2015 School and College Performance Tables

Statement of Intent

July 2015

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Introduction

The performance tables sit at the heart of the accountability framework. They focus the debate on standards and provide a reliable and accessible source of comparative information on pupil attainment and progress. The performance tables present this information alongside wider contextual data including Ofsted judgements, absence, workforce and finance data, presenting users with a wider understanding of the setting in which schools are operating.

Overview

This document sets out our plans for the content of the 2015 school and college performance tables. We plan to publish the primary school performance tables by mid-December 2015, and the secondary school and 16-18 performance tables by late January 2016. We also plan to publish key provisional secondary school performance measures for the first time, in autumn 2015.

This statement of intent also provides an overview of future accountability developments, signposting readers to more detailed information.

Summary of 2015 changes

Primary performance tables
- Change to the definitions of Special Educational Needs (SEN) and disadvantaged pupils

Secondary performance tables,
- The first Progress 8 results will be published for schools that opted into the new accountability system for 2015
- Provisional English Baccalaureate and 5+ A*-C including English and maths measures will be published for secondary schools for the first time in the autumn
- The early entry policy will cover all subject areas
- Results will be published for the first time for colleges offering full-time provision for 14-to-16-year-olds
- Change to the definitions of SEN and disadvantaged pupils
- A contextual indicator will be added to show where the prior attainment of more than 50% of a school's cohort is based upon key stage 2 teacher assessment as a result of the 2010 boycott of key stage 2 tests

<u>16 to 18 performance tables</u>

- No changes

Full details of the contents of this year's performance tables are set out in the annexes to this document as follows:

- Primary – Annex A
- Secondary – Annex B
- 16-18 – Annex C
- Cross-cutting information – Annex D

Primary school performance tables

In 2015, there will be no new measures published in the primary performance tables. Annex A sets out the full range of measures that will be published in the 2015 primary performance tables.

The only changes that will be made are to the way that pupils with Special Educational Needs (SEN) and disadvantaged pupils are defined in performance measures, as a result of policy changes.

Reforms to the Special Educational Needs system

The Children and Families Act 2014 introduced the most significant reforms[1] in the last 30 years to the way support is provided to children and young people with Special Educational Needs (SEN). The Act places children, young people and families at the centre of decisions about their support and places a much stronger focus on outcomes and integrated working across education, health and care.

For children with complex educational needs, statements of SEN will be replaced with Education, Health and Care (EHC) plans. The previous 'School Action' and 'School Action Plus' categories will be replaced by a new category 'SEN support'.

Children that already had statements of SEN will be transferred onto the new EHC plans by April 2018 at the latest, according to the phased approach set out in each local authority's transition plan.

For the 2015 primary performance tables, this means that the school cohort information on the number and percentage of pupils with SEN will now also include pupils with EHC plans and SEN Support, where they have been transferred onto the new system[2].

These changes to SEN policy will also be reflected in the secondary performance tables.

Changes to the definition of disadvantaged pupils

In the 2015 performance tables, the definition of a disadvantaged pupil will change to reflect changes to the conditions of funding for the pupil premium in 2014-2015[3]. The main changes to these conditions are as follows:

- In 2013-2014, children looked after continuously for at least six months were eligible for the pupil premium. In 2014-2015, this has changed so that children looked after continuously for 1 day or more are now eligible for the pupil premium

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[1] https://www.gov.uk/government/news/reforms-for-children-with-sen-and-disabilities-come-into-effect

[2] To note, this pupil information is based on what schools report to the department during the January School Census.

[3] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283193/Pupil_Premium_CoG_2014-15.pdf

- In 2014-2015, the pupil premium now includes those pupils recorded on the School Census as being adopted from care

A pupil will therefore be defined as disadvantaged in the 2015 primary performance tables if they are recorded as:

- Eligible for Free Schools Meals (FSM) in the last six years; or
- Looked after continuously for 1 day or more; or
- Adopted from care

These changes will also be reflected in the secondary performance tables.

Future developments

In 2014, the department set out the plan for reform to the primary school accountability system, which will begin to come into effect in the 2015/16 academic year. These changes will not affect the 2015 performance tables.

Scaled scores

A new national curriculum was introduced in 2014. As part of the national curriculum review, levels have been abolished. The national tests in 2015 will be the last time national curriculum levels are reported.

From 2016, scaled scores will be used to report national curriculum test outcomes instead.

Further guidance on scaled scores can be found [here][4].

