SCHOOLSWEEK

GUIDE TO

LEAGUE TABLES

A GUIDE TO THE NEW KS4 + 16-18 HEADLINE MEASURES

A SUPPLEMENT PRODUCED BY

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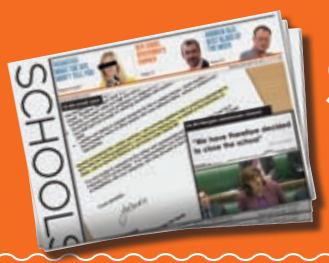

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INTRODUCTION

The focus in all schools is rightly on the young people sitting in classrooms, working hard each day, to try and learn all they can. It's noble to believe they do it because it's fun and intrinsically good. Learning really is those things, but there's also an extent to which students work so that they can gain qualifications. Not because they are hungry for certificates to stick on their walls, but because qualifications are passes to the future.

For that reason, school leaders who work with young people at key stage 4 and 5 pay attention to who is passing what.

There's another reason, too. In all bluntness, the reputation of the school – and the jobs of people within it – often hangs on the numbers of students passing certain exams or qualifications. The reasons for this are explored intricately over the next few pages; but whatever the past says about why, the fact is that performance measures for schools now matter and school leaders cannot pretend they don't know about or understand them.

Which doesn't mean the government makes it easy to follow what you're supposed to do. In the past few years there has been endless tinkering with what does and doesn't count in league tables; how many times a student can enter; the double or triple or zero weighting of a subject in a 'basket of goods' – and so on.

This interminable vocabulary has become so dense that we decided it was time to gen up on all the difficult bits and then lay them out, clearly, once and for all, in an easy-read guide of what you can expect in the coming year as the league tables change for key stages 4 and 5.

Working with writers from LKMCo, an education think and action tank, we have created a guide that takes you through the history of the changes, breaks down what they mean, provides case studies of the decisions that schools are making – and does it all in a glossy, well-designed way.

We hope that you will read it, keep it and use it again and again. Perhaps even study it. If not for its intrinsic worth, at least because everyone needs to know about how qualifications will affect their future – whether they are a child, or a school leader.

LAURA MCINERNEY

Editor of *Schools Week*

LEAGUE TABLES

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GEMMA GATHERCOLE
HEAD OF POLICY – FE AND FUNDING AT OCR

FOREWORD

Like summer exam results, the publication of school and college performance tables receives widespread coverage. This year was no different with a stampede of headlines.

For me the ability to understand and explain performance tables has become an integral part of my day job as the information published about tables has increased, but so has the number of places to find it. Even outside my day job, the ability to understand tables has become critical. As a primary school Chair of Governors being able to understand the information presented to governors is important, but it is not easy for those not normally employed in the education and skills field to understand.

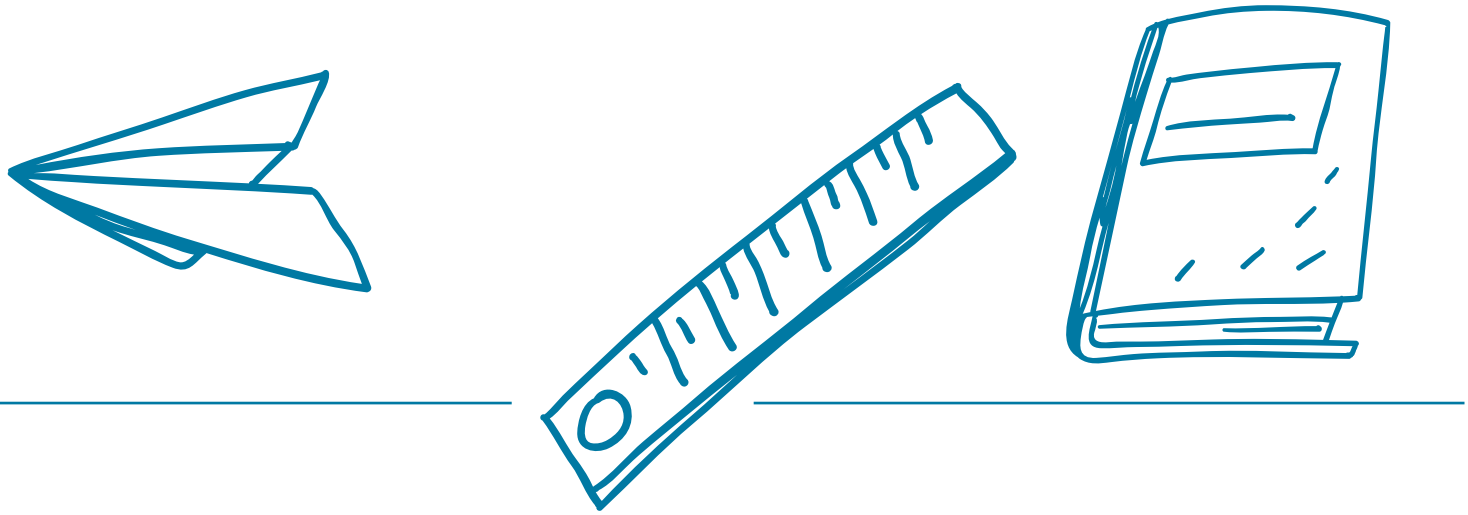
When they were first introduced, performance tables were part of a government initiative to provide more information on public services to citizens. They do meet this simple objective, however; perhaps there is a broader question about whether providing data on its own is sufficient. Broader still is the question about to what extent the data given in these tables can actually inform us about how our schools and colleges perform. Education should be broader than the examination syllabus and so how we judge schools and colleges should be broader than how they perform in these tables.

There has been much discussion in this round of publications about the extent to which performance can be judged between this year's and last year's tables. There is much that has changed in the 2014 tables, details of which you will find in the following pages. But performance tables are going to change again year on year and have more wholesale changes in 2016 when the government's new accountability measures, like Progress 8, come into full effect.

> **The ability to understand tables has become critical**

These aren't the only changes placed on performance tables though. Each year the Department for Education publish a statement of intent about the content of the tables and there are small differences each time. The only real permanence has been the existence of the tables themselves. Does this help or does this hinder comparison?

In a recent blog, Cambridge Assessment's Group Chief Executive Simon Lebus asked an interesting question. He posited that perhaps it is time that the compilation and publication of performance tables should be handed over to an independent body. Given that the average length of service of the Secretary of State for Education is less than two years and that the current publication of table is so intrinsically impacted



by policy decisions, this seems like an ideal solution.

The 2011 report by Professor Alison Wolf referred to the 'perverse incentives' created by the funding and accountability systems. Much of this government's reform has been taken to change those facets which they considered provided the perverse incentives. However, it's a question of policy, position and timing as to whether we consider these reforms to have created their own set of incentives and whether they in time are judged to be perverse or just.

Performance tables are based on data, usually relating to examination results. Simon's blog made reference to work being undertaken by the Open Public Service Network into intelligent data mining to provide more useful tools for improving educational standards. ASCL, NAHT, the PiXL Club and United Learning have produced their own alternative to government performance tables. While these may present different ways to view information, are there other important questions that we should be asking ?

There has been much discussion this year about the impact of removing some IGCSEs from performance tables.We advocate an education system that allows schools and colleges the autonomy and confidence to provide a broad and balanced curriculum with the best qualification choices for their learners whether GCSEs, IGCSEs, or vocational and skills-based alternatives. On many occasions, crude headline accountability measures seem to compromise this.

Tables compiled using just examination results from a selected list of qualifications can never answer broader questions. Performance tables should be an opportunity to celebrate great achievements, a chance to take stock and an opportunity to plan for improvements in the future. Politicians often talk of the need for all our children to get a good education. We wholeheartedly agree, but sometimes we need to recognise goodness when we see it and expect schools and colleges to challenge it themselves when they don't. We should focus on giving schools the accountabilities and cultures that we try to adopt in business – self-evaluation, effective planning for the future and continuous improvement. Perhaps then we could get a more rounded picture of performance. 'In the meantime, we hope this guide helps you navigate the changing nature of performance tables.

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THE HISTORY OF LEAGUE TABLES

THE HISTORY OF LEAGUE TABLES

DR SAM BAARS

School performance tables have become such a central part of the education system it is hard to imagine a world without them. However, league tables did not materialise until the early 1990s. Well into the 80s the school system was seen by many as a 'secret garden' in which outcomes were neither measured nor communicated. Fast-forward to 2015, and anyone with an internet connection and a copy of Excel can compare school performance in forensic detail. Here we briefly chart the birth and development of the school league table, and reflect on the significance of this 40-year journey.

THE EARLY FOUNDATIONS

The move towards our present system of school accountability can be traced back almost exactly 40 years to a school, a speech and the establishment of a little-known unit of the then DfES. These events that culminated, twenty years later, in the first published school performance tables.

William Tyndale school in Islington achieved national notoriety during the 1975/76 academic year, as parents protested at what they saw as the school's unruly experiments in progressive, pupil-centred education and the damaging effect this was having on their children. At the end of the year, Prime Minister Jim Callaghan delivered his famous 'Ruskin speech' which kick-started the 'Great Debate' about the structure, purpose, and future of state education and called for greater standardisation and accountability. Amongst the range of initiatives emerging from Callaghan's speech was the establishment of the Assessment of Performance Unit, which began to conduct tests of pupils' attainment in English, maths, science and modern foreign languages on a rolling basis. Although the APU's assessments aimed to provide a national overview of standards rather than school-level attainment data, the shift towards a data-driven system had begun.

The next important step was the **1980 Education Act's School Information regulations**, which, for the first time, made it mandatory for schools to publish their public exam results. Up until then, schools had been able to pick and choose the CSE and GCE exam data they wished to share with the public. Indeed, prior to 1981 they were under no obligation to release any of this data.

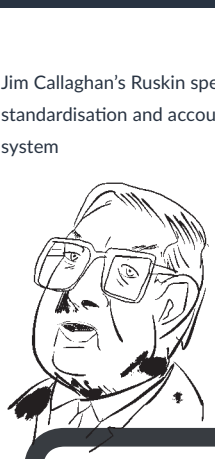
Introducing the new regulations did not mean school performance data was easily available as a 1984 paper reveals:

"The NCES (National Council for Educational Standards) wrote to LEAs and individual schools requesting 1981 exam result details for all fifth formers. They had responses from 55% of LEAs and 49% of secondary schools."

THE BIRTH OF THE LEAGUE TABLES

After the introduction of the National Curriculum, key stages and standardised testing in the **1988 Education Reform Act**, schools faced an additional requirement to publish results in a 'common and consistent format' from 1991 onwards. That common and consistent format was provided by the newly introduced GCSE, and the 5A-C headline measure (which expanded to include the new A* grade in

Timeline: the foundations of the performance tables



1976 — Jim Callaghan's Ruskin speech calls for greater standardisation and accountability in the state education system

1981 — Regulations introduced as part of the 1980 Education Act make it compulsory for schools to publish their exam results

1988 — GCSEs and the National Curriculum introduced as part of the 1988 Education Reform Act

199 — Schools face regulations compulsory to publish th results in a c consistent fo

1994). Together, these moves made it possible to compare school performance for the first time. Secondary school performance tables arrived a year later, in November 1992 and primary school tables four years later.

