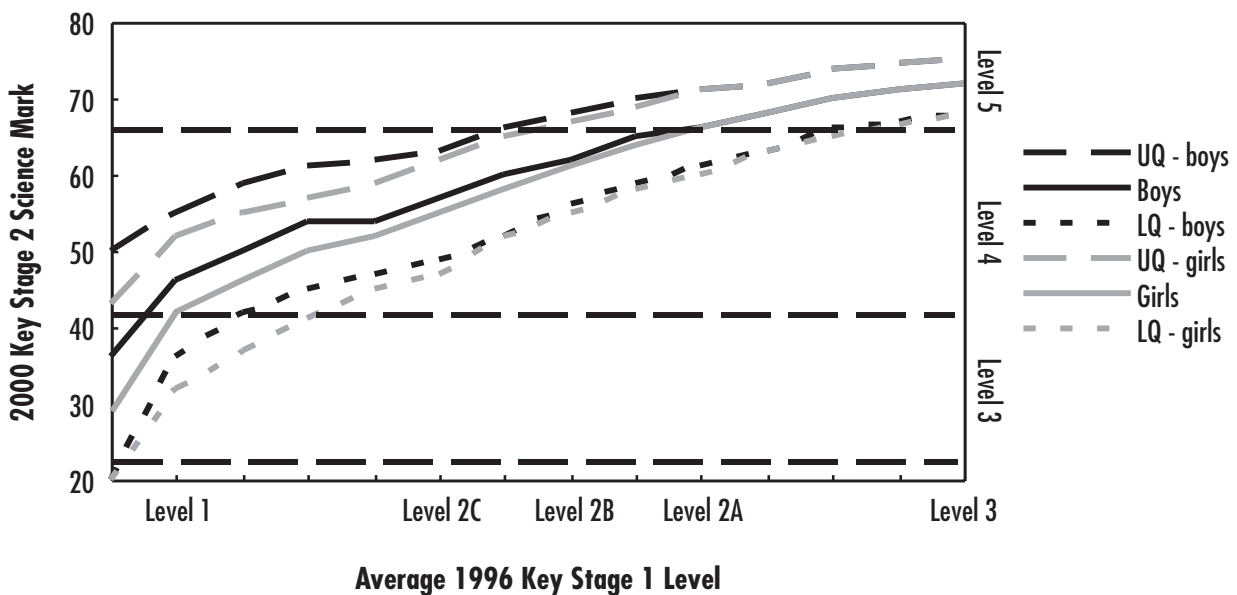


CHART 2.9: 2000 Key Stage 2 English Value Added Graph, by FSM Band

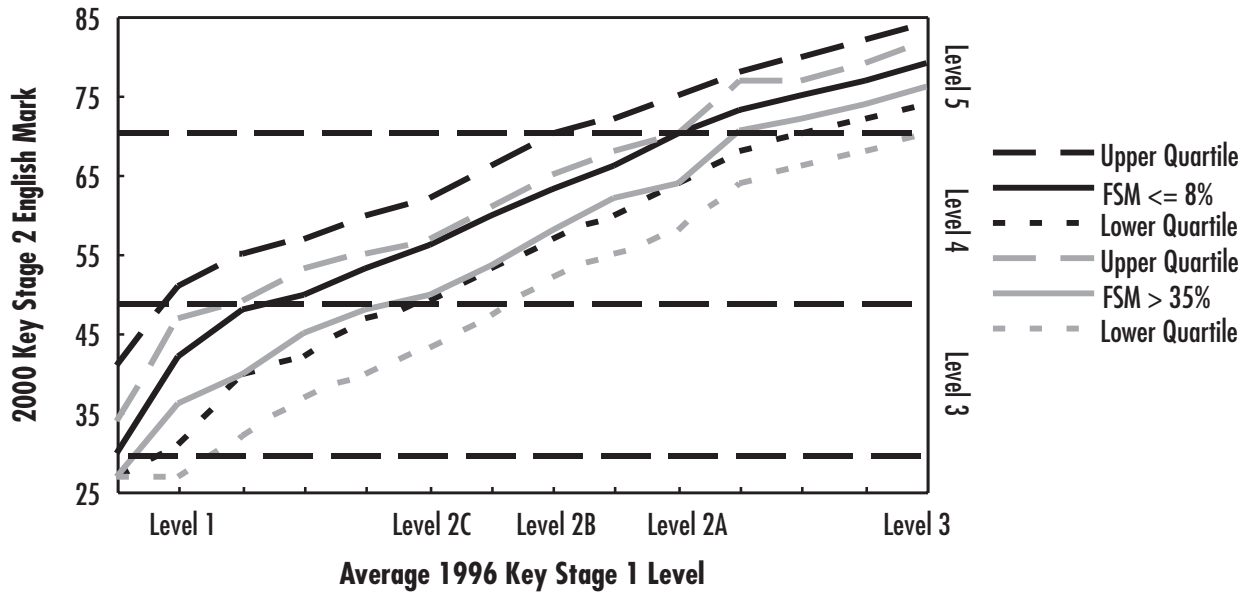


CHART 2.10: 2000 Key Stage 2 Mathematics Value Added Graph, by FSM Band

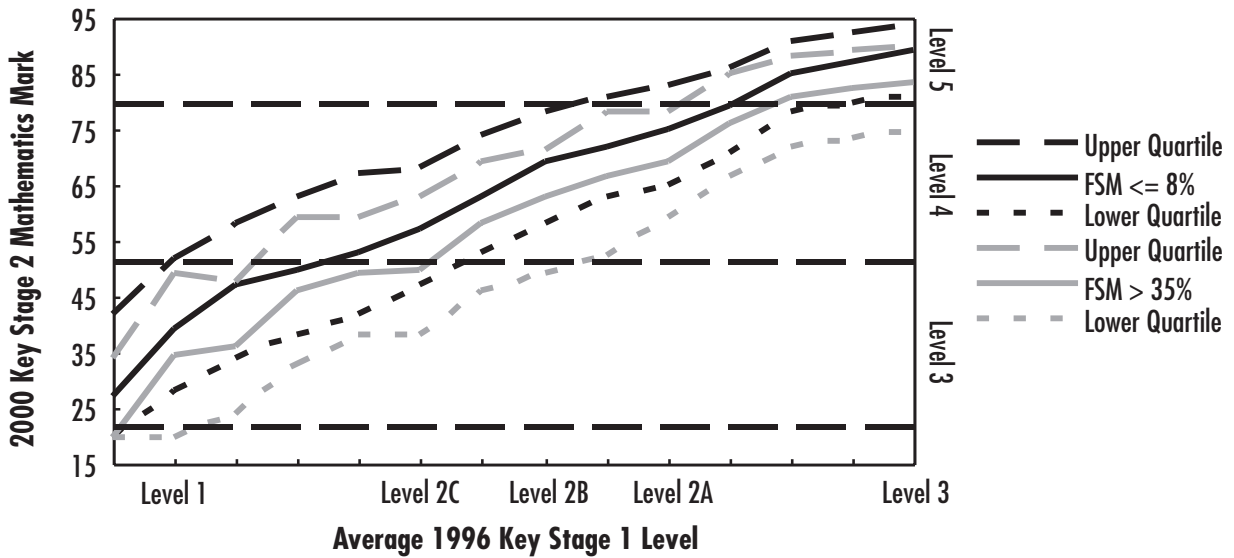


CHART 2.11: 2000 Key Stage 2 Science Value Added Graph, by FSM Band

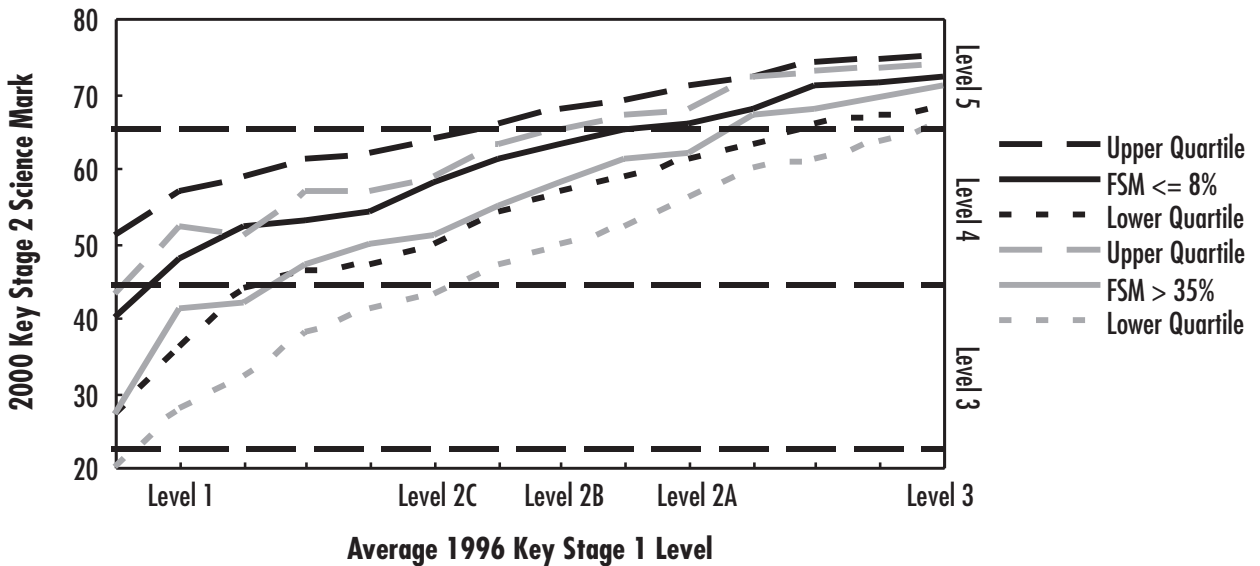


CHART 2.12: 2000 Key Stage 2 Reading Value Added Graph, by FSM Band

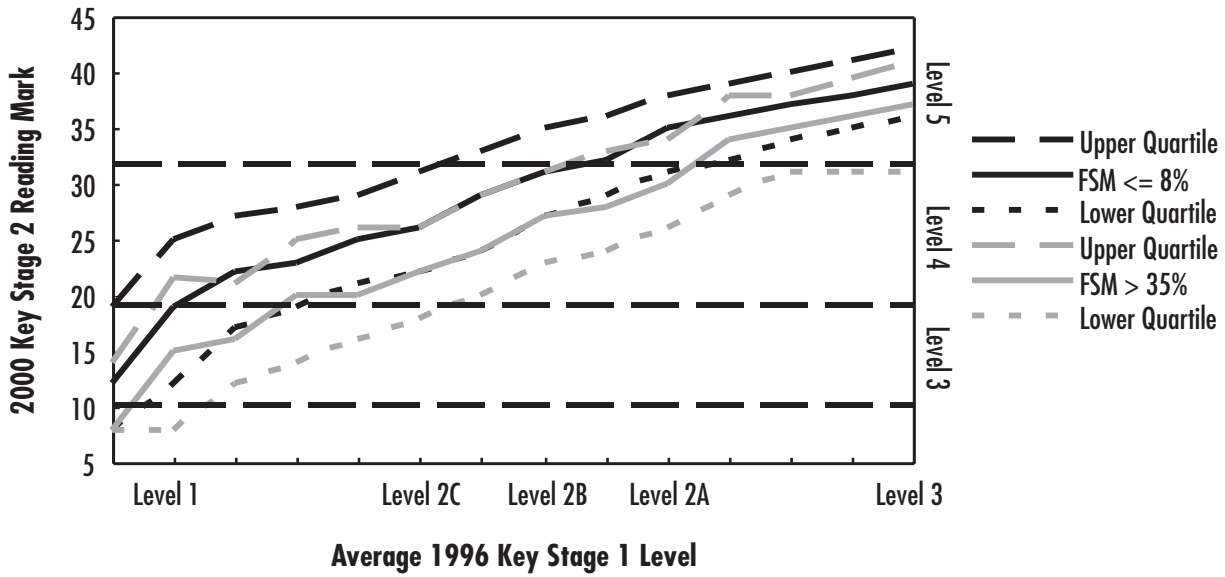
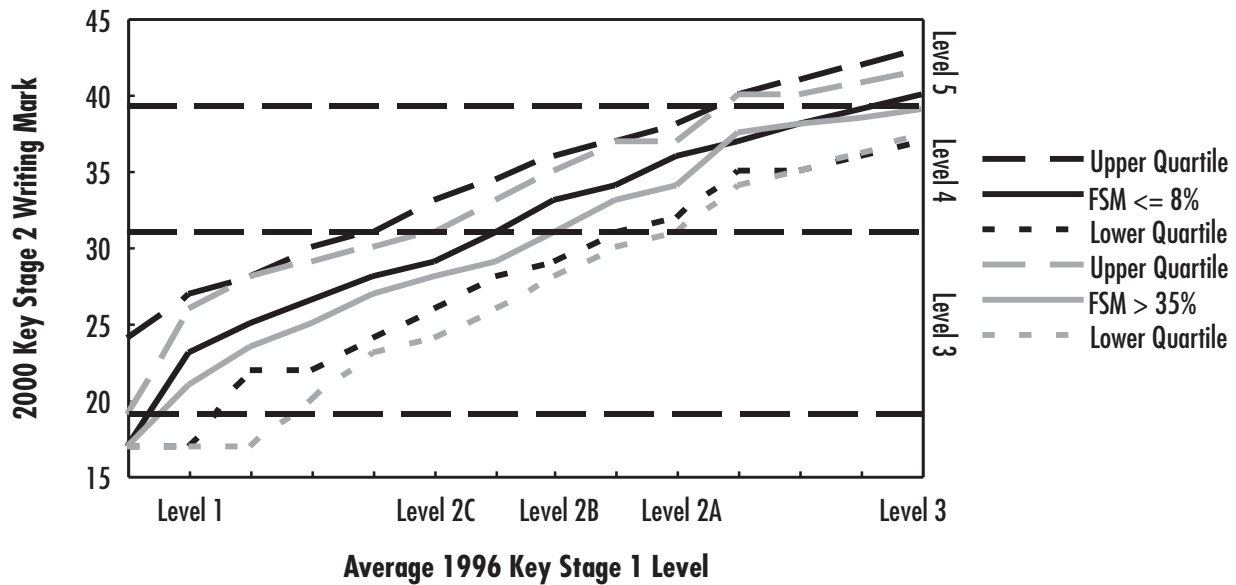