Coasting schools

The Secretary of State for Education has announced that, from 2016, the department will identify 'coasting' schools that are failing to push every pupil to reach their potential.

The 'coasting' definition will capture school performance over 3 years. In 2016 this will therefore consider performance in 2014, 2015 and 2016. Given the change in the accountability regime in 2016, the coasting levels for 2014 and 2015 will reflect current accountability measures. From 2016 onwards it will reflect the new accountability regime.

For primary schools in 2016, the definition will apply to schools which:

- In 2014 and 2015, have seen fewer than 85% of children achieving level 4, the secondary-ready standard, in reading, writing and maths, and which have seen

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[4] https://www.gov.uk/scaled-scores

below-average proportions of pupils making expected progress between age 7 and age 11; and

- In 2016, are below a proposed 'coasting' level set against the new accountability regime: where fewer than 85% of pupils achieve the new expected standard across reading, writing and maths and pupils do not make sufficient progress. The same progress measure will be used in both the floor standard and the coasting criteria, but a higher progress bar will be set for the coasting criteria. We will announce the exact levels of progress once tests have been taken in 2016.

Further details can be found in the government announcement, available [here](https://www.gov.uk/government/news/hundreds-of-coasting-schools-to-be-transformed)[5].

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[5]https://www.gov.uk/government/news/hundreds-of-coasting-schools-to-be-transformed

Secondary school performance tables

In 2015 the following changes will be made to secondary performance tables:

- Progress 8 results will be published for the first time for those schools that opted into the new accountability system for 2015
- Provisional school results will be published for the first time for key performance measures
- The early entry policy will be extended to cover all subject areas
- Results will be published for the first time for those colleges offering full-time provision for 14-to-16-year-olds that have pupils at the end of key stage 4
- Cohort information on pupils with Special Educational Needs (SEN) will change to reflect SEN policy reforms
- The definition of disadvantaged pupils will change to reflect the 2014-2015 conditions of funding for the pupil premium
- A contextual indicator will be added to show where the prior attainment of more than 50% of a school's cohort is based upon key stage 2 teacher assessment as a result of the 2010 boycott of key stage 2 tests

Annex B sets out the full range of measures that will be published in 2015 secondary performance tables.

The calculation of performance measures

In 2014, the calculation of secondary school performance measures underwent significant change following the implementation of both the Wolf review recommendations[6] and the introduction of an early entry policy for English Baccalaureate subjects. The 2015 secondary school performance measures will continue to be calculated on the same basis, with the addition that the early entry policy will cover all subject areas instead of only those that count in the English Baccalaureate.

How qualifications count in performance tables

- The secondary performance tables are restricted to qualifications that are high quality and rigorous. See the list of qualifications that will count in 2015 here[7]
- No qualification can count for more than one in performance tables, irrespective of its size. Points and threshold contributions are scaled accordingly and can be found on the Ofqual Register of Regulated Qualifications[8]
- The number of approved non-GCSE qualifications that can count towards secondary performance measures is capped at two qualifications per pupil[9]

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[6] See the Wolf Review of Vocational Education
[7] https://www.gov.uk/government/publications/key-stage-4-performance-tables-2015-14-to-16-qualifications
[8] http://register.ofqual.gov.uk/

- Only a pupil's first entry in a particular subject will count towards a school's performance tables measures. This rule applies to all qualifications taken after 29 September 2013; the date on which this policy was announced.
- Further guidance on early entry rules, including information on exception discounting for English, maths and science, can be found on the performance tables website [here](#)[10].

The publication of Progress 8 results for the first time

As part of changes to the secondary accountability system, Progress 8 will be the key measure of school performance from 2016 onwards. Schools were given the opportunity to [opt in](#)[11] to the new system one year early. This means that for those schools that have opted in, the 2015 performance tables will include Progress 8 and Attainment 8 results for the first time.

The full range of performance measures based on the current accountability system will continue to be published for all schools in the 2015 performance tables, including those that have opted into the Progress 8 system early.

For those schools that did not opt in to Progress 8 in 2015, their Progress 8 results will be published for the first time in 2016.

Detailed guidance on the new Progress 8 and Attainment 8 measures can be found [here](#)[12] alongside details of how the floor standards will apply to schools that have opted in.

The publication of provisional schools results data for the first time

The department regularly reviews the timeliness and accessibility of our statistics, to identify any improvements that can be made. As part of this, we have considered further options for reporting the school performance data that underpins the [provisional GCSE results Statistical First Release](#)[13] (SFR), published in the autumn each year.