Between 1992 and 1994, the public's interaction with the new performance tables was strictly paper-based, through local and national media. In fact, the league tables generated such widespread interest that results day proved to be a reliable annual bonanza for the newspapers. On 29th September 1995 the performance tables were made available online for the first time, with the accompanying DFEE press release heralding this as "the biggest public information exercise ever undertaken by any Government department."

THE CASE FOR LEAGUE TABLES: FROM ACCOUNTABILITY TO CHOICE, AND BACK AGAIN

Performance tables were born out of calls for schools to be more accountable, and for teaching and testing to be more standardised. However, as central government control over education became tighter, the rationale behind reforms to the education system – including the introduction of league tables – became more about parent choice, reflecting the increasing role of market forces in the delivery of public services.

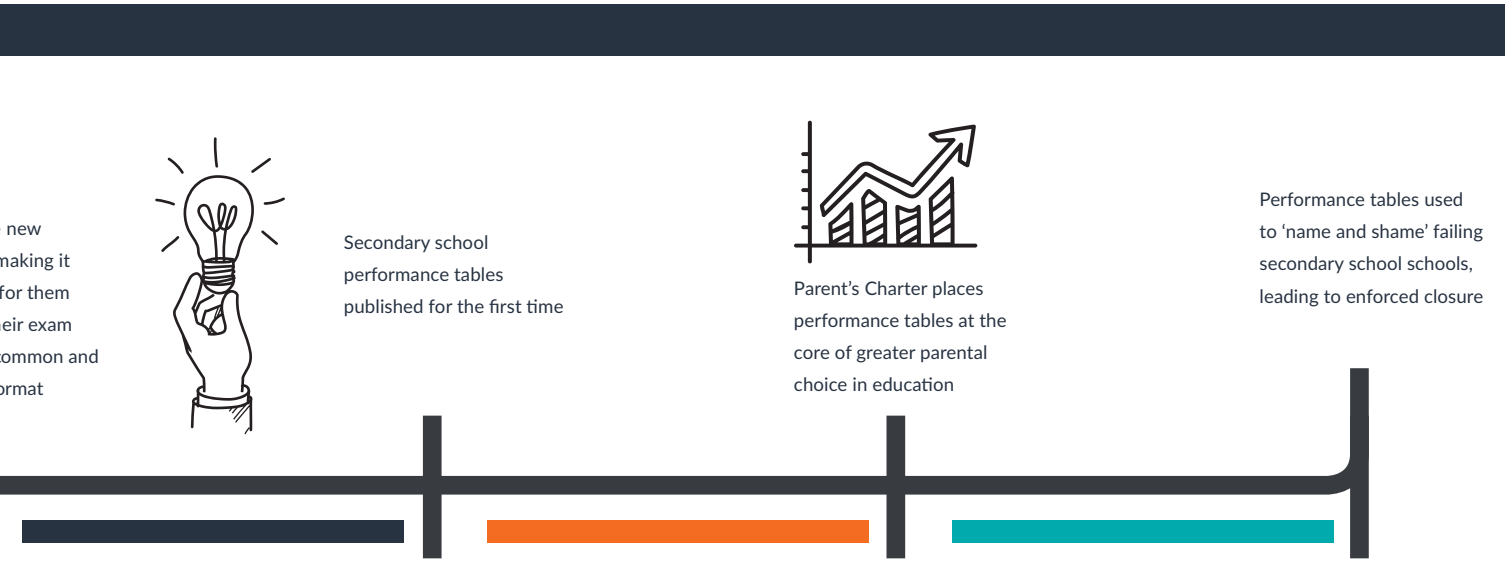
The new performance tables formed a central plank of the **1993 Parent's Charter** and were heralded by the Conservative government of the time as the cornerstone of a new era of school choice, in which parents could make fully informed decisions about where to educate their children. Indeed, the then — Education Secretary, John Patten, announced that the introduction of the new performance tables was "consigning to the dustbin of educational history" a system which "denied parents the right to know how schools are performing and prevented them from making informed choices about where they want their children educated."

By the turn of the millennium the narrative had begun to swing back again: although the goal of facilitating parent choice within education remained, league tables were once again promoted as a tool of oversight, management and standards. The goal was to root out 'failing schools' and to identify champions.

In 1997 eighteen schools were publically identified by central government as failing, based on performance tables and 25 were closed and reopened with new names, uniforms and staff- a theme that continues to this day in the coalition's academies policy.

TARGETS AND CONTEXT

Targets were attached to the performance tables for the first time in 2000, with a minimum 'floor' standard- that all secondary schools were expected to achieve. This standard has repeatedly been raised and additional stipulations added—for example by adding English and Maths to the basic 5A*-C in 2006. New measures have also been created around particular subjects, for example through the 2010 Ebacc. But perhaps the most extensive change was in an effort to recognise context - whether in terms of demography or pupils prior attainment.



THE HISTORY OF LEAGUE TABLES

INTRODUCING PROGRESS MEASURES

Facing increasing criticism that schools could not be compared fairly using headline 5A*-C rates alone simple Value Added (VA) measures were piloted in the mid-90s. This led to the introduction of KS3-KS4 VA in 1999, followed by separate KS2-KS3 and KS3-KS4 VA measures in 2002, and, finally, a KS2-KS4 VA measure in 2004. The development of these progress measures highlighted the need for year-on-year data for individual pupils – a need that was met in 1999 by the introduction of Unique Pupil Numbers (UPNs) which allowed young people to be tracked all the way through the school system (and beyond).

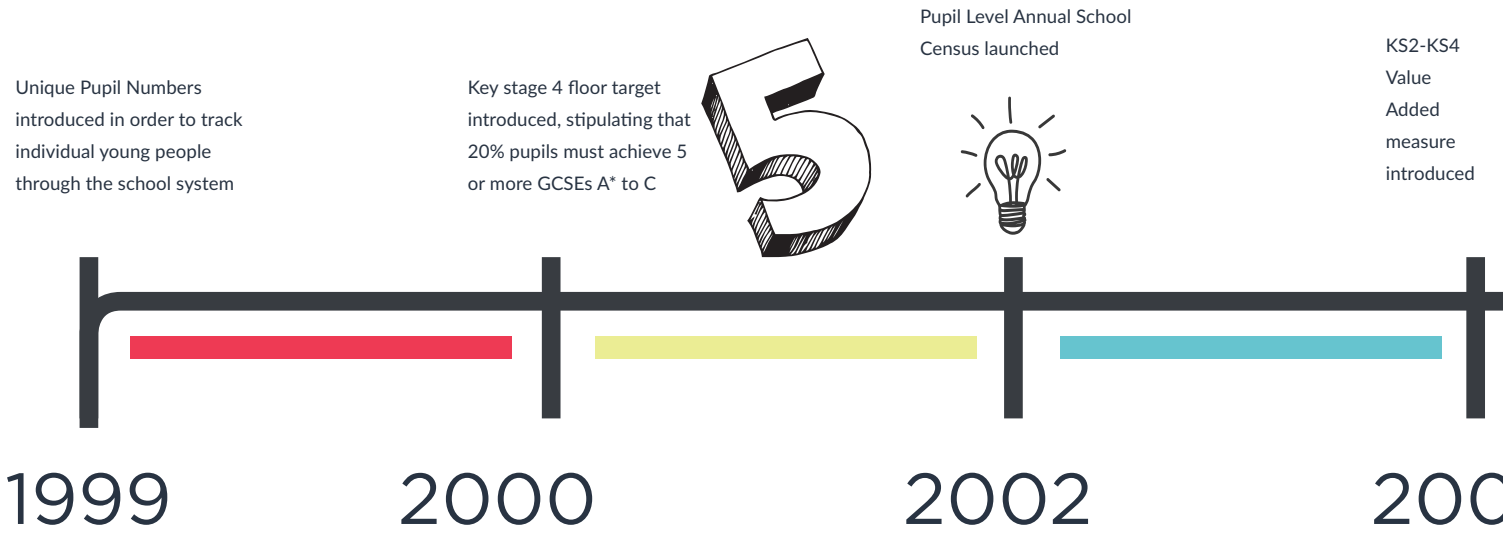
Before long these basic Value Added measures were criticised for not offering a fair assessment of school performance given the variety of factors *outside* the school gates that affected pupils' attainment and progress. The Pupil Level Annual School Census, which ran for the first time in 2002, meant pupils' exam performance data could be linked to a range of demographic, household and neighbourhood-level data. By linking this 'contextual' data on pupils' backgrounds more complex VA measures were developed. These contextual measures allowed pupils' progress to be compared with other pupils who has broadly by similar backgrounds.

The resulting Contextual Value Added (CVA) measure was introduced in 2006, sparking fierce debate between those who felt it levelled the playing field and allowed effective schools with deprived intakes to demonstrate their worth, and those who argued that it was wrong to hold different expectations for different groups of young people, based on their gender, ethnicity or neighbourhood. The

writing was on the wall for CVA after the publication of the 2010 Importance of Teaching White Paper, which argued:

"It is morally wrong to have an attainment measure which entrenches low aspirations for children because of their background... we do not think it right to expect pupils eligible for free school meals to make less progress from the same starting point as pupils who are not eligible for free school meals."

Timeline: the foundations of the performance tables



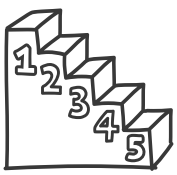
THE SCHOOL REPORT CARD

Alongside the debate as to whether the league tables should consider broader factors that might influence a school's exam-based headline performance measure, such as prior attainment and contextual factors, some began to question the validity of the headline measure itself. A 2009 report of the Expert Group on Assessment called for the entire existing system of performance tables, based around exam-based measures, to be replaced with a School Report Card which would measure a broader range of outcomes alongside attainment, including pupils' wellbeing and parental perceptions of their children's school. Although the School Report Card proposed significant changes to the breadth of school performance measures, the attainment and progress measures themselves were to be based on the existing 5A*-C threshold. Moreover, while the consultation on the proposals revealed widespread support for measuring a broader set of outcomes, the strongest agreement from schools as to the measures that should be included in the Report Card related to pupil progress and attainment and the School Report Card was quickly shelved following the change of government in 2010

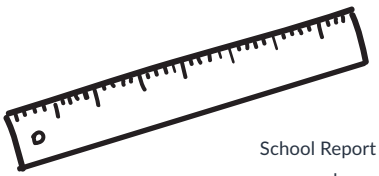
THE PRESENT REFORMS IN HISTORICAL CONTEXT

The narrative of change over the course of the last 25 years throws up themes that lie at the heart of the 2016 reforms. Are we more interested in absolute attainment, or progress? Should we take young people's context into account when measuring their attainment and progress, or does this encourage us to hold lower expectations for particular groups of pupils? Do we value attainment in some subjects above attainment in others?