CHART 2.13: 2000 Key Stage 2 Writing Value Added Graph, by FSM Band



ANNEX 3: KEY STAGE 2–KEY STAGE 3

CHART 3.1: 2000 Key Stage 3 English Value Added Graph

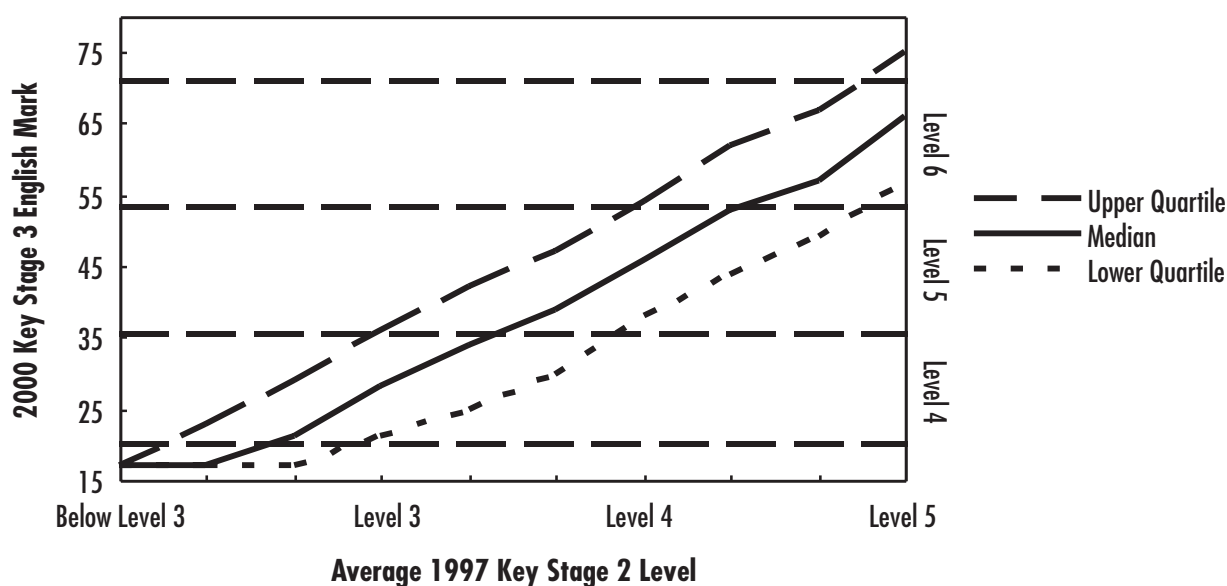


TABLE 3.1A:
Progression of pupils between 1997 Key Stage 2 and 2000 Key Stage 3
(average level prior attainment)

		Percentage of pupils achieving each level						Total
		KS3 English level						
		B4	4	5	6	7	8	
KS2 Average Level	B3	74	22	4	0	0	0	100%
	3	21	44	31	4	0	0	100%
	4	2	17	49	27	5	0	100%
	5	0	2	23	46	24	4	100%