In 2015, we will publish provisional secondary school results for key performance measures at the same time as the provisional SFR. By improving the timeliness and accessibility of these statistics, this will also mean that results are published in advance of the 31 October deadline for secondary school admission applications. This will support

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[9] With the exception of Progress 8 measures, where the number is capped at three in the slots reserved for 'other' qualifications.

[10] http://www.education.gov.uk/schools/performance/secondary_14/GCSE_Early_Entry_Guidance.pdf

[11] https://www.gov.uk/government/news/secondary-schools-can-opt-in-to-progress-8-measures-in-2015

[12] www.gov.uk/government/publications/progress-8-school-performance-measure

[13] https://www.gov.uk/government/statistics/provisional-gcse-and-equivalent-results-in-england-2013-to-2014

parents who may wish to use the information when applying for a secondary school place for their child.

The provisional school results will be published on the performance tables website (clearly labelled as provisional) and will include the following performance measures for state funded secondary schools only:

- The percentage of pupils achieving 5+ A*-C GCSEs (or equivalent) including English and maths
- The percentage of pupils achieving the English Baccalaureate
- Attainment 8 scores, for those schools that have opted into the new accountability system one year early

The provisional results will be published in addition to the full secondary performance tables in January 2016.

As the data published in October will be provisional, a minority of schools will see small changes to their results between the provisional publication and the January performance tables publication.

The reason that some small changes may occur is that the provisional publication will be based on the results data that Awarding Organisations supply to the department by August 2015. This includes the vast majority of all pupils' results, however it will not yet include:

- The small proportion of amendments that Awarding Organisations may make to examination grades, following any successful appeals
- The small proportion of additional results data that Awarding Organisations may supply to the department after August 2015, for example, for any qualifications that have been certificated late
- Any approved amendments that schools have requested the department makes to either the pupils or results reported (these requests are made as part of a checking exercise in September, during which the department shares provisional pupil data with schools)

As in previous years, any amendments after August 2015 will be reflected in the full performance tables release in January 2016.

We will provide further guidance alongside the provisional results, to support our users in understanding and comparing school performance.

The publication of results for those colleges offering full-time provision for 14-to-16-year-olds

Since September 2013, general further education colleges and sixth-form colleges have been able to enrol[14], and require direct funding from the Education Funding Agency (EFA) for, 14- to 16-year-olds who wish to study high-quality vocational qualifications alongside general qualifications including English and maths within the key stage 4 curriculum. The 2014/15 academic year is therefore the first year in which 14-to-16 pupils enrolled at a college will reach the end of key stage 4. The results for these colleges will be published in secondary performance tables.

Reforms to the Special Educational Needs system

As set out for primary performance tables, secondary performance measures will also reflect the 2014 reforms to the Special Educational Needs (SEN) system. See page 5 for full details.

Changes to the definition of disadvantaged pupils

As set out for primary performance tables, the definition of disadvantaged pupils will also change in the secondary performance tables to include the new criteria used for the 2014-2015 pupil premium. See pages 5-6 for full details.

Addition of a prior attainment indicator due to the 2010 boycott of key stage 2 national curriculum tests

In 2010, around 25% of state-funded primary schools boycotted the key stage 2 national curriculum tests. As a result, key stage 2 test results are not available for those pupils who reached the end of key stage 4 in 2014/15 and previously attended a school that took part in the 2010 boycott.

For pupils with missing key stage 2 test data, any secondary performance measures that take prior attainment into account will be based on key stage 2 teacher assessment results instead. This includes measures such as expected progress, best 8 value added and attainment for low, middle and high prior attainers. Using teacher assessment for pupils in place of missing key stage 2 test results is standard practice for secondary performance measures.

To help our users understand where the 2010 boycott has resulted in a high proportion of pupils with missing test results in schools' cohorts, the 2015 performance tables will include an indicator that shows where over 50% of a school's pupils do not have key stage 2 tests results, for either English or maths, due to the boycott.

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[14] https://www.gov.uk/government/publications/enrolment-of-14-to-16-year-olds-in-full-time-further-education/full-time-enrolment-of-14-to-16-year-olds-in-fe-and-sixth-form-colleges-academic-year-2015-to-2016

Future developments

In 2013, the department announced major reforms to the secondary school accountability system, which will start to come into effect in the 2016 performance tables (published in early 2017). From 2016 onwards, performance tables will be based on Progress 8 and Attainment 8 measures. Further developments are set out below.