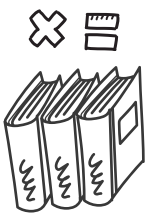
In some ways, the 2016 reforms represent continuity – the 'golden core' of English and Maths for example will receive extra weighting. In other ways, the present reforms are a break with the past - prioritising progress over attainment and exploring the new dimension of 'destinations'. Perhaps these changes are most notable for revealing what the government really thinks 'counts' in education. However, only time will tell what impact the new league tables have and whether they accomplish the goal of driving improvement in our system.



Basic 5A* -C measure toughened to include English and maths, Contextual Value Added measure introduced

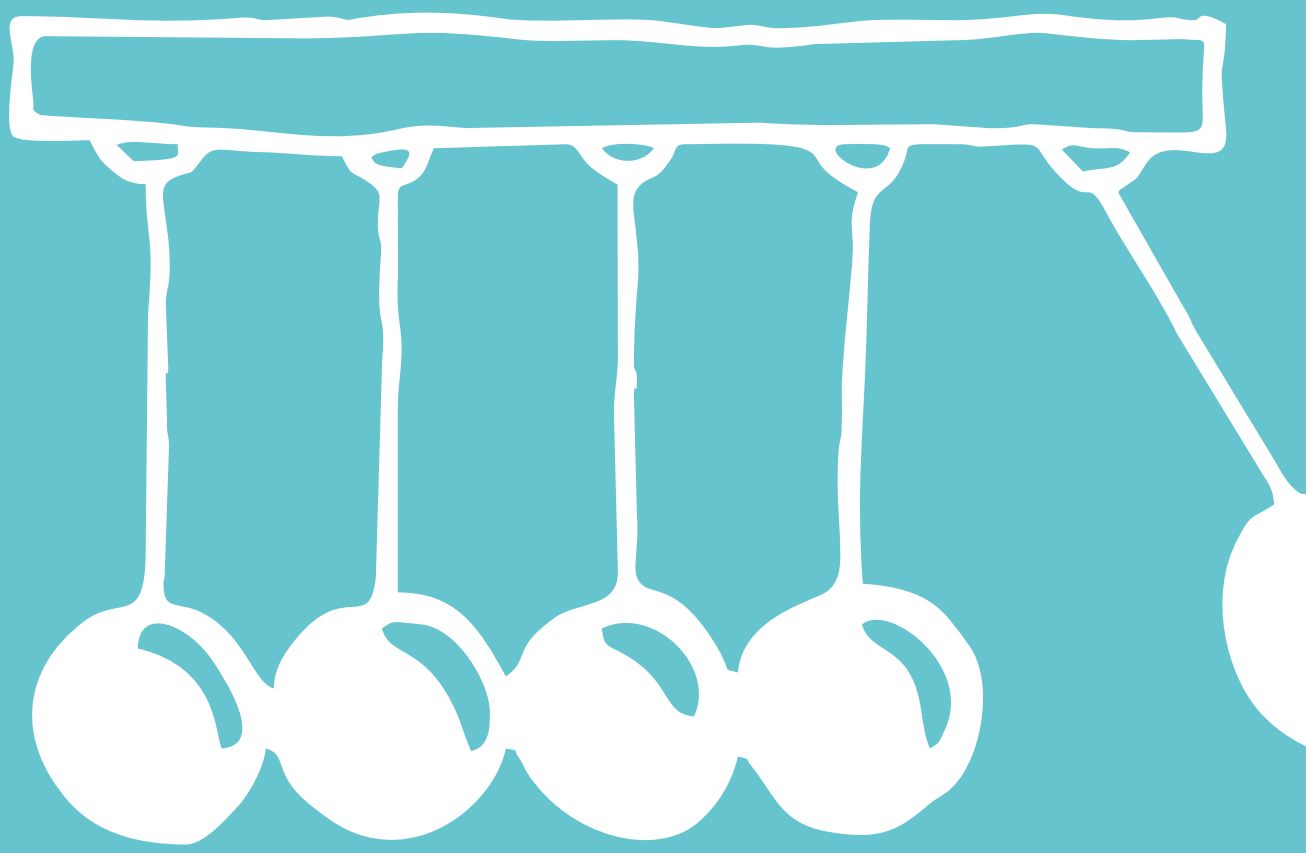


School Report Card proposed



KS4 floor target raised to 40% 5A* -C including English and maths

04 2006 2009 2012



INTRODUCING THE NEW PERFORMANCE TABLES

INTRODUCING THE NEW PERFORMANCE TABLES

LOIC MENZIES

When 2016 performance tables are published in January 2017, schools will be presented with a very different set of data compared with what they are used to.

New measures will be added and the ten-year-old five A*-C including English and Maths threshold will disappear. Measures will cover progress, attainment and a particular focus on English, Maths and the Ebacc subjects.

It might seem like a bit of a headful but this step-by-step explanation of the key changes aims to make it all a bit easier to understand.

WHAT YOU NEED TO KNOW

THE MEASURES

The new league tables will eventually include five main measures – though the final - a destination measure, has yet to be confirmed. (See figure 1)

THE SUBJECTS

Different subjects count towards different measures in particular ways. We therefore divide them into three categories to explain how they fit together: (See figure 2, right)

1. THE GOLDEN CORE

Maths and English retain a special status in the new league tables and are at the heart of four of the new measures. Firstly, the proportion of pupils achieving a C or above in these subjects will be reported under the 'percentage achieving A*-C in English and Maths' measure. Secondly, they are part of the Ebacc so will count towards the schools' percentage of pupils achieving the Ebacc. Additionally they count towards both the Progress and Attainment 8 measures and will be double counted to recognise their particular importance. Additional arrangements for English are explained in more detail below.

2. THE EBACC SUBJECTS

There will be a threshold measure of the proportion of pupils achieving a C or above in the five areas of science, languages, humanities, English and Maths. (See figure 3)

Three slots in the progress and attainment 8 measures are also reserved for Ebacc subjects (in addition to the 'golden core'), however, these do not have to come from different EBacc groups. In other words, more than one Ebacc grade in Progress/Attainment 8 could come from humanities subjects or Languages. Similarly, double science, or different separate sciences can count towards several Ebacc slots (or even all three of them).

Figure 1

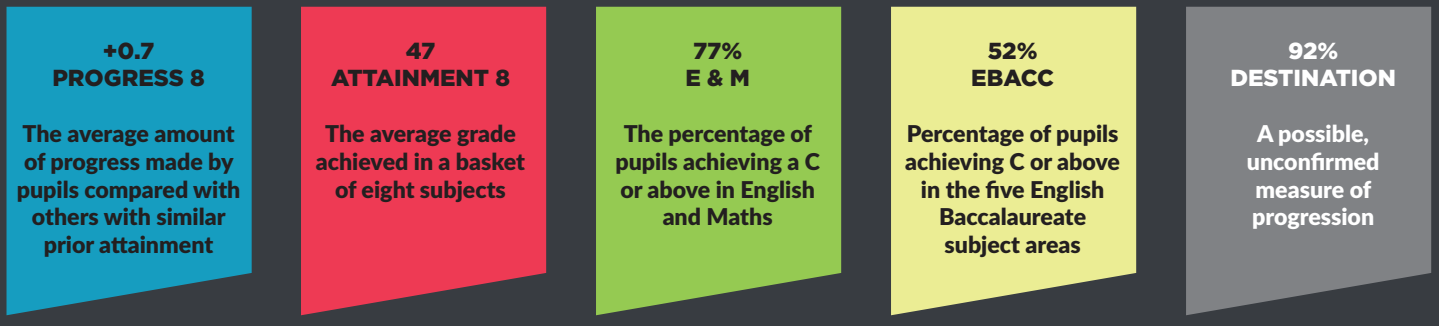


Figure 2

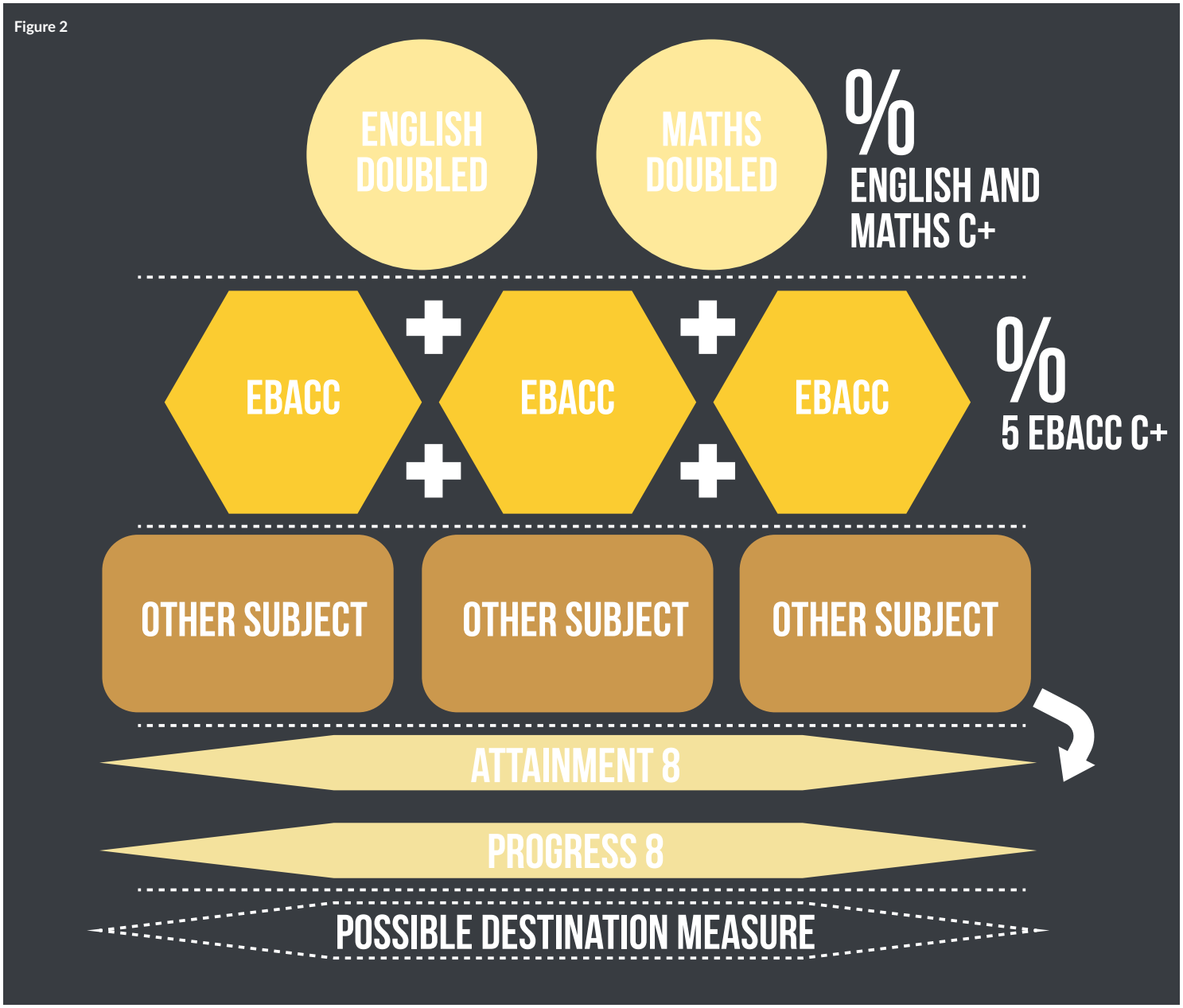


Figure 3

EBACC SUBJECTS

English	Science*	Maths**	Humanities	Languages
English and English Literature	Single award Science Biology Physics Chemistry Additional Science Computer Science	Maths Further Maths Methods in Maths Applications in Maths	Geography History	See link for full list of languages

** If core science is taken then additional science must also be taken and grades A*-C achieved in both to count towards the Ebacc. If the single sciences option is chosen, at least three of the four single sciences (physics, chemistry, biology and computer science) must be taken and grades A*-C achieved in two of them*
*** If taking methods and applications in Maths qualifications, both need to be taken but a C in one is sufficient to count.*

INTRODUCING THE NEW PERFORMANCE TABLES

OTHER SUBJECTS

Up to three additional 'approved qualifications' count towards each pupils' Progress and Attainment 8. These qualifications can include academic, other EBacc subjects and non-EBacc subjects.