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

B4 represents pupils who obtained below a level 4, including a compensatory level 3

TABLE 3.1B:
Progression of pupils between 1997 Key Stage 2 and 2000 Key Stage 3
(English level prior attainment)

		Percentage of pupils achieving each level						Total
		KS3 English level						
		B4	4	5	6	7	8	
KS2 English Level	B3	55	38	6	0	0	0	100%
	3	17	48	32	3	0	0	100%
	4	1	15	52	28	4	0	100%
	5	0	1	18	49	27	4	100%

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

B4 represents pupils who obtained below a level 4, including a compensatory level 3

CHART 3.2: 2000 Mathematics Key Stage 3 Value Added Graph

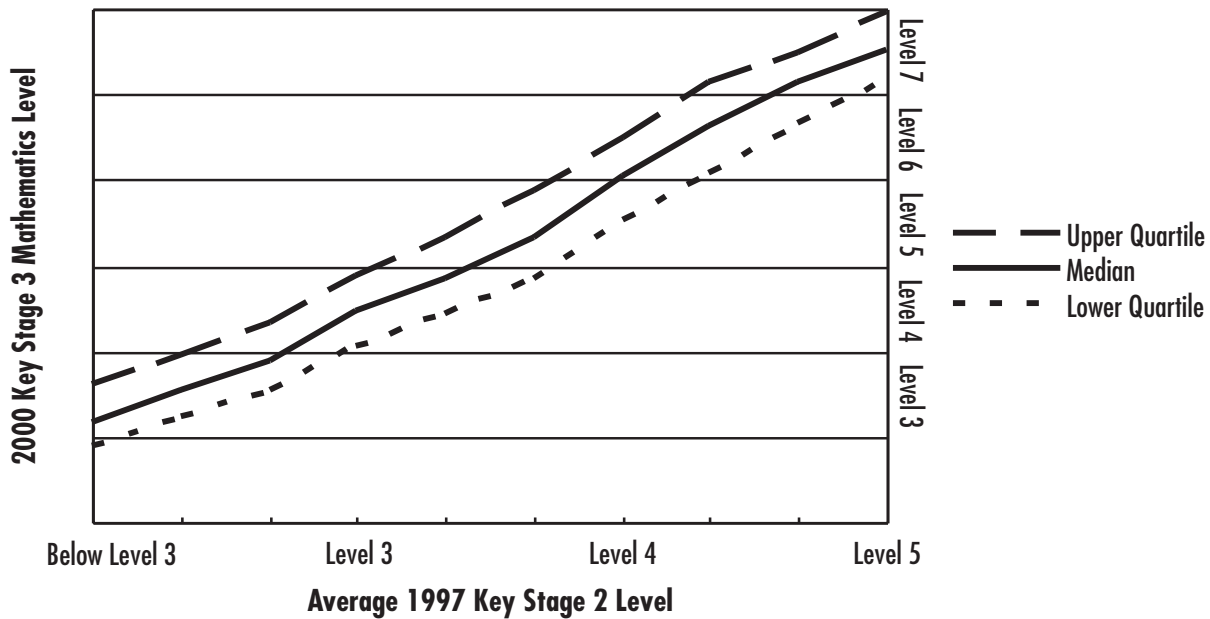


TABLE 3.2A:
Progression of pupils between 1997 Key Stage 2 and 2000 Key Stage 3
(average level prior attainment)

		Percentage of pupils achieving each level							Total
		KS3 Mathematics level							
		B3	3	4	5	6	7	8	
KS2 Average Level	B3	27	56	16	1	0	0	0	100%
	3	1	20	50	24	4	0	0	100%
	4	0	1	12	35	38	14	1	100%
	5	0	0	0	4	23	58	15	100%

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE 3.2B:
Progression of pupils between 1997 Key Stage 2 and 2000 Key Stage 3
(mathematics level prior attainment)

		Percentage of pupils achieving each level							Total
		KS3 Mathematics level							
		B3	3	4	5	6	7	8	
KS2 Mathematics Level	B3	4	58	36	1	0	0	0	100%
	3	1	14	52	29	4	0	0	100%
	4	0	1	9	35	41	13	0	100%
	5	0	0	1	4	24	58	13	100%

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

CHART 3.3: 2000 Science Key Stage 3 Value Added Graph

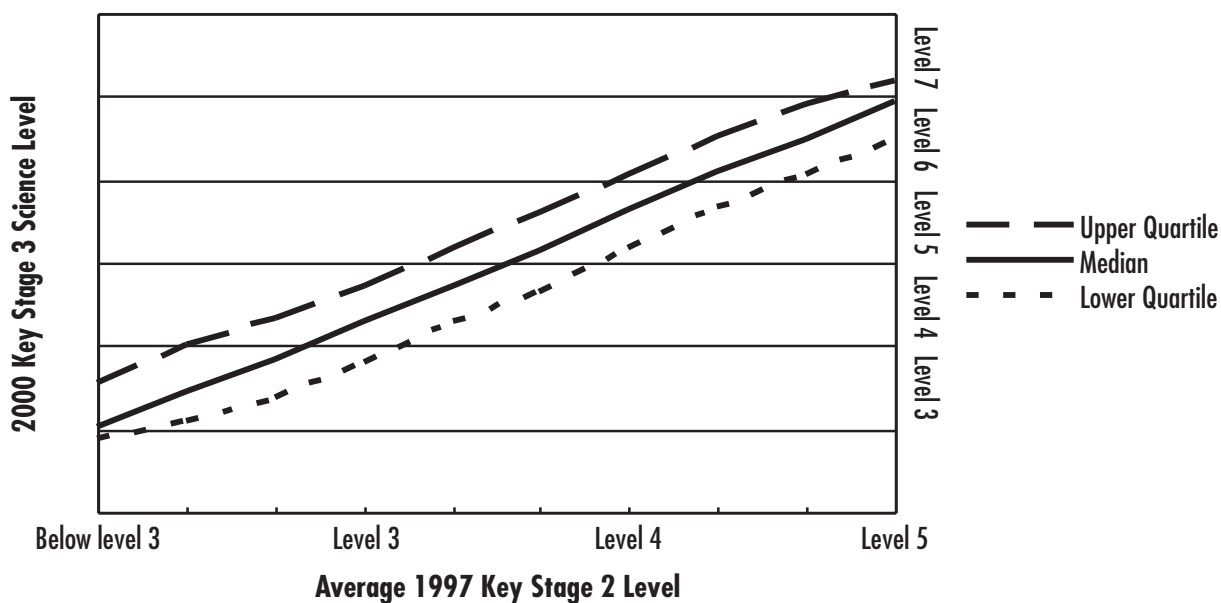


TABLE 3.3A:
Progression of pupils between 1997 Key Stage 2 and 2000 Key Stage 3
(average level prior attainment)

		Percentage of pupils achieving each level							Total
		KS3 Science level							
		B3	3	4	5	6	7	8	
KS2 Average Level	B3	34	47	17	2	0	0	0	100%
	3	3	25	50	21	2	0	0	100%
	4	0	2	18	47	30	3	0	100%
	5	0	0	1	13	53	29	4	100%

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE 3.3B:
Progression of pupils between 1997 Key Stage 2 and 2000 Key Stage 3
(science level prior attainment)

		Percentage of pupils achieving each level							Total
		KS3 Science level							
		B3	3	4	5	6	7	8	
KS2 Science Level	B3	17	59	22	2	0	0	0	100%
	3	3	26	49	20	2	0	0	100%
	4	0	3	21	45	27	3	0	100%
	5	0	0	3	18	51	24	3	100%

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE 3.4:
Progression of pupils between Key Stage 2 and Key Stage 3

		Percentage of pupils achieving each level KS3 English Level					
		1998		1999		2000	
		L5+	L6+	L5+	L6+	L5+	L6+
KS2 Average Level	B3	18	3	6	1	4	0
	3	48	12	40	5	35	4
	4	86	50	84	36	81	32
	5	98	83	98	78	97	75

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE 3.5:
Progression of pupils between Key Stage 2 and Key Stage 3

		Percentage of pupils achieving each level KS3 Mathematics Level					
		1998		1999		2000	
		L5+	L6+	L5+	L6+	L5+	L6+
KS2 Average Level	B3	5	1	4	1	2	0
	3	38	8	32	5	28	4
	4	86	55	89	55	87	52
	5	99	94	99	96	99	96

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE 3.6:
Progression of pupils between Key Stage 2 and Key Stage 3

		Percentage of pupils achieving each level KS3 Science Level					
		1998		1999		2000	
		L5+	L6+	L5+	L6+	L5+	L6+
KS2 Average Level	B3	6	0	4	1	2	0
	3	32	5	23	2	23	2
	4	82	39	79	30	80	33
	5	98	85	98	83	99	86