Coasting schools

The Secretary of State for Education has announced that, from 2016, the department will identify 'coasting' schools that are failing to push every pupil to reach their potential.

The 'coasting' definition will capture school performance over 3 years. In 2016 this will therefore consider performance in 2014, 2015 and 2016. Given the change in the accountability regime in 2016, the coasting levels for 2014 and 2015 will reflect the current accountability measures. From 2016 onwards it will reflect the new accountability regime.

For secondary schools in 2016, a school will be coasting if:

- In 2014 and 2015 fewer than 60% of children achieve 5+ A*-C GCSEs including English and maths, and they are below the median level of expected progress; and
- In 2016 they fall below a level set against the new Progress 8 measure. This level will be set after the 2016 results are available to ensure it is at a suitable level.

By 2018, the definition of coasting will be based entirely on three years of Progress 8 data and will not have an attainment element.

Further details can be found in the government announcement, available here.

GCSE reform

The government is reforming GCSEs as part of its plans to ensure pupils can compete with the top performers in the world and secure the best jobs.

New GCSEs in English and maths will be taught from 2015 with the first examinations in 2017 (after new performance measures are introduced). New GCSEs in other subjects will be phased in for teaching from 2016 and 2017. To ensure all students benefit from the reformed qualifications, only the new GCSEs will be included in the secondary performance tables as they are introduced.

As part of the reforms, a new grading system is also being introduced from 2017 to replace the A to U system with a new 9 to 1 scale.

Under the new system, a 'good pass' - currently a C grade - will become a grade 5. The new 'good pass' is comparable to a high C or low B under the current system – making it

comparable to the standard aimed for by pupils in top-performing countries such as Finland, Canada, the Netherlands and Switzerland.

A full timeline for when new GCSEs will be introduced can be found on the Ofqual website [here](https://www.gov.uk/government/publications/timeline-of-changes-to-gcses-as-and-a-levels)[15].

English Baccalaureate

The Secretary of State for Education has announced the government's aim that pupils starting secondary school this September (year 7) should study the English Baccalaureate subjects of English, maths, science, history or geography, and a language when they reach their GCSEs, with pupils taking exams in these subjects in 2020. The government plans to consult on detailed proposals in the autumn.

Further details on these future reforms to raise standards can be found [here](https://www.gov.uk/government/news/new-reforms-to-raise-standards-and-improve-behaviour)[16].

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[15] https://www.gov.uk/government/publications/timeline-of-changes-to-gcses-as-and-a-levels
[16] https://www.gov.uk/government/news/new-reforms-to-raise-standards-and-improve-behaviour

16-18 performance tables

In 2015, there will be no new measures published in the 16-18 performance tables.

From 2016 onwards, there will be significant change to the 16-18 performance tables as a result of reforms to the accountability system. As such, changes to the current performance tables are being kept to a minimum this year.

Annex C sets out the full range of measures that will be published in 2015 16-18 performance tables.

Future developments

In 2014, the department announced major reforms to the 16-19 accountability system, which will start to come into effect in the 2016 performance tables (published in early 2017).

Reporting vocational qualifications

From 2016, the 16-18 performance tables will report A level, Academic, Tech Level and Applied General cohorts separately. Following Professor Alison Wolf's Review of Vocational Education, the 16-18 performance tables will also be restricted to a list of qualifications that can count towards performance measures. The lists of Tech Levels and Applied General qualifications approved for inclusion in the 2016 performance tables is available here[17].

Introducing more rigorous minimum standards

More rigorous minimum standards are being introduced to recognise the efforts schools and colleges make in helping their students' to progress and to identify when a provider is underperforming, so that action can be taken. Minimum standards will be set separately for level 3 academic and Applied General qualifications using school or college value added scores and associated confidence intervals.

Publishing clearer and more comprehensive performance information about schools and colleges

This will increase transparency and show how schools and colleges are performing against expectations. The performance tables will include a wider range of information on 16-18 year old students' attainment and progression. Students will have reliable and consistent information, so that they can choose the providers that offer the best chance of helping them to achieve their ambitions. Performance measures include:

A set of five headline measures
Headline measures for 16-18 will give a clear overview of the performance of a school or college in academic and vocational programmes compared with other institutions

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[17] www.gov.uk/government/publications/vocational-qualifications-for-14-to-19-year-olds

nationally. The headline measures will be **progress, attainment, retention, destinations and progress in English and maths** (for students who complete key stage 4 without a GCSE pass at A*-C in these subjects).