SELECTING THE BASKET OF EIGHT SUBJECTS FOR PROGRESS AND ATTAINMENT 8

Both the Attainment eight and Progress 8 measures work by selecting a qualifying basket of pupils' best subjects. Broadly speaking, the process has three steps and at each stage a slot can remain empty - as might happen if a pupil has not taken enough Ebacc subjects or if they have taken fewer than eight subjects in total. In some situations a school may choose to enter pupils for fewer subjects and accept an empty slot to secure higher grades in a smaller number of subjects- particularly in the golden core. However, a school will need to think very carefully before risking a score of zero and this will only benefit pupils' overall score in limited cases. (See figure 4)

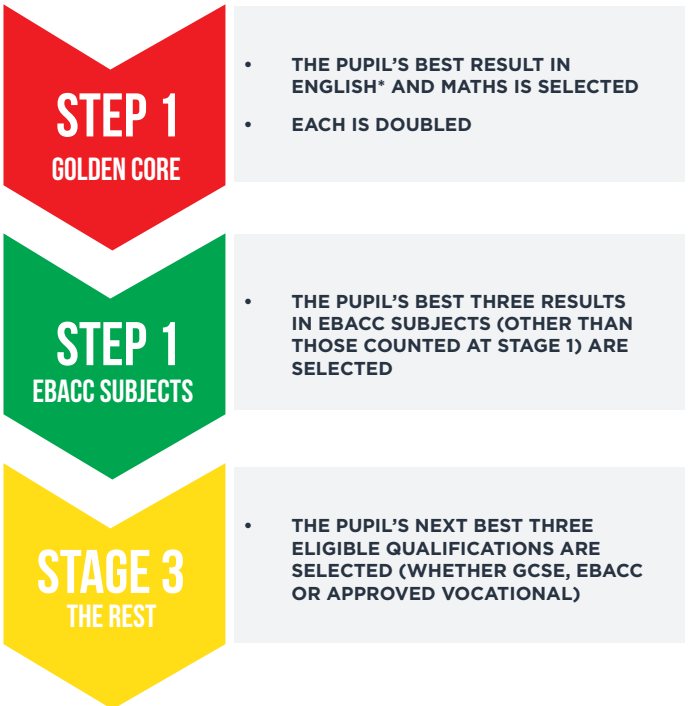
CALCULATING ATTAINMENT 8

Once the basket of qualifying subjects has been selected, points are totalled with English and Maths scores doubled. The average grade is then calculated by dividing the total by ten (because English and Maths are double weighted). The school's Attainment 8 is the average of pupils' Attainment 8 scores.

CALCULATING PROGRESS 8

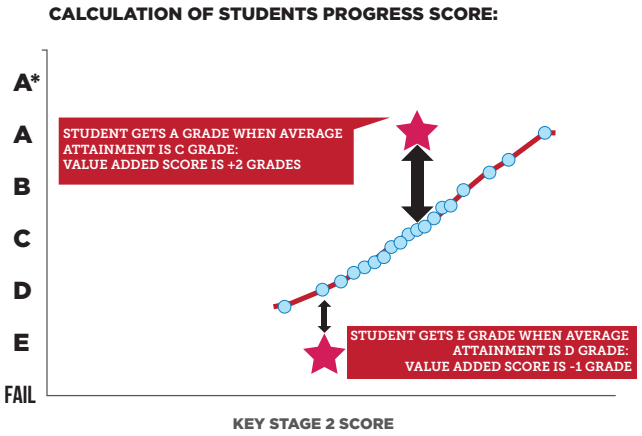
For each subject, the GCSEs pupils achieve are plotted against the scores achieved by pupils with similar Key Stage 2 results (based on average finely-graded KS2 English and mathematics attainment).

Figure 4



*SEE RIGHT FOR DETAILS OF SPECIFIC RULES AROUND ENGLISH GRADES

Figure 5



This shows how many more, or less, points a pupil has scored than would be expected given their Key Stage 2 results. The average either way for a pupil's basket of eight gives their 'Progress 8' score.

Schools Progress 8 is calculated by averaging pupils' individual Progress 8 scores. The average is then reported as a plus or minus fraction of a GCSE to show how much the school's pupils over- or under-achieve compared to what might be expected given their starting point. The Progress 8 measure is therefore inherently competitive since it depends not just on doing well, but doing better than other schools. However, the DfE hopes to change this by 2019 (or before if possible), by switching to what it calls an 'ex ante' model - in which pupil' progress is compared to an earlier cohort. (See tables 1 & 2 on the right)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/314294/Progress_8_measure_in_2016.pdf

WHAT COUNTS AS A VALID SUBJECT

The special case of English

Arrangements for English are a little complicated and are particularly important given that the subject counts towards three different league table measures and is (generally) double counted in the headline measure.

HOW PROGRESS 8 IS AFFECTED BY ENGLISH

Pupils' highest grade in English (either language or literature) will go into the 'golden core' of their Progress 8 score. However, *the language grade will only be doubled if they have taken English literature as well.* There are likely to be few cases in which it makes sense for a school to enter a pupil for English Language GCSE *without* entering them for English literature, even if the pupil is not expected to achieve a good GCSE in their literature exam.

A second English grade can count towards the open component of Progress 8, for example in the case of Gillian (right) where her A* in Language counts towards the golden core and Literature at B towards her 'open group' of three.

Combined English GCSE will be phased out in 2017 but in 2016 it will still be included in the golden core and be double-counted.

EXAMPLES

TABLE 1: KEY STAGE 4 RESULT FOR GILLIAN

ID	QUALIFICATION	GRADE	POINTS	INCLUDED IN THE MEASURE	ELEMENT	DOUBLED?	TOTAL POINTS
Qa1	GCSE Mathematics	A	7	✓	Maths	✓	14
Qa2	GCSE English language	A*	8	✓	English	✓	16
Qa3	GCSE English literature	B	6	✓	Other	×	6
Qa4	GCSE additional science	B	6	✓	EBacc	×	6
Qa5	GCSE art	C	5	✓	Other	×	5
Qa6	GCSE core science	A	7	✓	EBacc	×	7
Qa7	GCSE French	C	5	✓	Other	×	5
Qa8	GCSE Spanish	B	6	✓	EBacc	×	6
Qa9	GCSE religious studies	D	4	×			

REFERRING TO THE IDS OF QUALIFICATIONS ON THE LEFT, THE FOLLOWING ILLUSTRATES THE CALCULATION OF THE ATTAINMENT SCORE FOR GILLIAN:

Attainment 8 score = (Qa1 + Qa1) + (Qa2 + Qa2 as taken English literature) + Qa4 + Qa6 + Qa8 + Qa3 + Qa5 + Qa7
= (7+7) + (8+8) + 6 + 7 + 6 + 6 + 5 + 5
=65

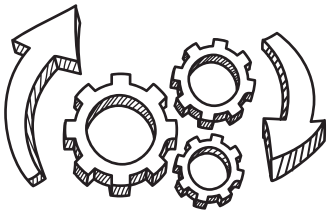


TABLE 2: KEY STAGE 4 RESULT FOR HARDIP

ID	QUALIFICATION	GRADE	POINTS	INCLUDED IN THE MEASURE	ELEMENT	DOUBLED?	TOTAL POINTS
Qb1	GCSE Mathematics	D	4	✓	Maths	✓	8
Qb2	GCSE English language	C	5	✓	English	×	5
Qb3	GCSE History	C	5	✓	EBacc	×	5
Qb4	BTEC First Award in Hospitality	Merit	5	✓	Other	×	6
Qb5	BTEC First Award in Sport	Pass	5	✓	Other	×	5
Qb6	Cambridge National Certificate in Busniess and Enterprise	Pass	5	✓	Other	×	5
Qb7	GCSE French	Pass	5	×			

REFERRING TO THE IDS OF QUALIFICATIONS ON THE LEFT, THE FOLLOWING ILLUSTRATES THE CALCULATION OF THE ATTAINMENT SCORE FOR HARDIP:

Attainment 8 score = (Qb1 + Qb1) + (Qb2 + 0) + Qb3 + 0 + 0 + Qb4 + Qb5 + Qb6
= (4+4) + (5+0) + 5 + 0 + 0 + 6 + 5 + 5
=34

INTRODUCING THE NEW PERFORMANCE TABLES

Figure 6

GRADE MUSIC LEVEL	GRADE	POINTS
GRADE 6	PASS	7.00
	MERIT	8.00
	DISTINCTION	8.00
GRADE 7	PASS	7.00
	MERIT	8.00
	DISTINCTION	8.00
GRADE 8	PASS	8.00
	MERIT	8.00
	DISTINCTION	8.00

HOW PERCENTAGE ACHIEVING THE EBACC IS AFFECTED BY ENGLISH

Both English Language and Literature will need to be studied for a pupil to achieve the Ebacc. In 2015, pupils must achieve a C or above in English language and an A*-G grade or in English literature whereas in 2016 pupils who achieve less than a C in English Language but a C or higher in English Literature will also count.

HOW PERCENTAGE C OR ABOVE IS AFFECTED BY ENGLISH

A 'C' or above in either language or literature (or combined in 2016) will count towards this measure.

NON GCSE QUALIFICATIONS

A range of non GCSE qualifications will count towards the new league table measures (See figure6). These include:

- AS levels taken early
- Grades 6 or above in music
- Level 3 Asset Language Ladder qualifications
- Level 3 Free-Standing Maths Qualifications (FSMQs)

THE FULL LIST OF QUALIFYING, NON-GCSE QUALIFICATIONS IS AVAILABLE HERE:

The DfE is at pains to emphasise that just because a qualification is not included in the league tables does not mean pupils should not study it. As they emphasise, schools "in all cases should act as they judge to be in the best interest of their students".