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

CHART 3.4: 2000 Key Stage 3 English Value Added Graph, by Gender

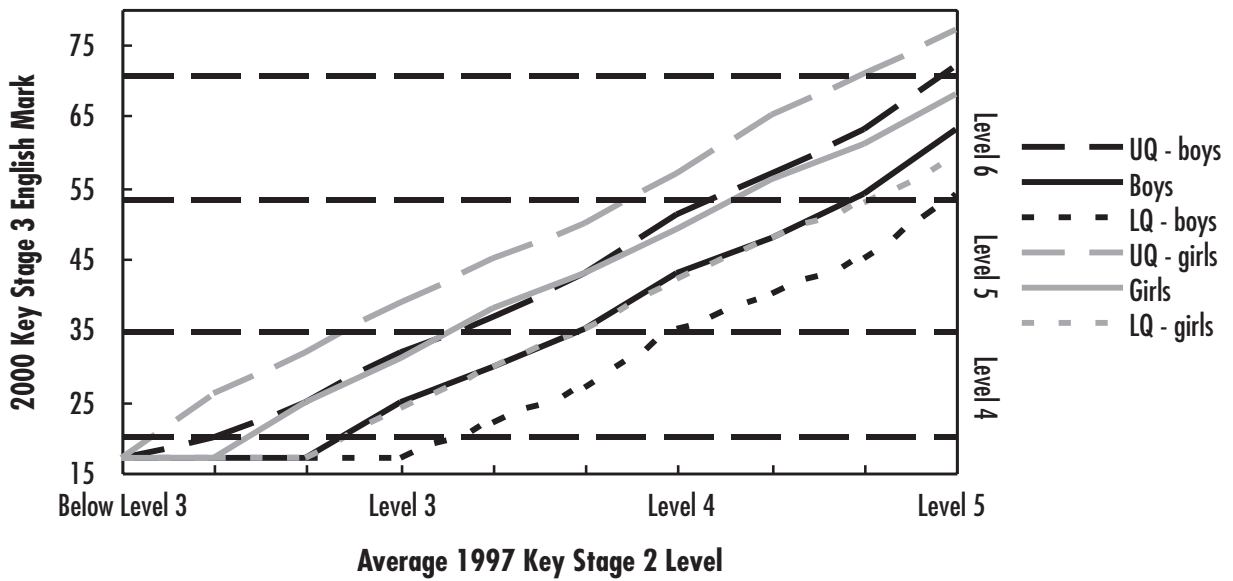


CHART 3.5: 2000 Key Stage 3 Mathematics Value Added Graph, by Gender

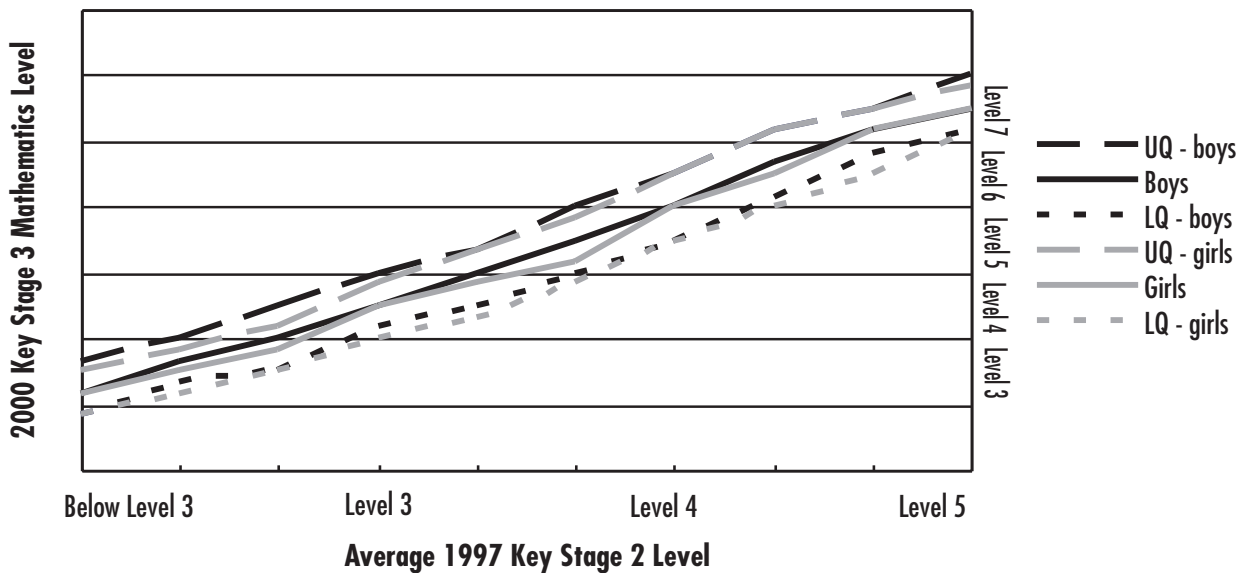
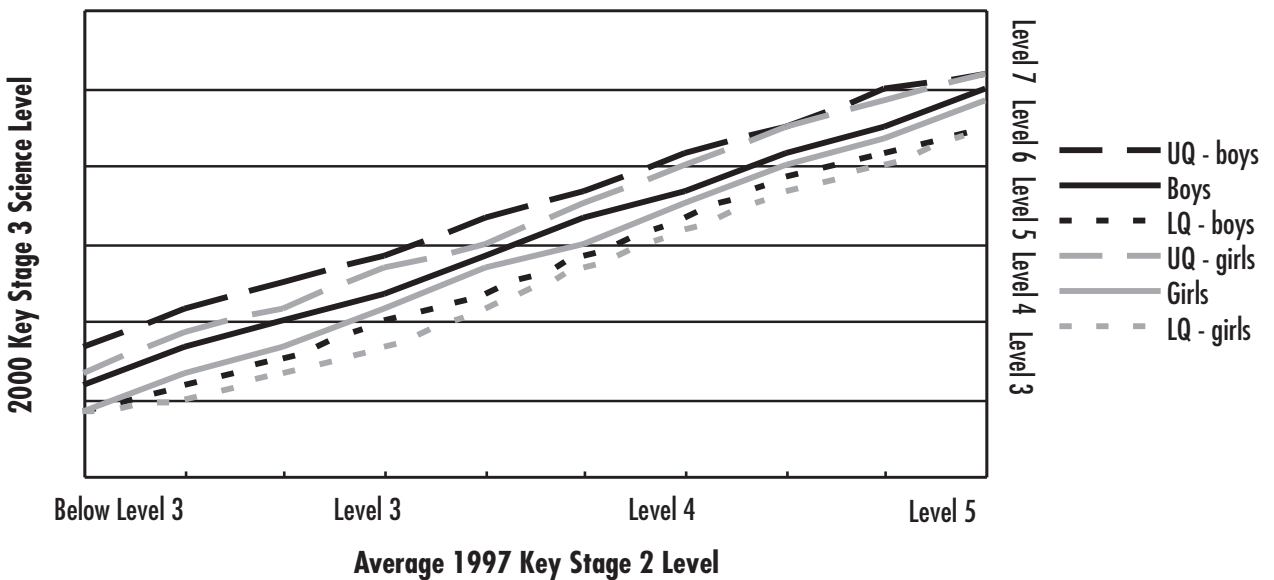