A broader set of additional measures
A broader set of measures will be introduced from 2017 onwards to provide other important information on performance, giving a fuller picture of an institution. We will publish further guidance on these measures in due course.

Introducing a Technical Baccalaureate performance measure
From 2016, a new Technical Baccalaureate (TechBacc) measure will be introduced in the 16-18 performance tables. It will recognise the achievement of students taking advanced (level 3) programmes which include an approved tech level, level 3 maths and extended project qualifications. It will be introduced for courses beginning in September 2014, for reporting in the performance tables from 2016. More information about the TechBacc is available [here](#)[18].

Allocation of students to institutions
In the current performance tables, results are allocated to the provider where the student took their highest volume of examination entries in the reporting year. This approach limits the reporting of a student's achievements to a single provider over the 16-18 study period. In order to more closely align the performance tables' allocation principles with the 16-19 funding formula, we are developing an approach where 2016 results are allocated to providers on an annual basis. However, outcomes will continue to be reported when a student has reached the end of their 16-18 studies.

Shadow data for headline measures
In July, schools and colleges were provided with information to show what the new progress and attainment measures[19] will look like based on 2014 results. This was broken down for students in the A level, academic and applied general cohorts. The data is intended to support schools and colleges in preparing for the move to the new accountability system.

Further information on new performance measures
Detailed guidance on the new measures can be found [here](#)[20].

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[18] https://www.gov.uk/government/publications/technical-baccalaureate-measure-for-16-to-19-year-olds

[19] Data included average point scores per entry, average grade and value added scores (plus confidence intervals).

[20] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/359909/Technical_Guide_final_for_publication.pdf

Additional information

RAISEonline

Key changes to primary and secondary performance measures will be replicated in RAISEonline data for schools. Further details of changes to RAISEonline for 2015 will be given in the 'latest news' section of the RAISEonline website by the start of the new academic year in September 2015.

Changes between July 2015 and the publication of performance tables

Please note that, whilst we have tried to capture all of the performance tables changes and developments in this document, there may still be changes made before they are published. Any major changes will be communicated through an addendum to this document, smaller changes will be publicised on the news and announcements page of the performance tables website.

Questions and comments

If you have any questions or comments about the content of this document please contact the Department for Education:

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By typetalk: 18001 0370 000 2288

Online: www.education.gov.uk/contactus/dfe

By post: Statement of Intent
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Annex A

Primary performance tables content

KS2 attainment	Topline	% achieving level 4 or above in reading, writing and maths
		% achieving level 4B or above in reading and maths and level 4 or above in writing
		% making expected progress in reading
		% making expected progress in writing
		% making expected progress in maths
	Pupil progress	% of pupils making expected progress in reading
		% of pupils making expected progress in writing
		% of pupils making expected progress in maths
		Reading, writing and maths value added score with confidence limits
		Reading value added score with confidence limits
		Writing value added score with confidence limits
		Maths value added score with confidence limits
	KS2 test results	**Reading, writing and maths:**
		% achieving level 3 or below
		% achieving level 4 or above
		% achieving level 4B or above in reading and maths and level 4 or above in writing
		% achieving level 5 or above
		Average point score
		Average level per pupil
		Reading / Grammar, punctuation and spelling / Maths:
		% achieving level 3 or below
		% achieving level 4 or above
		% achieving level 4b or above
		% achieving level 5 or above
		% achieving level 6
		% absent or unable to take test
	Closing the gap	**Disadvantaged pupils / Other pupils - Reading, writing and maths:**
		% achieving level 3 or below
		% achieving level 4 or above
		% achieving level 4B or above in reading and maths and level 4 or above in writing
		% achieving level 5 or above
		Disadvantaged pupils / Other pupils - Making expected progress:
		Reading
		Writing
		Maths
		Gaps - shown for achievement at level 4 and level 4b and for expected progress:
		Gap between disadvantaged pupils and others
		Gap between school and national % for disadvantaged pupils
		Gap between school and national % for others
		Reading, writing and maths value added score with confidence limits:
		Disadvantaged pupils
		Other pupils