IGCSES

In a surprise move, the DfE announced last summer that iGCSEs will no longer count in league tables once the results from new, reformed GCSEs are available – they are therefore being gradually phased out of the performance tables – see timeline below.

DISCOUNT CODES

Some subjects are considered to significantly overlap and in these cases 'discount codes' show which qualification will count and how. A full list of discount codes is available here.

DESTINATIONS

The government intends to include destination data as a headline measure but is still developing statistics in the area. Their aim is to show the percentage of pupils who went on to sustained education, employment or training during the year after they finished their Key stage 4 qualifications.

LETTERS AND NUMBERS: AN IMPORTANT CHANGE

Until 2017, Progress 8 will be based on a 1-8 points system (where a G grade is worth 1 point up to 8 points at A*), however new GCSEs in English and Maths will be introduced for first teaching in 2015 (for examination in 2017). These will use a new 9-1 system and other GCSEs will be adjusted to use the same scale. Whilst the head of Ofqual Glenys Stacey emphasises that "it is not right to say simply that a new grade 4 will equal a current grade C", the following 'anchor points' set out the 'broadly equivalent' grades based on what proportion of pupils are likely to achieve each grade. (See next page figure 7)

The new grade 5 is said to be "broadly in line with what the best available evidence tells us is the average PISA performance in countries such as Finland, Canada, the Netherlands and Switzerland" so may in time come to be seen as a new, more 'aspirational' benchmark.

Figure 7

						6		
U	G	F	E	D	C	B	A	A*
0	1				4	5	7	8 9

FLOOR STANDARDS

The KS4 floor standard will be purely based on Progress 8 from 2016 and schools can opt in to this arrangement early - from 2015. Schools will fall below the floor standard if pupils make an average of half a grade less progress than expected across their eight subjects. So, for example, a school will be considered underperforming if its pupils were expected to gain 8 Cs but they actually achieve less than 4Cs and 4Ds. Schools below the floor are likely to be inspected, though confidence intervals will be applied and if a school's possible score may be above national average it will not be deemed below the floor. Schools where pupils achieve a grade or more above expected can take comfort in that they will be granted a reprieve and not (normally) inspected in the next academic year unless there are specific concerns. (See figure8)

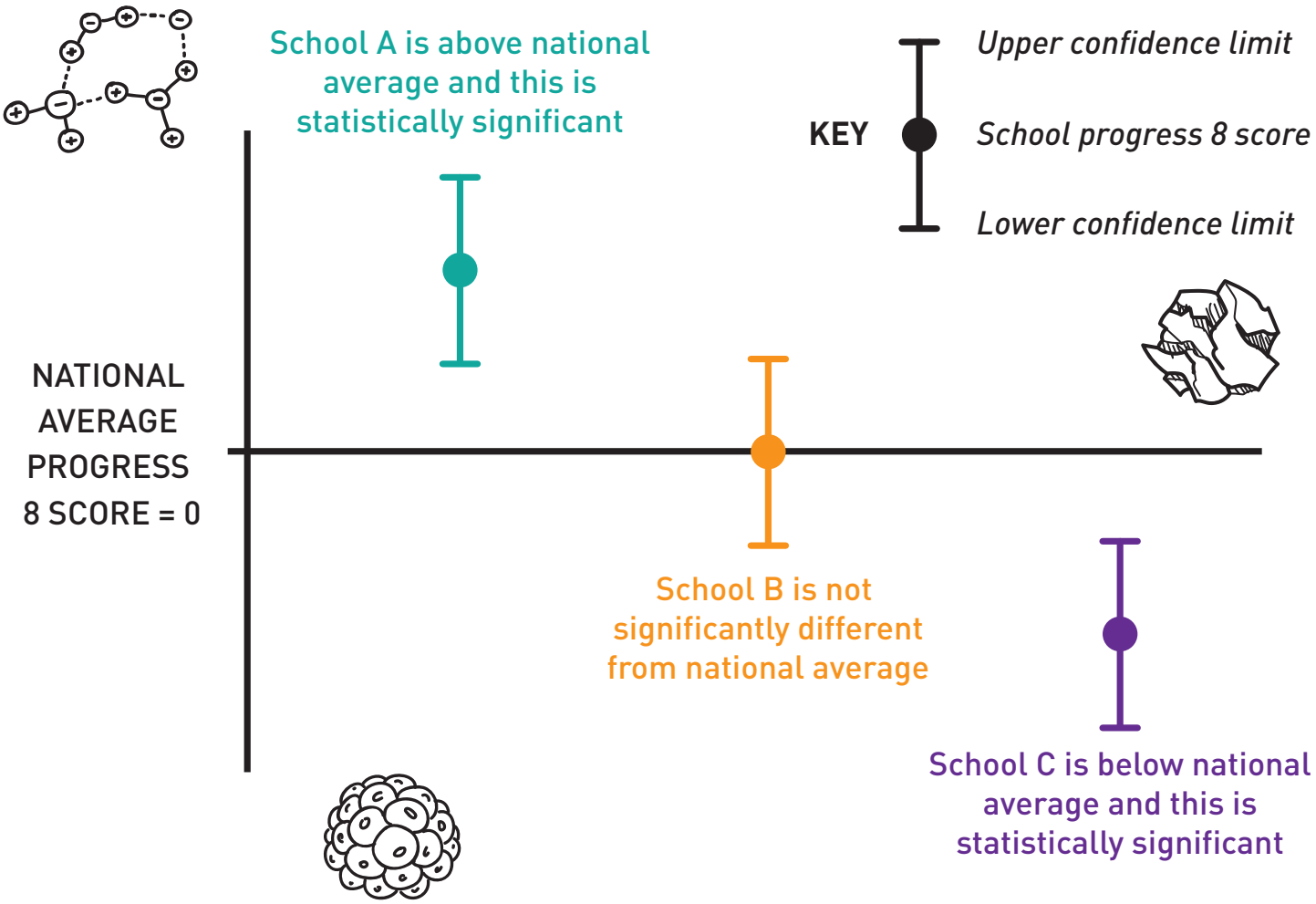
PUBLICATION OF RESULTS

Results will be published in three main places.

1. Schools will be required to feature the headline measures on their websites.
2. More detailed data will continue to be published in performance tables. These will include additional data on disadvantaged pupils and progress made in each of the component parts of Progress 8. By using three-year rolling data, information should be made available even where cohorts are small.
3. A new data portal is set to be launched imminently (it is due in March). This should provide more extensive data and there is a hint that Ofsted may "choose to specify some of these measures, for example the percentage of pupils achieving the best GCSE grades, in their inspection guidance".

HOW WHOLE SCHOOL DATE WILL LOOK

Figure 8



Timeline of changes

30 June – opt-in deadline for early adoption of Progress 8
-First teaching of new English and Maths GCSEs

Point score scales shifts to 1-8 scale where 1 is equivalent to a Grade G GCSE
-Single award combined science teaching phased out
-Last year of combined English
-First teaching of reformed GCSEs in Ebacc and curriculum subjects

First Progress 8 scores published in league tables

Results for new English and Maths GCSE
-Shift to 9-1 scale
-IGCSEs no longer included (where reformed GCSE are available)
-Technical awards first reported in KS4 tables
-First teaching of reformed GCSEs in remaining subjects

2015 | 2016 | LATE 2016/ EARLY 2017 | 2017

EVERYONE'S TALKING ABOUT

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> The qualification covers a range of skills that would be hard to come across in conventional GCE qualifications

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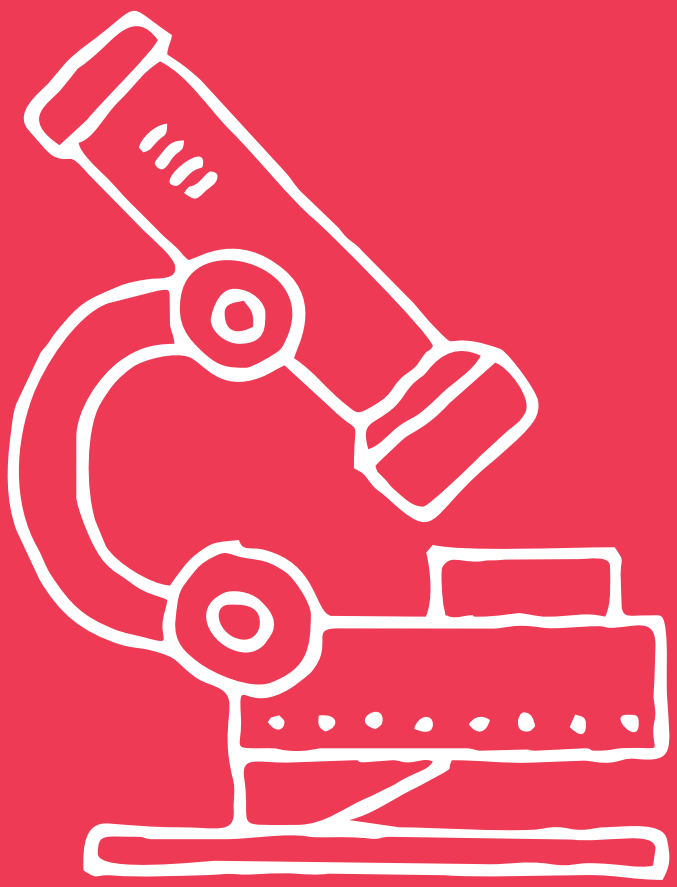
Oxford Cambridge and RSA

HOW ARE SECONDARY SCHOOLS RESPONDING?



HOW ARE SECONDARY SCHOOLS RESPONDING?

BY SARAH JONES AND MEENA PARAMESHWARAN

UPLANDS COMMUNITY COLLEGE

Uplands Community College is a secondary school with a specialism in Science and the Creative Arts with English. It serves pupils in the village of Wadhurst, East Sussex and the surrounding rural area.

Headteacher Liam Collins thinks that the most significant change is the "importance of every child making at least expected progress, across a number of subjects". This raises challenges for comprehensives in his view and he points out that "successes at KS2 will now make it more challenging to ensure all students make expected progress."

Uplands has made a number of changes in response to the new framework. English Language, English Literature, Maths and at least double Science are compulsory for students at Uplands, and they then have five free options. Moving to five option blocks ensures pupils take nine or ten GCSEs because as Liam explains "we want to ensure it is a best 8 figure rather than an only 8." Blocking is also designed to ensure that every student has their Ebacc basket filled, though Liam is not yet sure if this is the right approach and curriculum for lower ability students. In some subjects, BTEC or OCR Cambridge National options are available as well as GCSEs so that Subject Leaders can enter pupils for the exam in which they will do best but Liam is now reconsidering this as an approach for some students due to changes around the exam module.