CHART 3.6: 2000 Key Stage 3 Science Value Added Graph, by Gender



ANNEX 4: KEY STAGE 3–GNVQ/GCSE

CHART 4.1: 2000 GCSE/GNVQ Total Points Value Added Graph

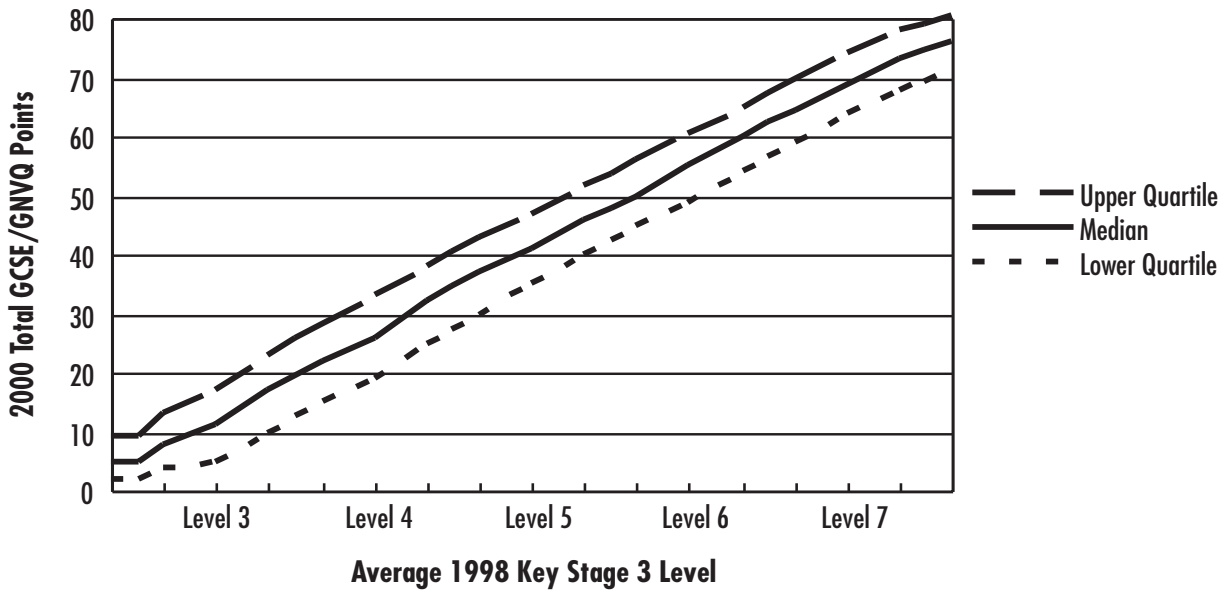


CHART 4.2: 2000 GCSE English Value Added Graph

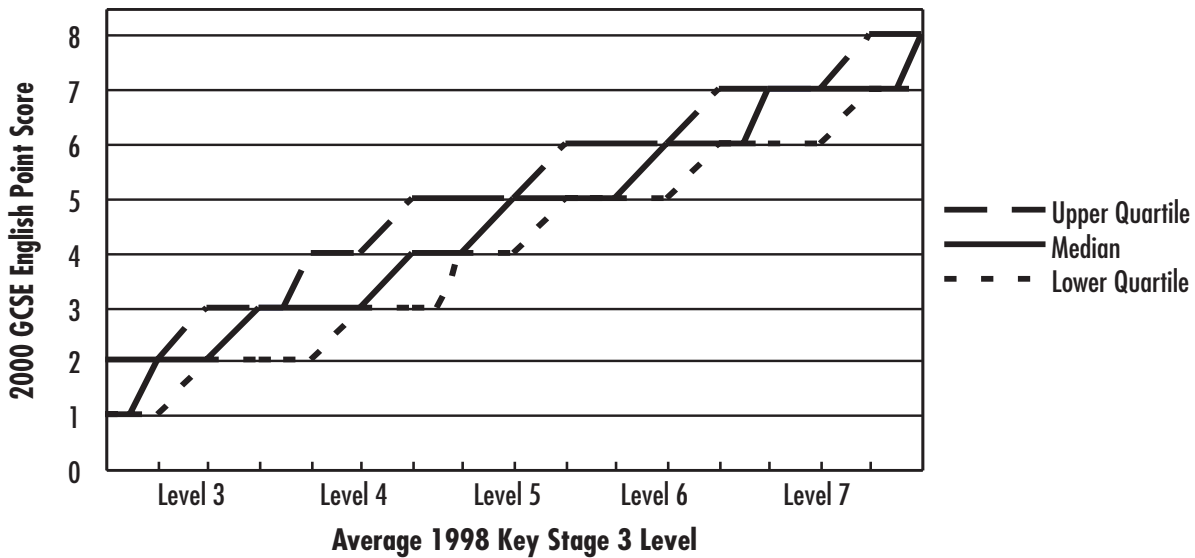


CHART 4.3: 2000 GCSE Mathematics Value Added Graph

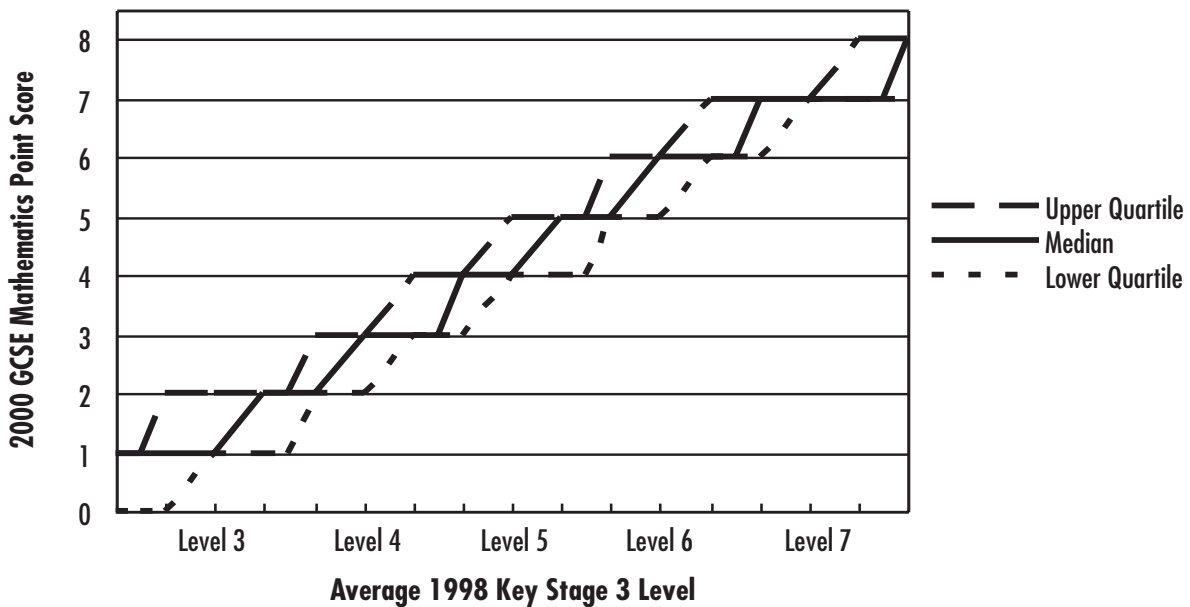


CHART 4.4: 2000 GCSE Science Value Added Graph

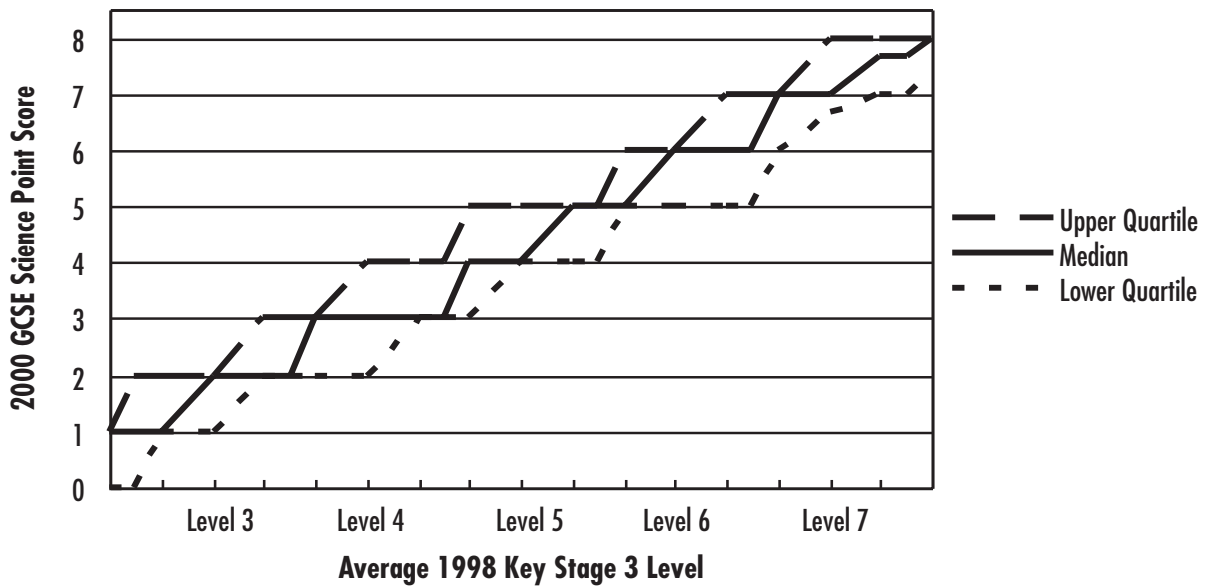


TABLE 4.1:
Progression of pupils between 1998 Key Stage 3 and 2000 GCSE / GNVQ

		Percentage of pupils achieving different numbers of GCSEs at grades A* - C										
		0	1	2	3	4	5	6	7	8+	5+	
KS3 Average Level	B3	89	9	1	0	0	0	0	0	0	0	0
	3	80	15	4	1	0	0	0	0	0	0	1
	4	48	21	11	7	5	3	2	1	2	8	8
	5	11	9	9	10	10	10	10	9	22	51	51
	6	1	1	1	2	3	4	6	9	73	93	93
	7	0	0	0	0	0	0	1	2	97	99	99
	8	0	0	0	0	0	0	0	0	99	100	100