KS2 attainment	Closing the gap: three year rolling averages	**All pupils:** *Number of pupils (three year total)* *Three year average for % achieving level 4 or above in reading, writing and maths* *Three year average for % making expected progress in reading / writing / maths* **Disadvantaged pupils:** *Number of pupils (three year total)* *Three year average for % achieving level 4 or above in reading, writing and maths* *Three year average for % making expected progress in reading / writing / maths* **Other pupils:** *Number of pupils (three year total)* *Three year average for % achieving level 4 or above in reading, writing and maths* *Three year average for % making expected progress in reading / writing / maths* **Percentage point gap, based on three year average, between school and national (both disadvantaged pupils and other pupils):** *% achieving level 4 or above in reading, writing and maths* *% making expected progress in reading / writing / maths* **Percentage point (in-school) gap, based on three year average, between disadvantaged and other pupils:** *% achieving level 4 or above in reading, writing and maths* *% making expected progress in reading / writing / maths*
	Teacher assessment	**English / Reading / Writing / Maths / Science:** *% achieving level 3 or below* *% achieving level 4 or above* *% achieving level 5 or above* *% achieving level 6* *% absent or disapplied*
	Low, middle and high attainers	**Reading, writing and maths:** *% achieving level 3 or below* *% achieving level 4 or above* *% achieving level 4B or above in reading and maths and level 4 or above in writing* *% achieving level 5 or above* **Reading / Grammar, punctuation and spelling / Maths:** *% achieving level 4 or above* *% achieving level 4B or above* **Writing:** *% achieving level 4 or above* **% making expected progress:** *Reading* *Writing* *Maths* **Reading, writing and maths value added scores with confidence limits**
	English as an additional language	% achieving level 4 or above % achieving level 5 or above % making expected progress
	Gender	**Boys / Girls:** *% achieving level 4 or above* *% achieving level 5 or above* *% making expected progress*

KS2 attainment	Non-mobile pupils	% achieving level 4 or above in reading, writing and maths
		% achieving level 5 or above in reading, writing and maths
		% making expected progress in reading
		% making expected progress in writing
		% making expected progress in maths
	Cohort information	Pupils on roll aged 10
		Number and % of:
		Pupils eligible for KS2 assessment
		Disadvantaged pupils
		Pupils for whom English is not their first language
		Pupils with statements of SEN or EHC plans *New for 2015*
		Pupils with SEN without a statement, or on School support *New for 2015*
		Non-mobile pupils
		KS1 attainment for low, middle and high attainers
		Average KS1 point score
	Similar schools	Schools rankings within a group of 125 similar schools based upon % of pupils achieving level 4 or above in reading writing and maths
		Average level per pupil

Downloadable data files:
- KS2 attainment results

Annex B
Secondary performance tables content

2015 performance measures are subject to a change in methodology stemming from the extension of the early entry policy to cover <u>all</u> subject areas

KS4 attainment	Topline	% making expected progress in English
		% making expected progress in maths
		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
		% achieving the English Baccalaureate
		% achieving grades A*-C in English and maths GCSEs
	KS4 exam results	% achieving 5+ A*-C GCSEs including English and maths GCSEs
		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs - All pupils, low, middle & high attainers
		% achieving 5+ A*-C GCSEs (or equivalent)
		Number & % of pupils achieving grades A*-C in English and maths - All pupils, low, middle & high attainers
		% achieving 5+A*-G GCSEs (or equivalent)
		% achieving English and maths skills Level 2
		% achieving English and maths skills Level 1
		% achieving at least 1 qualification
		Average point score per pupil (best 8) - all qualifications - All pupils, low, middle & high attainers
		Average point score per pupil (best 8) - GCSEs only - All pupils, low, middle & high attainers
		Average point score (uncapped)
		Average grade per pupil per qualification (uncapped) - Low, middle & high attainers
		Average grade per pupil per GCSE (uncapped) - Low, middle & high attainers
		Average grade per pupil (best 8)
		Average entries per pupil - all qualifications - All pupils, low, middle & high attainers
		Average entries per pupil - GCSEs only - All pupils, low, middle & high attainers
	English Baccalaureate	% of pupils achieving all EBacc subjects - All pupils, low middle & high attainers
		Number & % of pupils entered for all EBacc subjects - All pupils, low middle & high attainers
		% of pupils achieving A*-C / Number entered / % entered:
		English, maths, science, humanities, language
		Number & % of pupils achieving EBacc subjects at grades A*-G:
		Overall, English, maths, science, humanities, language
		EBacc individual GCSE subjects; Value Added scores and confidence limits:
		English, maths, science, humanities, language - All pupils, low, middle & high attainers

<table>
<tr><td rowspan="2">KS4 attainment</td><td>Progress 8
(for opt-in schools only)</td><td>

NEW FOR 2015

Note: these measures will only be published for those schools that have opted into the new accountability system in 2015