Liam feels positive about the changes but is concerned that "we were promised indicative targets for the current Year 10s last year, and have still not received them. I also have a sneaky suspicion that the proposals were too sensible, too pragmatic and therefore I am waiting for someone to change them for political gain. I am nervous that someone will fiddle with the system, leaving us with no opportunity to change the curriculum for students who have already started Year 10."

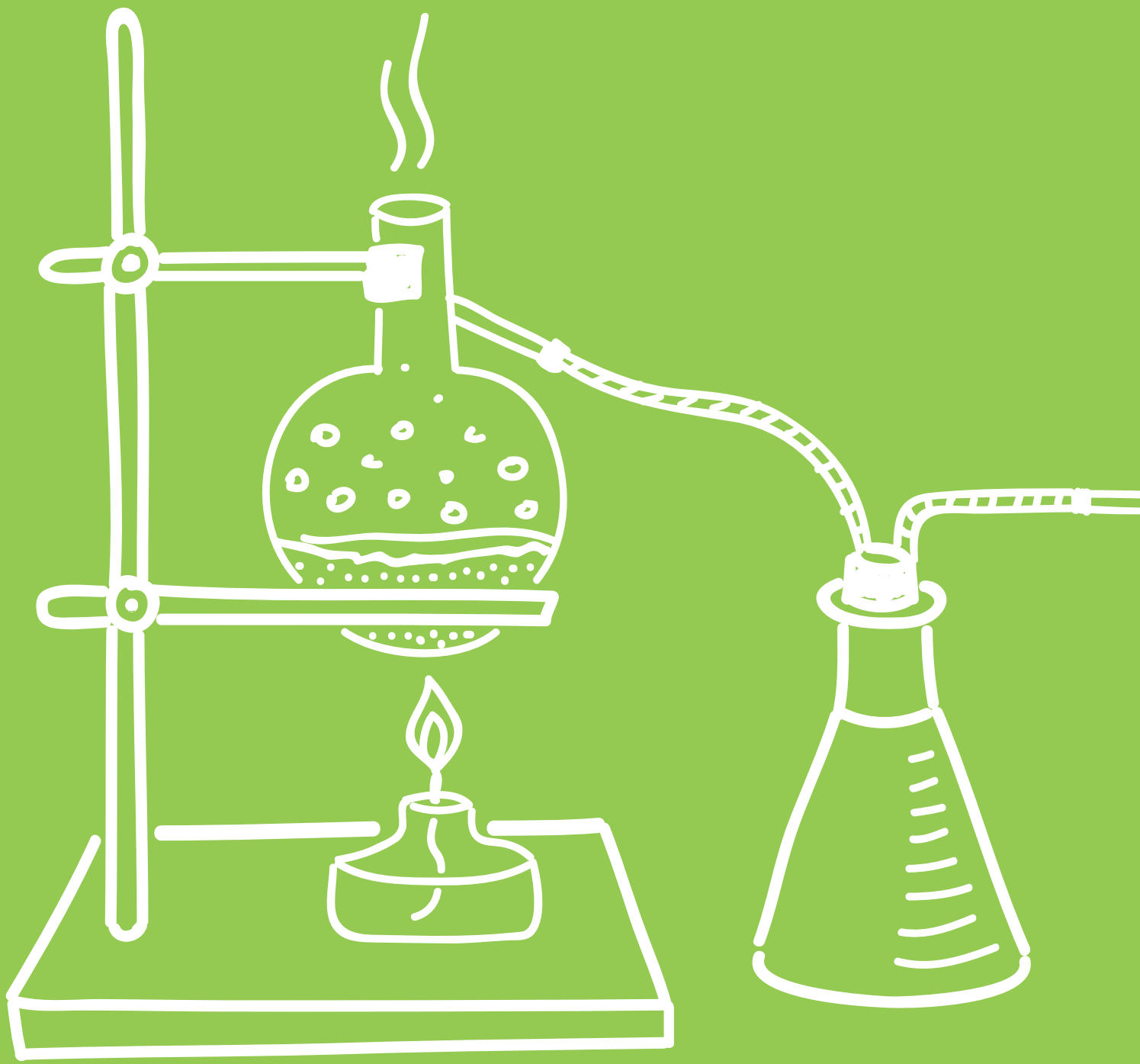
THE BRIT SCHOOL

The BRIT School in Croydon, south London, is a one of a kind Performing Arts and Technology School, dedicated to education and vocational training for the performing arts, media, art and design and the technologies that make performance possible. It serves a large area, accepting students aged 14-19 from most of Greater London and some parts of Kent and Surrey. The school is a vocational one, with a strong focus on the arts across all subjects. However, Key Stage 4 students cover all core subjects and take academic qualifications too.

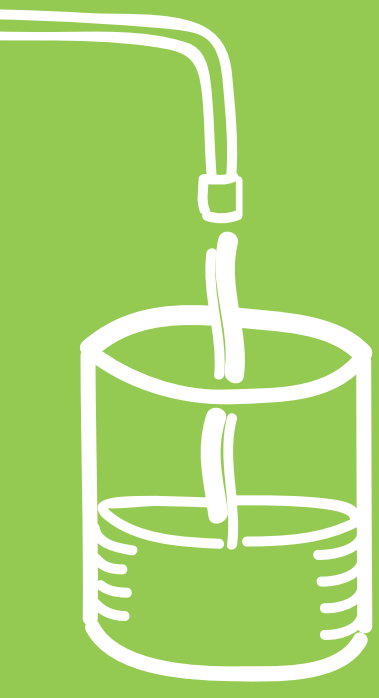
Ray Oudkerk, Assistant Principal Performing Arts, believes that the school has a balancing act to maintain: whilst national accountability frameworks are important, new accountability measures and their focus on the traditional curriculum can be challenging for diversity in educational provision.

Despite the changes, The BRIT school will maintain a strong vocational offer to ensure options and pathways are tailored to students' progression beyond the school. Although changes to accountability measures mean the BRIT school will have to make some decisions about which vocational qualifications they offer, Ray is confident that the new accountability measures will not undermine the identity or uniqueness of the BRIT school - rather, the school will continue to balance accountability with a strong vocational offer, trusting in their reputation, identity and creative arts focus.

HEADTEACHER OF UPLAND COMMUNITY COLLEGE LIAM COLLINS



THE 16 – 19 PERFORMANCE TABLES



THE 16 – 19 PERFORMANCE TABLES

BY LOIC MENZIES

Given the range of pathways available at Key Stage 5, the performance tables will report different data for different qualification types separately. Floor targets will be set in each area and providers offering more than one route will be considered underperforming if they fail to reach the minimum standard in any one area.

With so many different areas in the 16-19 tables, in this section we start by looking at the overall attainment measure which is used across different the pathways. We then look at the progress measure which is used in Academic and applied general qualifications followed by its equivalent, the relative attainment measure for Tech Levels and Technical Certificates. We also touch on the English and Maths GCSE progress measure. We then move on to retention and destination measures. Finally we look at specific additional measures. (See figure 9)

Figure 9

HOW THE HEADLINE MEASURES WORK		ACADEMIC AND APPLIED GENERAL QUALIFICATIONS	TECH LEVELS AND TECHNICAL CERTIFICATES	A LEVELS	ENGLISH AND MATHS GCSE
	EXAMPLE	A LEVEL GEOGRAPHY, INTERNATIONAL BACCALAUREATE, LEVEL 3 TECHNICAL CERTIFICATE IN ART AND DESIGN, EXTENDED PROJECT QUALIFICATION	TECH LEVEL IN CHILD DEVELOPMENT AND WELL-BEING (LINK), LEVEL 2 TECHNICAL CERTIFICATE FOR DOG GROOMING ASSISTANTS (LINK)		
HEADLINE ATTAINMENT AND PROGRESS MEASURES	Attainment	X	X	X	
	Progress	X		X	X
	Relative attainment and completion		X		
HEADLINE RETENTION AND DESTINATION MEASURES	Retention	X	X		
	DESTINATIONS	IN THE FUTURE	IN THE FUTURE	IN THE FUTURE	
ADDITIONAL MEASURES	Closing the gap	X	X	X	
	Achieving at a higher level	X	X	X	
	Level 3 Maths	X	X	X	
	Achieving Tech Bacc		X		
	AAB including 2 'facilitating' subjects			X	
	Best 3			X	
	Completion				

POINT TARIFF

GRADE	OLD SYSTEM	NEW SYSTEM
A*	300	60
A	270	50
B	240	40
C	210	30
D	180	20
E	150	10
U	0	0

Figure 10

HEADLINE MEASURES: ATTAINMENT AND PROGRESS

Attainment

This measure will report the average grade achieved and be given separately for academic, Applied General, Tech Level and Technical Certificates. In vocational areas it will be reported in a 'M-' (low merit) form whilst in academic areas it will be a letter scale (e.g. B+).

The points a pupil achieves in each type of qualification will be added up and divided by the number of that type of qualification they took, giving a pupil average. This measure only takes into account the exams a pupil ends up taking so withdrawals are not counted. Pupil averages are then aggregated across the provider.

There has been an important change in the way points are allocated which removes the 'cliff edge' at E grade. The implications of this are that a U no longer has such a large impact on the average so there is less incentive to withdraw pupils from exams where there is a risk that they might fail. (See figure 10)

PROGRESS IN LEVEL 3 ACADEMIC PROGRAMMES AND LEVEL 3 APPLIED GENERAL QUALIFICATIONS

The floor standard in academic programmes and applied general qualifications will exclusively be based on progress, making it the most important measure in these areas. This measure has some similarities to the Progress 8 measure in that a provider's progress score will show how pupil's attainment at KS5 compares to that of pupils with similar prior attainment at KS4. However there are also some differences including the use of 20 discrete bands of prior attainment.

Tech levels will not be included in this progress measure (see

STEPS TO CALCULATE PROGRESS FOR 16-18

Figure 11

1

- NATIONAL KS4 SCORES (NOT INCLUDING ANY POST 16 RESITS OR EXTRA QUALIFICATIONS) ARE CALCULATED - NON GCSE QUALIFICATIONS ARE EXCLUDED FROM THE CALCULATION FOR ACADEMIC PROGRAMMES.
- KS4 SCORES ARE DIVIDED INTO 20 EQUALLY SIZED GROUPS (INDICATED BY THE GREY DOTTED LINES IN THE DIAGRAM BELOW).

2

- THE AVERAGE KS5 GRADE ACHIEVED IN EACH SUBJECT IS CALCULATED FOR STUDENTS FROM EACH OF THE TWENTY GROUPS (INDICATED BY THE RED DOTS BELOW).

3

- INDIVIDUAL STUDENTS' ATTAINMENT IN EACH SUBJECT IS COMPARED TO THAT OF OTHERS IN THE SAME PRIOR ATTAINMENT GROUP. THIS GIVES A PLUS OR MINUS SCORE (INDICATED BY THE RED AND BLUE CIRCLES BELOW).
- AVERAGE SUBJECT LEVEL PROGRESS SCORES ARE CALCULATED FOR EACH SUBJECT.