Figures have been rounded and may not add up to 100%
 0% represents some pupils but less than 0.5%
 B3 represents pupils who obtained below a level 3, including a compensatory level 2

CHART 4.5: GCSE/GNVQ Total Points Value Added Graph

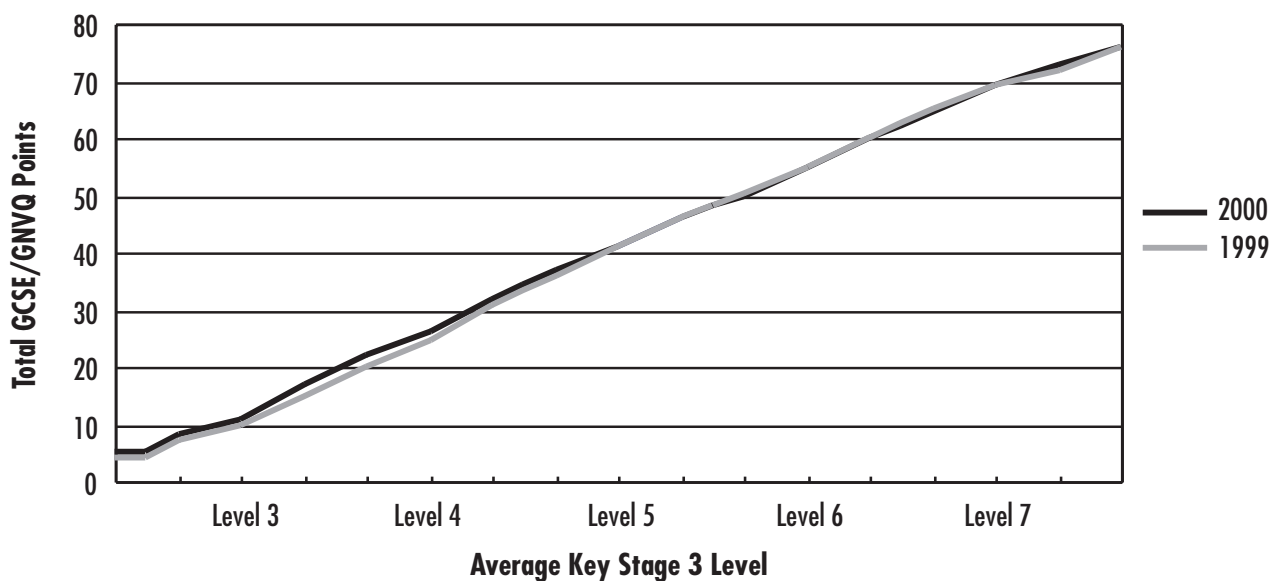


TABLE 4.2:
Progression of pupils between Key Stage 3 and GCSE / GNVQ

KS3 Average Level	Percentage of pupils gaining 5+ GCSEs at A*- C	
	1999	2000
B3	1	0
3	0	1
4	6	8
5	49	51
6	93	93
7	100	99
8	100	100

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

CHART 4.6: 2000 GCSE/GNVQ Total Points Value Added Graph, by Gender

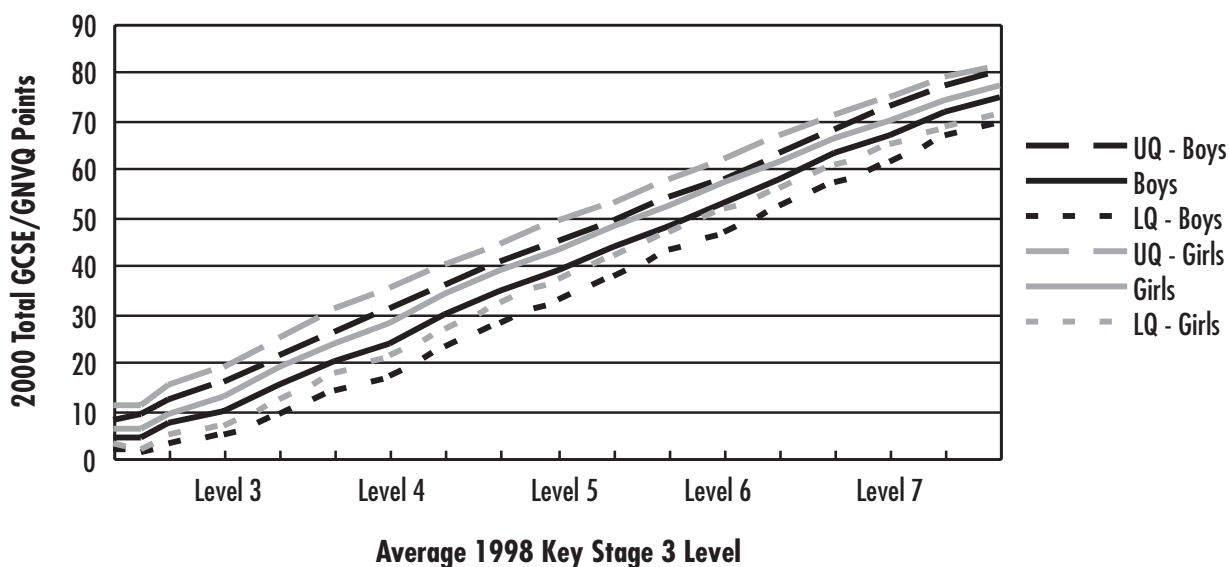


TABLE 4.3:
Progression of pupils between 1998 Key Stage 3 and 2000 GCSE/GNVQ

		Percentage of pupils gaining 5+ and 8+GCSEs at A*-C			
		Boys		Girls	
		5+	8+	5+	8+
KS3 Average Level	B3	0	0	1	0
	3	0	0	1	0
	4	5	1	12	3
	5	43	15	59	28
	6	90	65	95	81
	7	99	96	100	98
	8	100	99	100	99