All pupils:

Overall Attainment 8 score and progress 8 score (with confidence intervals)

Attainment 8 score and progress 8 score, broken down by the four constituent elements of the measure:

- *English*
- *Maths*
- *Other English Baccalaureate qualifications*
- *Other qualifications (split to show vocational and non-vocational)*

Disadvantaged pupils:

Attainment 8 score and progress 8 score, broken down by the four constituent elements of the measure:

- *English*
- *Maths*
- *Other English Baccalaureate qualifications*
- *Other qualifications (split to show vocational and non-vocational)*

Other pupils:

Attainment 8 score and progress 8 score, broken down by the four constituent elements of the measure:

- *English*
- *Maths*
- *Other English Baccalaureate qualifications*
- *Other qualifications (split to show vocational and non-vocational)*

</td></tr>
<tr><td>Closing the gap: three year rolling averages</td><td>

All pupils:

Number of pupils (three year total)

Three year average for % achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs

Three year average for % making expected progress in English

Three year average for % making expected progress in maths

Disadvantaged pupils:

Number of pupils (three year total)

Three year average for % achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs

Three year average for % making expected progress in English

Three year average for % making expected progress in maths

Other pupils:

Number of pupils (three year total)

Three year average for % achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs

Three year average for % making expected progress in English

Three year average for % making expected progress in maths

Percentage point gap, based on three year average, between school and national (both disadvantaged pupils and other pupils):

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		Achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
		Making expected progress in English
		Making expected progress in maths
		Percentage point (in-school) gap, based on three year average, between disadvantaged and other pupils:
		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
		% making expected progress in English
		% making expected progress in maths
	Closing the gap: time series	Number & % of disadvantaged pupils in KS4 cohort: 2012, 2013, 2014
		% of disadvantaged pupils & other pupils (2012, 2013, 2014):
		Achieving A*-C in English and maths GCSEs
		Achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
		Entered in EBacc
		Achieving EBacc
		Making expected progress in English
		Making expected progress in maths
		Percentage point gap between school and national (both disadvantaged pupils and other pupils):
		Achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
		Making expected progress in English
		Making expected progress in maths
		Percentage point (in-school) gap between disadvantaged and other pupils:
		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
		% making expected progress in English
		% making expected progress in maths
	Closing the gap: value added	**Value added scores for disadvantaged pupils & other pupils, with confidence limits:**
		Best 8, English, maths, science, humanities, languages

2015 performance measures are subject to a change in methodology stemming from the extension of the early entry policy to cover all subject areas

KS4 attainment	Pupil progress	% making expected progress in English - All pupils, low, middle & high attainers
		% making expected progress in maths - All pupils, low, middle & high attainers
		Value added (best 8) score with confidence limits - All pupils, low, middle & high attainers
		Indicator to show whether teacher assessments were used for English prior attainment for 50% or more pupils, due to boycott *New for 2015*
		Indicator to show whether teacher assessments were used for maths prior attainment for 50% or more pupils, due to boycott *New for 2015*
	English as an additional language and gender	% achieving A*-C in English and maths GCSEs
		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
		% entered for EBacc
		% achieving EBacc
		% making expected progress in English
		% making expected progress in maths
		Average point score per pupil (best 8) - all qualifications
		Average point score per pupil (best 8) - GCSEs only
	Non-mobile pupils	% achieving A*-C in English and maths GCSEs
		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
		% entered for EBacc
		% achieving EBacc
		% making expected progress in English
		% making expected progress in maths
	Three year averages	% achieving A*-C in English and maths GCSEs
		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
		% making expected progress in English
		% making expected progress in maths
	Cohort information	Number of pupils at end of KS4 - all pupils, boys, girls
		% of pupils aged 14 or under at the end of KS4
		% of pupils aged 15 at the end of KS4
		Number & % of:
		Low, middle and high prior attainers (KS2)
		Disadvantaged pupils:
		Pupils for whom English is not their first language
		*Pupils with statements of SEN or EHC plans *New for 2015**
		*Pupils with SEN without a statement, or on School support *New for 2015**
		Non-mobile pupils

2015 performance measures are subject to a change in methodology stemming from the extension of the early entry policy to cover all subject areas*