4

- SUBJECT LEVEL SCORES ARE AGGREGATED ACROSS THE SCHOOL TO GIVE AN AVERAGE PROGRESS SCORE FOR THE SCHOOL OR COLLEGE (AS SHOWN IN THE TABLE). THIS ENSURES THAT SUBJECTS ARE WEIGHTED DEPENDING ON HOW MANY STUDENTS TAKE THEM.

below) and results for academic and applied general qualifications will be published separately. Schools and colleges in which progress falls below a floor standard will be deemed underperforming. (see figure 11)

PROGRESS IN ENGLISH AND MATHS GCSE

Now that all pupils are expected to achieve the equivalent of a C or above in English and Maths, many more students will be studying these subjects post 16. A new measure therefore gauges progress in English and Maths GCSEs. As with Progress 8, it compares the amount of progress pupils make to others with a similar starting point.

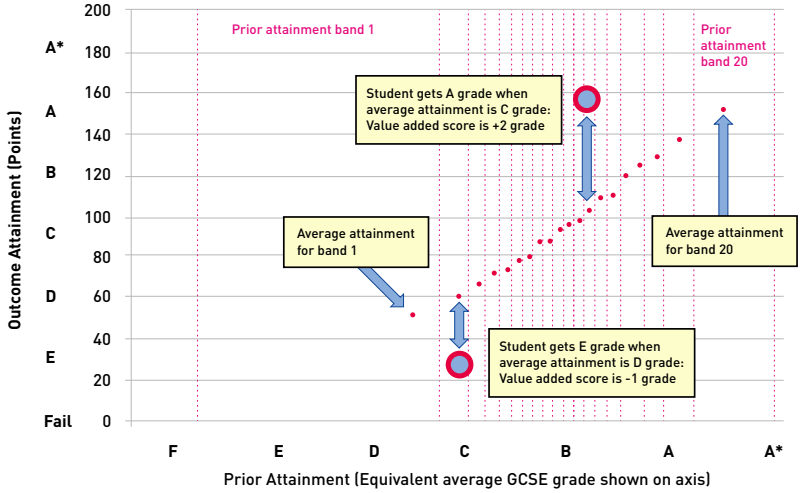
English and Maths progress will be reported separately and the impact of any pupils whose grade drops between Key Stage 4 and 5 limited by capping any fall as a drop of just one grade - even if a student actually drops from a D to an F. If a pupil has already made a post 16 attempt at English or Maths in a different institution, that grade will be used as their baseline if it is higher than the grade they achieved at KS4. 'Stepping Stone' qualifications (like functional Maths), will be included in the baseline but with a lower points score than a full GCSE, so that level 2 Functional Skills is capped at 4 points (to be equivalent to a GCSE D grade) and Level 1 functional skills is equivalent to between an E and F.

RELATIVE ATTAINMENT AND COMPLETION IN TECH LEVELS AND TECHNICAL CERTIFICATES

Tech levels are advanced (level 3) technical qualifications which have gained recognition from employers and include specialist knowledge and skills. They are intended to enable entry to an Apprenticeship, other skilled employment or technical degree. Technical Certificates are level 2 qualifications for students aged 16 or above who want to specialise in a particular industry or job. In some cases they allow access to a career directly whilst in others they enable progression to a level 3 technical qualification.

The relationship between attainment in these qualifications and KS4 attainment is currently too weak to calculate a progress measure (though this will be reconsidered in 2018). In the meantime,

PERCENTILE BANDING FOR A-LEVEL



Subject	Entry	Value - added score	Subject level score	Provider's overall score
Economics A-Level	Nicky Michael Ed Allan Ruth	+2 -1 +1 0 -1	= +2-1+1+0-1 5 = +1/5 = +0.2 grades above average	Weighted average = (+0.2 x 5) + (+0.5 x 4) 9 = +0.3 grades above average
French A-Level	Charles Estelle David Gillian	+1 +1 0 0	= +1+1+0+0 4 = +2/4 = +0.5 grades above average	

performance tables will report results in these qualifications by comparing pupils' attainment to average attainment in each qualification. Students' scores will be added up and divided by the number taking the qualification in that institution to generate an average attainment score. This will then be compared to the national average in that qualification. Relative attainment across the full range of subjects will be aggregated to give the providers' overall score in tech areas. Confusingly, the DfE is sometimes referring to this as a progress measure despite the fact that it does not take into account prior attainment.

Relative attainment will report on all students taking Tech levels and Technical Certificates' performance, not just those for whom such qualifications are the identified core aim. Thus, a pupil taking an A level and a Tech Level will count towards the providers' tech level relative attainment as well as academic measures. Relative attainment takes into account completion as well as attainment because students who withdraw outside of a 'cooling off period' will be given a score of zero. The exception to this is when a student withdraws to take up an apprenticeship, traineeship or supported internship in which the student is excluded from the measure.

SO-CALLED 'FACILITATING' SUBJECTS

- **Mathematics and further mathematics**
- **English (literature)**
- **Physics, Biology, Chemistry**
- **Geography, History**
- **Languages (classical and modern)**

The floor standard for these types of qualification will be based on this relative measure making it particularly demanding for providers serving challenging intakes.

HEADLINE MEASURES: RETENTION AND DESTINATIONS

RETENTION FIGURES WILL BE REPORTED SEPARATELY FOR:

- Level 3 academic programmes
- Level 3 Applied General programmes
- Level 3 Tech Level programmes
- Level 2 Substantial Vocational Qualification programmes

The diagram (right) illustrates which students will be considered 'retained'.

Retention is not dependent on completing all of a student's qualifications; what counts is their identified 'core aim' and only one A level (for example) needs to be completed for a student to count as 'retained'. Furthermore, students who are only taking AS levels will count as 'retained' so long as they complete one AS level. This gives providers the flexibility to continue using AS and A-levels as they see fit as many are choosing to do (see case studies below).

Students sometimes begin a course only to find it is not right for them. For this reason a 'cooling off period' is allowed. The duration of the 'cooling off' period depends on the programme.

- For programmes longer than 24 weeks it is six weeks
- For 2-24 week programmes it is reduced to two weeks.

DESTINATIONS

As with destination data at Key Stage four, the government does not yet think it has sufficiently robust data to include this in league tables yet. However, it is hoped that performance tables will eventually include the proportion of young people in sustained employment or education in the six months from October to March after finishing their qualifications. At the moment pilot figures are being published relating to students leaving Level 3 qualifications but the aim is to include qualifications at level 2 as well.

As well as headline sustained destination figures, more detailed breakdowns will be published showing the type of destination students are moving on to. The DfE hopes to broaden the destinations it looks at so that the achievements of young people with severe Special Needs are recognised if they move into supported internships or specialist provision.

ADDITIONAL MEASURES

LEVEL 3 MATHS

This measure will show the percentage of pupils who achieve an approved Level 3 Maths qualification, whether AS, A level, the new 'core maths' qualification or the International Baccalaureate Level 3 Certificate.

A LEVEL

Two additional measures will track the progress of students taking an A level only programme.

- 'Best 3': The average grade achieved in student's best 3 A levels
- 'Facilitating' subjects: Percentage of pupils achieving AAB or above including at least 2 so-called facilitating subjects.

TECHBACC

This will show the proportion of students who achieve a TechBacc made up of the following three components:

- An approved Tech Level
- The extended project qualification
- A level 3 Maths qualification.

ACHIEVING AT A HIGHER LEVEL OF LEARNING

This measure will show the proportion of students achieving a qualification at a higher level compared to what they achieved at 16. It will include those moving from a Level two to a level three qualification as well as those going from an academic level 2 qualifications at age 16 to a Technical certificate.

CLOSING THE GAP

Headline indicators will be broken down based on whether or not a pupil was ever eligible for free school meals at secondary school.

ADDITIONAL RETENTION MEASURES

As well as the headline retention score, three other retention measures will be reported:

1. Proportion of students retained from year 12 into year 13
2. Proportion of students retained but not assessed
3. Proportion of students transferring from one substantive aim into another at a lower level.

SUPPORTED INTERNSHIPS

Students who need extra support and undertake supported internships will be covered by a completion measure.

ALLOCATION

In some cases students may be taking qualifications with more than one provider. Results will be allocated to the provider where a student is enrolled to take their core aim (as recorded in the school census and Individual Learner Record). Results will be allocated on an annual basis but only reported once a student reaches the end of their 16-18 studies. However, these rules are still subject to revision.

POINT OF LEAVING & WHETHER A STUDENT COUNTS AS RETAINED

Core Aim	Year 12		Year 13		Notes
	Mid-year	End of year	Mid-year	End of year	
International Baccularеate (IB)	✗	✗	✗	✓	Students enrolled on 2 year course. To count as retained they must make it to the end of the 2 years
AS levels	✗	✓			Students enrolled on 1 year course. To count as retained they must make it to the end of the years
A levels	✗	✗	✗	✓	Students enrolled on 2 year course. To count as retained they must make it to the end of the 2 years
BTEC Subsidiary Diploma (6 units)	✗	✓			Students enrolled on 1 year course. To count as retained they must make it to the end of the years
BTEC Extended Diploma (18 units)	✗	✗	✗	✓	Students enrolled on 2 year course. To count as retained they must make it to the end of the 2 years
BTEC Subsidiary Diploma followed by BTEC Extended Diploma	✗	✓	✗	✓	A student takes a Sub. Diploma in Y12 and then decides to expand this to a Ext. Diploma in Y13. If they drop out during Y13 they count as not retained for their entire programme

Timeline

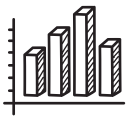
- Pupils starting 2 year courses come under the new arrangements

Pilot English and Maths progress published for schools and colleges based on 2015 results

- Pilot retention and Tech level attainment/ completion data published for schools and colleges based on 2015 results

- Pilot English and Maths progress published for schools and colleges based on 2015 results
- Pilot retention and Tech level attainment/ completion data published for schools and colleges based on 2015 results