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

ANNEX 5: KEY STAGE 2–GNVQ/GCSE

CHART 5.1: 2000 GCSE/GNVQ Total Points Value Added Graph

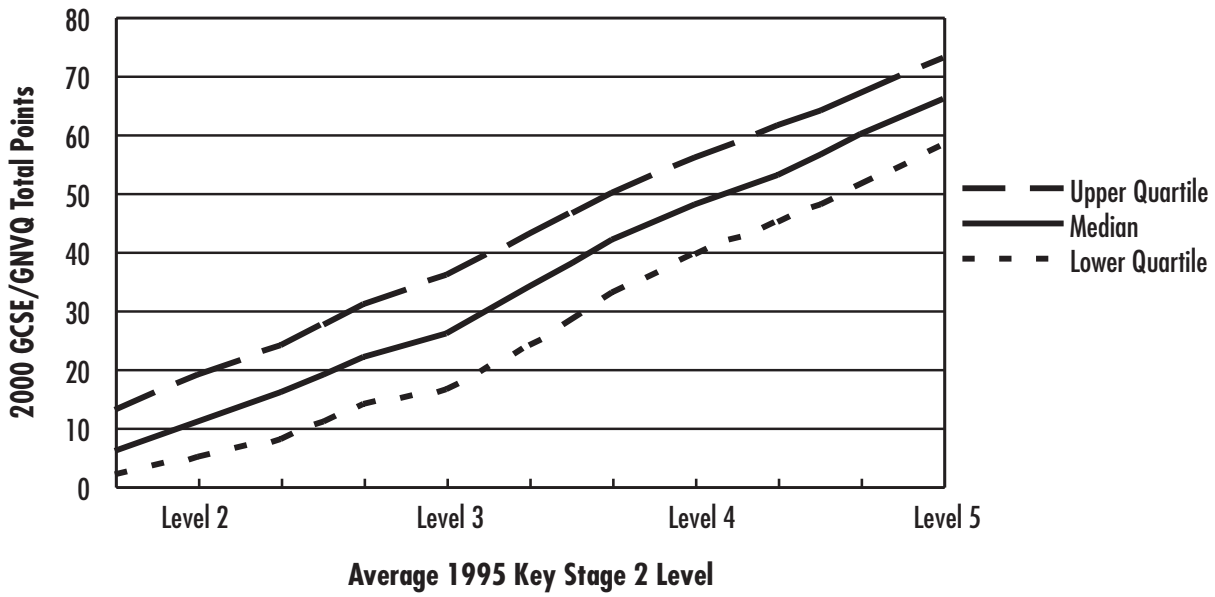


CHART 5.2: 2000 GCSE English Value Added Graph

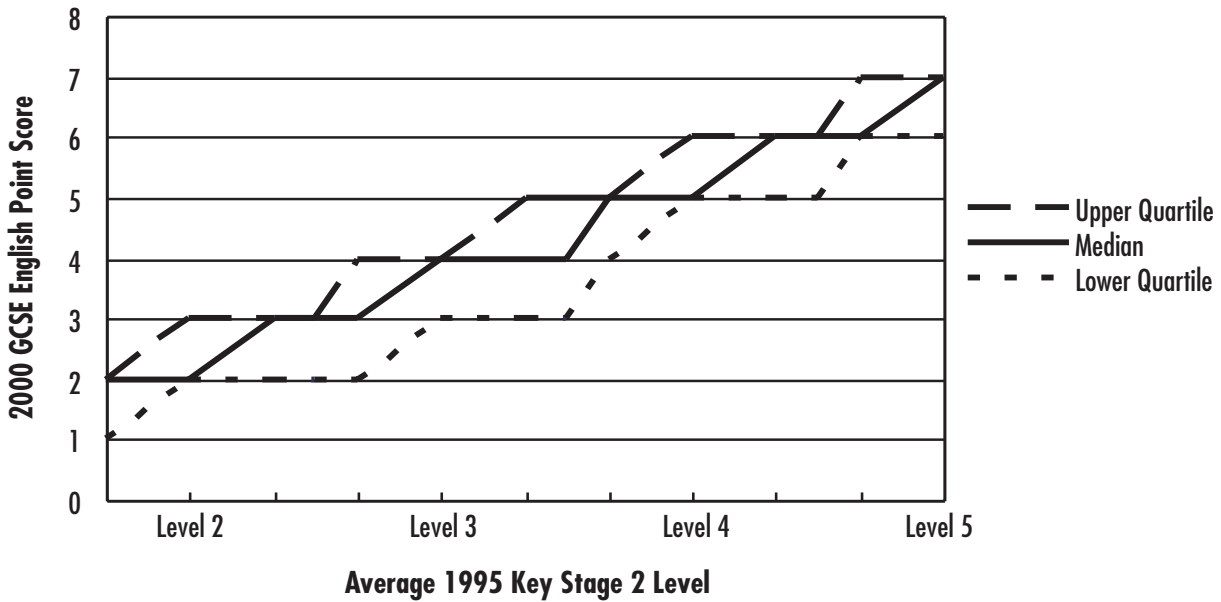


CHART 5.3: 2000 GCSE Mathematics Value Added Graph

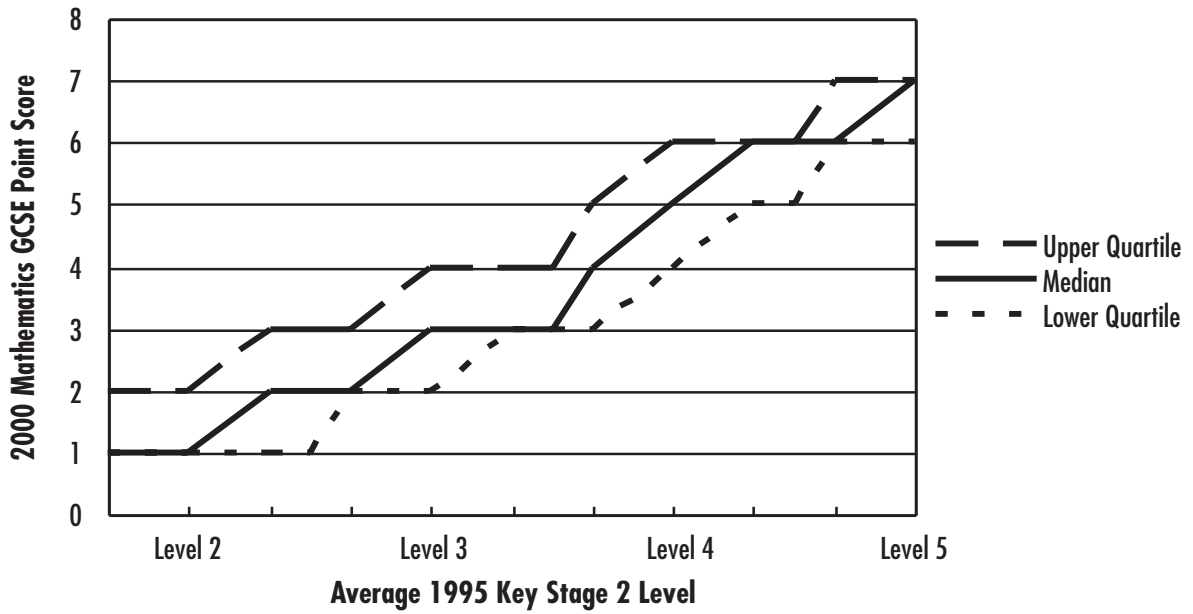
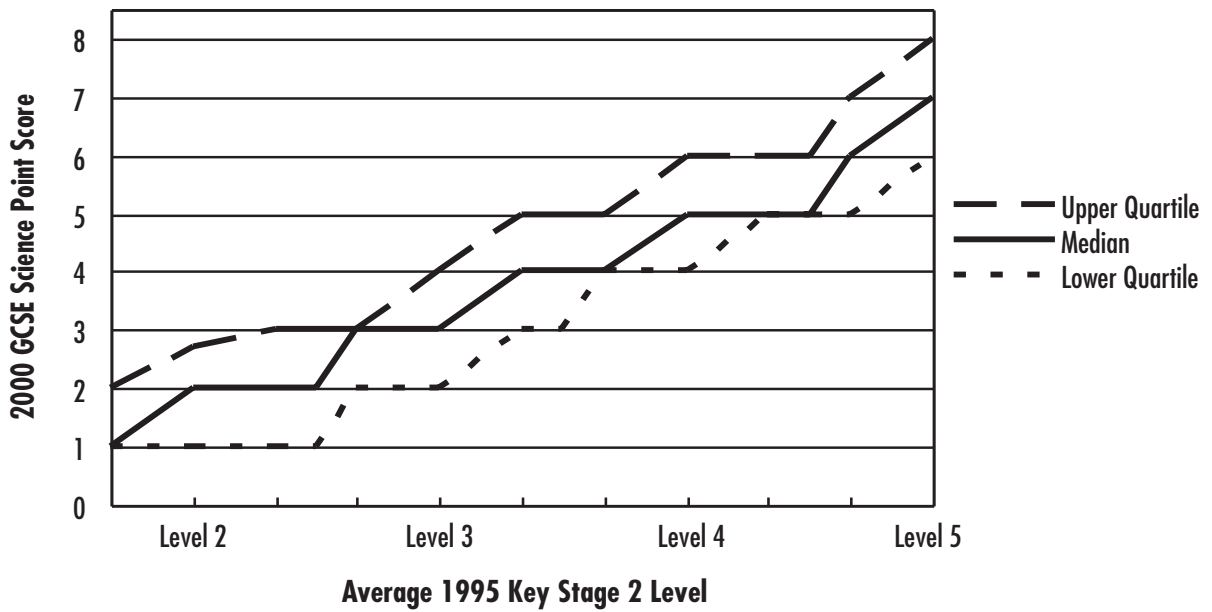