KS4 attainment	Similar schools	Schools rankings within a group of 55 similar schools based upon % of pupils achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
		Average grade per pupil (capped 8) - all qualifications
		Average key stage 2 point score (all pupils)
		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs - boys, girls, low, middle & high attainers
	Education Destination Measures (for the 2011/12 KS4 cohort)	Number of pupils
		Number & % in a sustained education destination
		Number & % for whom education destination was not sustained
		Number & % whose activity was not captured in data
		Number & % at the following education destinations:
		Further Education College
		Independent School
		Other Further Education Provider
		School Sixth Form
		Sixth Form College
		Specialist post-16 institution
		Pupil Referral Unit or other alternative provision
		Special School
		Apprenticeships
		UK Higher Education Institution
		Education combination (pupils recorded at more than one destination)

Downloadable data files:
- KS4 attainment results
- KS4 qualification and subject data

Annex C
16-18 performance tables content

16-18 attainment	A level Results	Average point score per A level entry
		Average point score per A level entry expressed as a grade
		Average point score per A level student (full-time equivalent)
		% achieving:
		at least 3 A levels at A*-E
		at least 2 A levels at A*-E
		at least 1 A level at A*-E
		A levels at grades AAB or higher (in at least 2 facilitating subjects)
	Academic Results	Average point score per academic entry
		Average point score per academic entry expressed as a grade
		Average point score per academic student (full-time equivalent)
		% achieving qualifications equivalent to:
		at least 3 A levels at A*-E
		at least 2 A levels at A*-E
		at least 1 A level at A*-E
	Vocational Results	Average point score per vocational entry
		Average point score per vocational entry expressed as a grade
		Average point score per vocational student (full-time equivalent)
		% achieving qualifications equivalent to:
		at least 3 substantial vocational qualifications
		at least 2 substantial vocational qualifications
		at least 1 substantial vocational qualification
	Progress measures	A level Value Added measure with confidence limits
		Number of A level entries
		Academic Value Added measure with confidence limits
		Number of academic entries
		Vocational Value Added measure with confidence limits
		Number of vocational entries
	Cohort Information	Number of students aged 16-18
		Number of students at the end of KS5 study
		Number of A level students at the end of KS5 study
		Number of full-time equivalent A level students at the end of KS5 study
		Number of academic students at the end of KS5 study
		Number of full-time equivalent academic students at the end of KS5 study
		Number of vocational students at the end of KS5 study
		Number of full-time equivalent vocational students at the end of KS5 study

Downloadable data files:
- 16-18 attainment results
- 16-18 qualification and subject data
- Level 3 Value Added (Qualification Type Data)
- Level 3 Value Added (Subject Data)
- 16-19 interim minimum standards

Annex D
Cross-cutting performance tables content

Absence (primary & secondary only)	Overall absence		
	Persistent absence - 15% +		

Finance (primary & secondary only)	Figures presented available as £ per pupil or proportion of total expenditure	Summary	% of pupils eligible for free school meals
			Total income
			Total expenditure
		Funding and income	Grant funding
			Self-generated income
		Education staff spend	Teaching staff
			Supply staff
			Education support staff
		Learning resources and curriculum spend	Learning resources (not ICT)
			ICT Learning resources
			Bought in professional services - curriculum
		Other spend	Back office (including staff costs)
			Catering (including staff costs)
			Premises (including staff costs)
			Other staff costs
			Energy
			Other expenditure
		Comparisons over time and differences	Teaching and Education Support Staff Costs
			Support staff costs
			Back office costs
			Energy
			Total expenditure

Workforce (primary and secondary only)	Headcount of all teachers in a school
	Headcount of all teaching assistants in a school
	Headcount of all support (exc. auxiliary) staff in a school
	Full-time equivalent number of all teachers in a school
	Full-time equivalent number of all teaching assistants in a school
	Full-time equivalent number of all support (exc. auxiliary) staff in a school
	Ratio of pupils to teachers in a school
	Average gross salary of all fulltime qualified teachers in a school

Establishment information	Pupil population (primary & secondary only)	Number of pupils on roll
		Number of boys on roll
		Number of girls on roll
		% of pupils with SEN with statements or on School Action Plus
		% of pupils with English not as a first language
		% of pupils eligible for free school meals
		Number of pupils eligible for FSM at any time during the past 6 years
		% of pupils eligible for FSM at any time during the past 6 years
	School characteristics	School type
		Lowest age for entry
		Highest age for entry
		Gender of entry
		School denomination
		Current admission policy
	School details	Address
		Town
		Postcode
		Telephone number
		Headteacher/principal's name
		Unique Reference Number
Ofsted	Inspection date	
	Inspection outcome	
	Link to report	

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