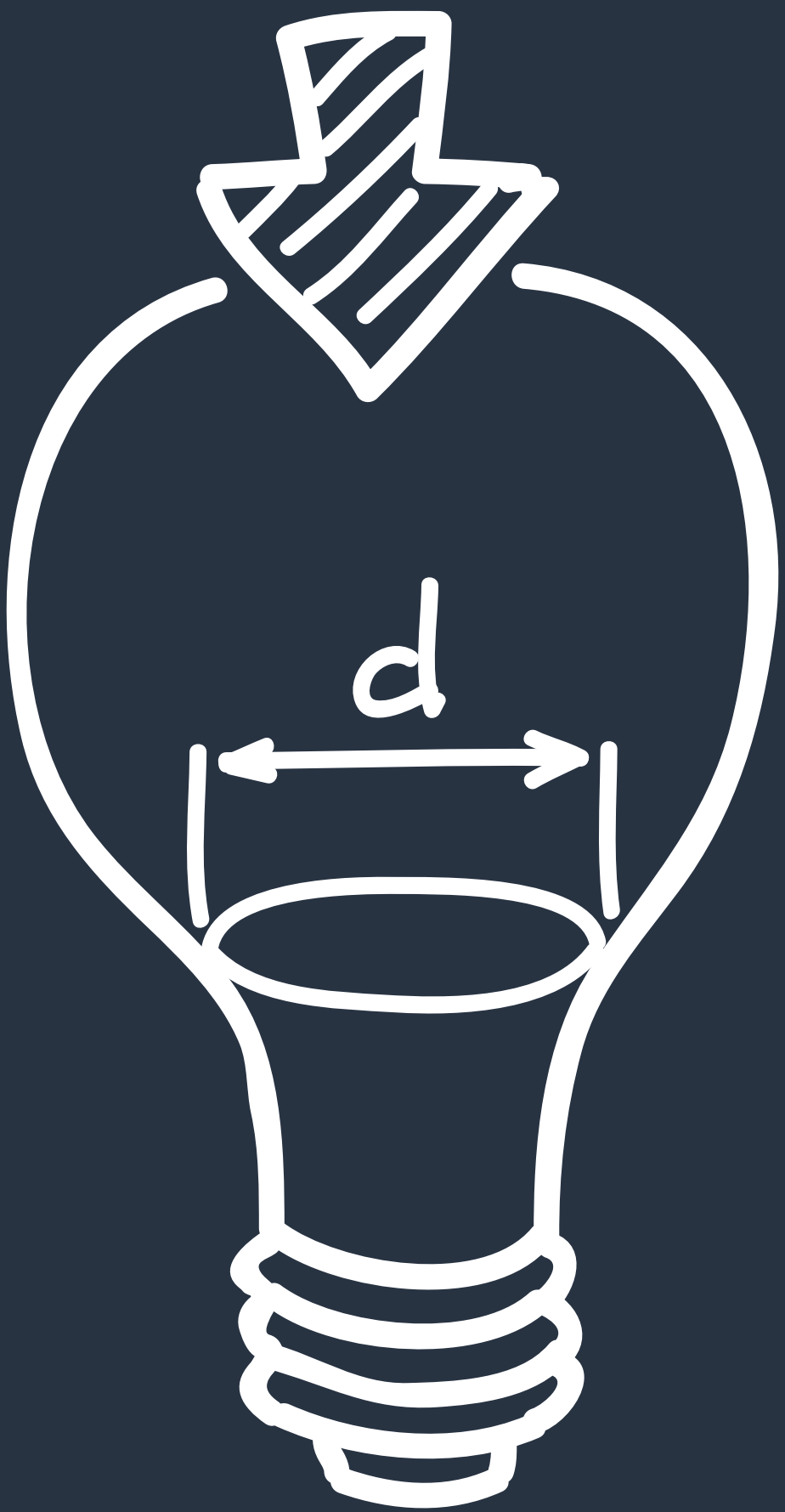
First new performance tables published (technical certificates not yet included) based on 2016 results



Relative attainment measure for Technical Certificates published based on 2017 results

- Technical Certificate attainment published based on 2017 results
- Level 3 Maths measure published including the new Core Maths qualification based on 2017 results
- Measures for 'achievement at a higher level' published

2014 SUMMER 2015 SUMMER 2016 JANUARY 2017 JANUARY 2018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HOW ARE SCHOOLS AND COLLEGES RESPONDING?

HOW ARE SCHOOLS AND COLLEGES RESPONDING?

BY ANNA TRETHEWEY AND LOIC MENZIES

With so much uncertainty it is no surprise that schools are responding to the changes in a variety of ways. We have therefore looked at three contrasting providers to find out what changes they are making. In fact, it looks like there is more continuity than change in their approaches.

CITY OF NORWICH SCHOOL

The City of Norwich School, is a large urban academy serving 1,750 pupils with about 500 pupils at Key Stage 5. It converted to be part of the Ormiston Academies Trust in September 2014. Last year, 55 percent of pupils went to Russell Group universities and the school's attainment in Sociology, Combined English and English Literature put it in the top 10 percent of the country.

Having listened to parents' and pupils' views as well as considering guidance from Cambridge University suggesting that AS levels were still valued, the school has decided to continue offering four AS levels. Pupils can then narrow these to three A Levels in their second year.

"We will be taking a financial hit," explains Rebecca Ricketts, Head of Sixth Form, "but it's something our parents and students kept telling us they wanted. In the face of competition from other sixth forms, it's important that we offer something unique. By sticking to the current system for one more year it also means we can make more informed decisions regarding packages for students since the general election outcome will have a massive impact, with Labour making it clear they will return to AS and A2 qualifications. It would be ludicrous to make significant changes only to then revert back."

The only change being made for now is the introduction of a timetabled enrichment afternoon from 2015 to broaden students' experience, support them in their university choices and give

breadth to their post 16 package. In this way, the school hopes to boost progression to top universities. Whilst this is not as a direct result of the new performance tables, the new destination and retention measures have certainly encouraged the leadership team to make the changes.

"Although the vagueness over the changes is troubling - with policies constantly seeming to change, we're not too worried overall," concludes Ricketts.

CITY GATEWAY

City Gateway is a charity dedicated to 'bringing hope' to east London, especially Tower Hamlets. As part of their work to help young people secure sustained employment they provide alternative provision for hard to reach 14-19 year olds including pre-employment and apprenticeship programmes.

For City Gateway, the most important accountability reforms relate to progression but this is nothing new - it has been an ongoing priority for some time. Joe Toko, Teaching, Learning and Assessment Manager explains, "We have been widening our curriculum for a while to ensure each learner has a more tailored programme and that they can take a basket of qualifications at the appropriate level. Furthermore, City Gateway has always been committed to learners working towards a Level 2 qualification in English and Maths alongside their vocational qualifications - so changes to English and Maths are nothing new. We have been piloting GCSE English and Maths for some 16-19 learners this year, and are working on our approach to this for next year at the moment."

HEATHCOTE SCHOOL

Heathcote School and Science College, is a medium-sized urban comprehensive school on the outskirts of London. It serves 1,100 pupils with about 250 pupils at Key Stage 5. The sixth form centre opened in 2011 and pupils can choose from a range of traditional academic or more vocational qualifications. Pupils make good progress at sixth form, with the school adding value across academic and vocational qualifications.

Like City of Norwich School, Heathcote has decided to keep the curriculum as it is - offering four AS levels in Year 12 which pupils narrow to three in Year 13. "The structure suits the varied needs of our learners," says Sarah Elgie, Lead Co-ordinator for More Able Pupils, "it gives them time to keep their options open and change their mind if they need to." Whilst it is more expensive to keep to this structure, the team at Heathcote feel it is important to give pupils time to make their own decisions after Year 12.

For Elgie, what is frustrating is the rate of change in the qualifications and curriculum. In fact, this is part of the reason for sticking to a tried and tested model: "we have seen so much change in the overhaul of the curriculum and qualifications recently. It's been insane" she says.

On the other hand, in response to student voice, Heathcote have made some changes by focusing more on career pathways. With a mix of vocational and academic learners, they carefully structure the support all pupils receive so that they are fully informed and prepared for the next step after sixth form.

NOTES

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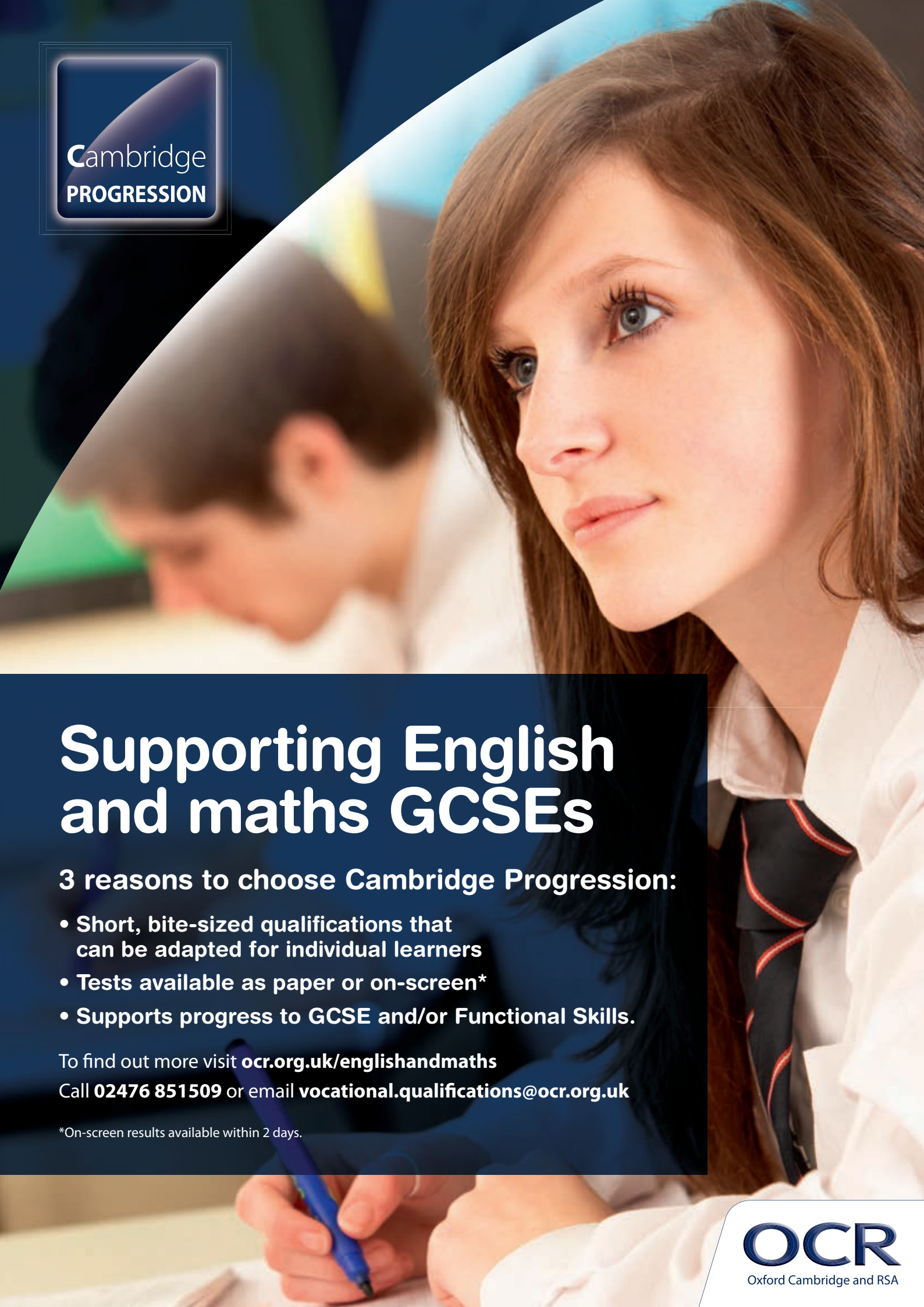
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