CHART 5.4: 2000 GCSE Science Value Added Graph



ANNEX 6: ANALYSIS BY FSM: SECONDARY SCHOOLS

CHART 6.1: 2000 Key Stage 3 English Value Added Graph, by FSM Band

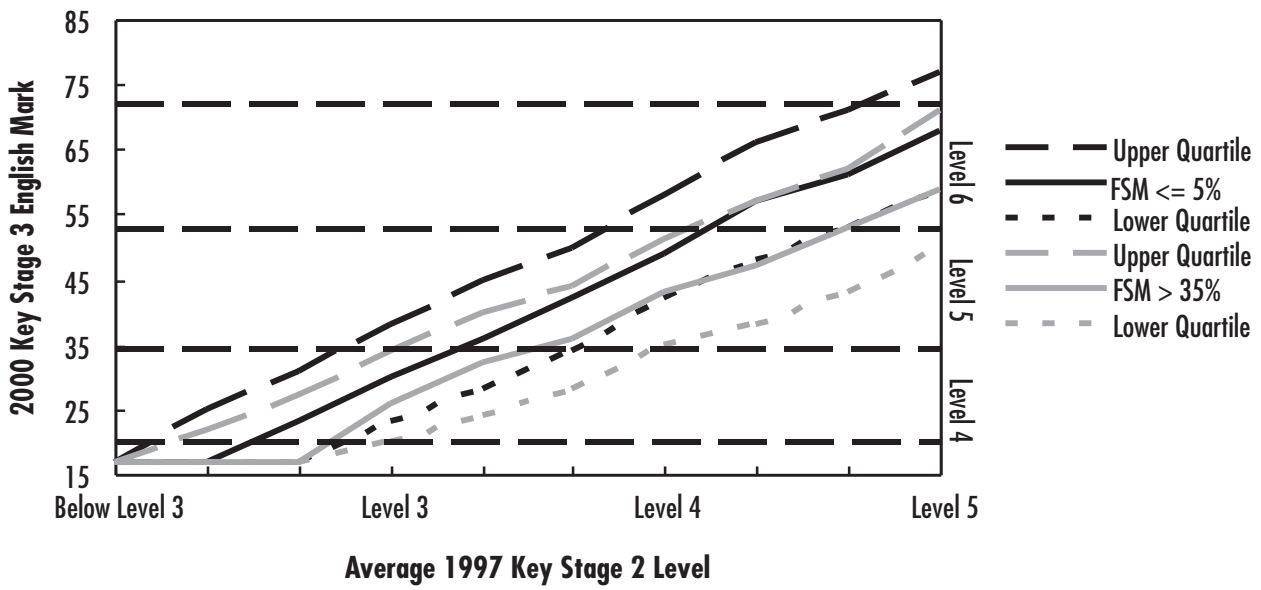


CHART 6.2: 2000 Key Stage 3 Mathematics Value Added Graph, by FSM Band

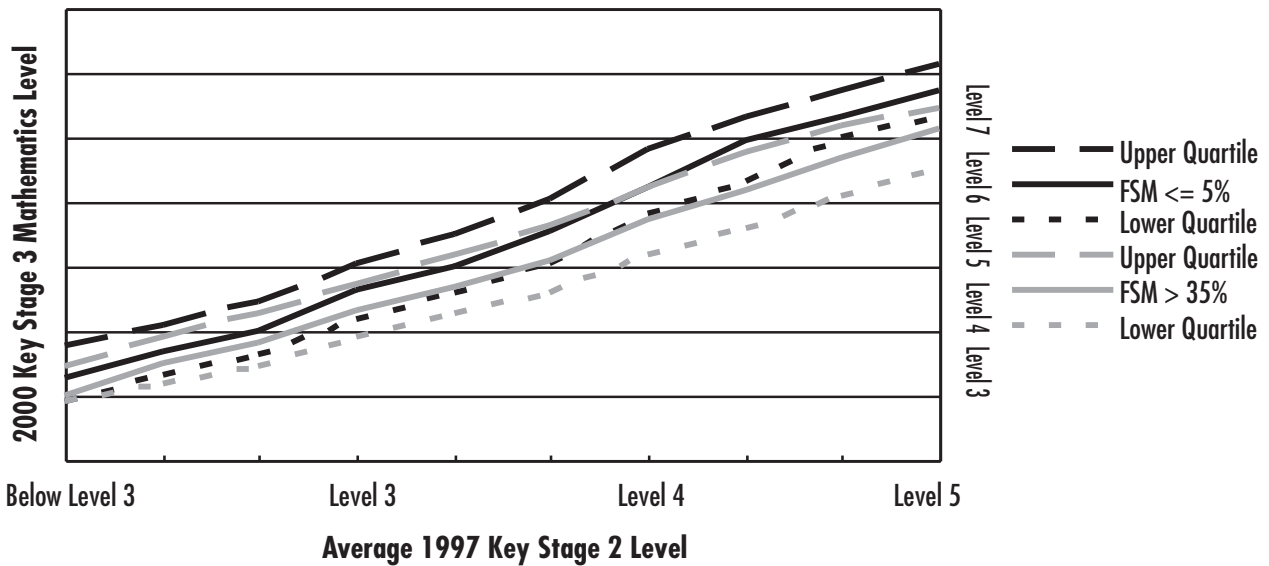


CHART 6.3: 2000 Key Stage 3 Science Value Added Graph, by FSM Band

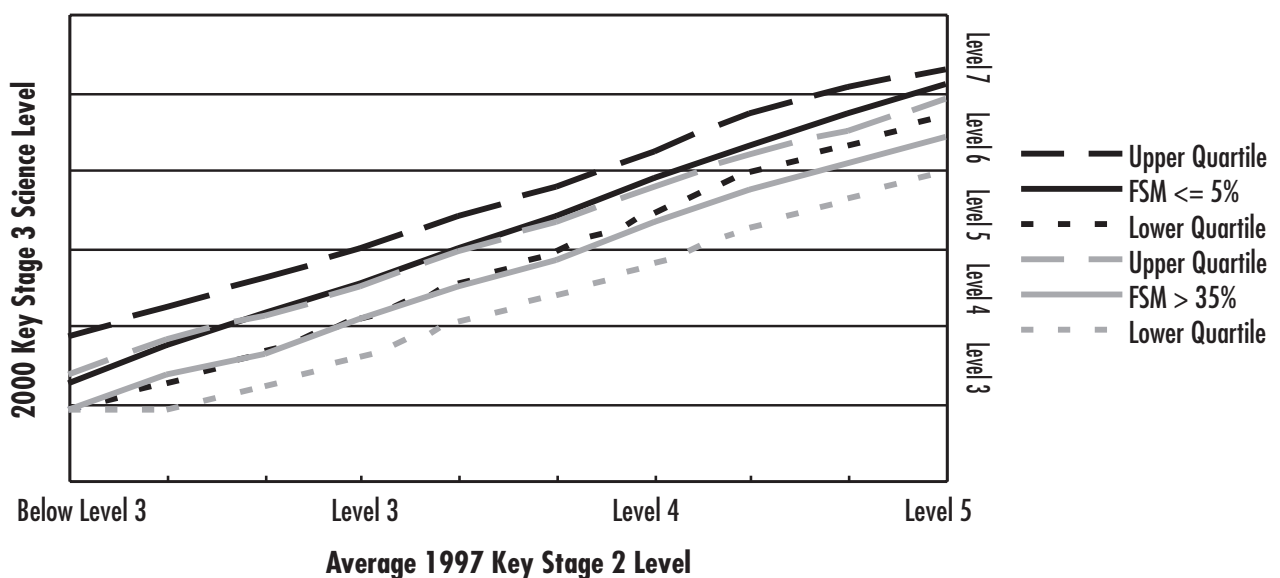


CHART 6.4: 2000 GCSE/GNVQ Total Points Value Added Graph, by FSM Band

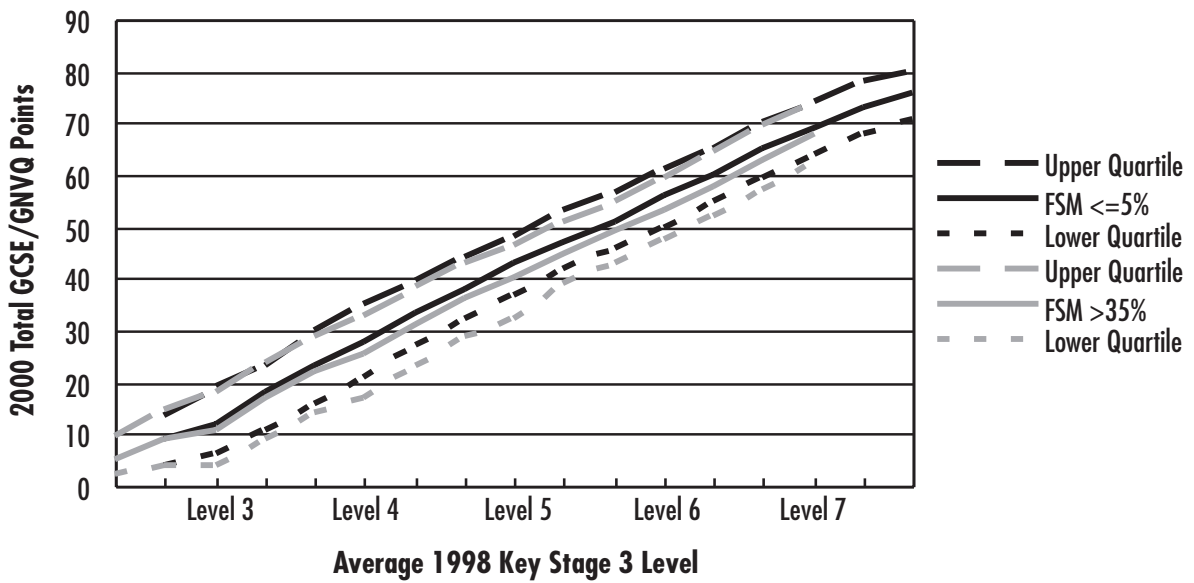


CHART 6.5: 2000 GCSE/GNVQ Total Points Value Added Graph, by FSM Band

