



Department  
for Education

# **2019 School and College Performance Tables:**

**Statement of Intent**

**July 2019**

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## Summary

Performance measures 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 progress and attainment. The [find and compare schools and colleges in England](#) website presents this information alongside wider contextual data including Ofsted judgements, pupil characteristics, absence, workforce and finance data, presenting users with a wider understanding of the setting in which schools and colleges are operating. These datasets are designed to be used as the starting point when considering a school or college.

This statement of intent sets out the key changes planned for the 2019 school, college and multi academy trust (MAT) performance tables.

## Publication timetable

We plan to publish the 2019 performance measures at school/college level in the find and compare schools and colleges website to the following timetable:

- primary performance measures for schools and MATs – December 2019
- secondary performance measures for schools, colleges and MATs – January 2020
- 16 to 18 performance measures for schools, colleges and MATs – January and March 2020<sup>1</sup>.

As in previous years, we also plan to publish provisional secondary performance measures in October 2019, to help inform parental choice of secondary schools.

## Main changes to 2019 performance measures

### Primary performance

There are no planned changes to the primary accountability measures between 2018 and 2019, except those to reflect the new assessments detailed below.

From AY 2018/19, six final pre-key stage standards have replaced the interim pre-key stage standards and P scales 5-8 for pupils working below the level of the assessments who are engaged in subject specific study. This will mean we need to set new points for pupils achieving these pre-key stage standards when we calculate progress measures. The new points will be confirmed in the next update of the primary school accountability guidance, which will be published 2 September 2019. This means measures in 2019

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<sup>1</sup> 16 to 18 MAT measures will be published in March only.

(using the final pre-key stage standards) will not be directly comparable to those made in previous years against the interim pre-key stage standards and P scales 5-8.

See the [primary school accountability guidance](#) for details on existing measures.

## Secondary performance

There are no planned changes to the secondary accountability measures between 2018 and 2019.

Following the introduction in 2017 of reformed GCSEs in English and maths, reformed GCSEs in a much wider range of subjects were included in performance tables in 2018. This meant that by 2018 most GCSEs entries were graded 9 to 1 and attracted performance table points on a 9 to 1 scale. The majority of the remaining reformed GCSEs will be included in performance tables from 2019, with the final subjects in 2020. The timeline for the introduction of reformed GCSEs is included in annex H of the [secondary accountability guidance](#).

To encourage schools to ensure that all students benefit from the reformed qualifications, only new GCSEs will be included in the secondary performance tables as they are introduced for each subject.

See the [secondary accountability guidance](#) for details on existing measures.

## 16-18 performance

### 16 to 18 minimum standards

Since the 2011/12 academic year, the department has published 16 to 18 minimum standards (these were interim standards until the 2015/16 academic year). The 16 to 18 minimum standards apply to all schools and colleges with 16 to 18 year-olds studying level 3 qualifications.

In May 2019, we announced that at primary and secondary we would no longer use, or publish the floor and coasting standards. The 16 to 18 minimum standards are a similar measure and we recognise that, as with floor and coasting standards, they can drive unnecessary workload and reduce clarity when used alongside other performance indicators, such as Ofsted outcomes. We have already announced that we will no longer use 16 to 18 minimum standards as the basis to intervene in colleges. From September 2019 we will therefore no longer publish 16 to 18 minimum standards, nor use them for any purpose.

### Student destination measures following 16 to 18 study

In the 2019 performance tables, we plan to make the following changes:

- we will extend the coverage of destination measures by including those students studying unapproved qualifications at level 3, level 2 and below (in addition to those studying approved qualifications). This will ensure that schools and colleges

are held to account for the destinations of all of their 16-18 students, regardless of the course they choose

- we will include students who reach the end of 16 to 18 study without attending an institution in their final year. Their outcomes will be awarded to the institution they were most recently allocated to during their 16 to 18 study. This will ensure we capture the destinations of more students and so publish a more complete picture
- we will publish further education destinations broken down by level, to recognise and encourage progression to higher levels of study
- we will introduce a new “Progression to Level 4 or higher” measure, to encourage schools and colleges to prepare their students for academic, technical and vocational study at level 4 and above. From January 2020 performance tables will show the percentage of Level 3 students from each school or college that continue to degrees, higher technical courses and higher apprenticeships as well as a score that shows whether this demonstrates good progress based on the students’ prior attainment and qualification type. The Higher Education breakdowns will be retained, and moved in to the new Level 4+ measure.

## **Multi-Academy Trusts (MATs)**

In 2018 the MAT measures publication schedule was changed. Key stage 2 and key stage 4 MAT measures were published in December and January respectively, at the same time as the main performance tables releases, with 16 to 18 measures published in March. This will continue in 2019.

At key stage 2, in addition to the measures showing progress in reading, writing and maths, we are introducing a new measure showing attainment at the expected standard in reading, writing and maths (as a combined measure).

## **Removal of floor and coasting standards**

The Secretary of State announced in May 2018 that we would only intervene in schools that had received an Ofsted Inadequate judgement. On 3 May 2019, he announced the outcome of our consultation on identifying schools for support. He confirmed that from September 2019, the DfE will no longer publish, or use, floor or coasting standards. Instead, from September, we will use a new single, transparent method for identifying schools eligible for improvement support – Ofsted Requires Improvement.

This is an important step in creating a clearer, simpler accountability system – helping to reduce undue pressure on school leaders, which can lead to excessive workload that distracts teachers from teaching. The full consultation response can be found here:

<https://www.gov.uk/government/consultations/identifying-schools-for-support>.

## **Future developments – performance over time**

In 2018, we published time-series across headline measures at key stages 2, 4 and 5 and a three-year average for key stage 2 attainment measures to help demonstrate performance across time. We will continue to publish these measures in 2019 and beyond.

We have gathered user feedback on these measures and explored further the possibility of calculating three-year averages for other measures.

Creating three-year averages for key stage 4 attainment measures requires sufficiently stable and comparable data. Due to the phased introduction of reformed GCSEs, summer 2021 would be the earliest time that this could be possible.

We have, however, concluded that three-year averages for progress measures should not be published at any phase. Whilst these measures are accurate relative to the results of other schools in a given year, they are not designed to be directly compared year-on-year, so it would not be methodologically sound to create three-year averages for progress measures.

In the Government response to the EBacc consultation, published in July 2017, we said that we would introduce additional EBacc measures in 2019 to help schools demonstrate their performance over time. Since then we have introduced the 3 year time series for EBacc entry in performance tables, described above. Following informal consultation with sector bodies, and Ofsted, we have concluded that the 3 year averages for EBacc entry are sufficient for schools to get a sense of their performance over time.

## Primary school performance measures

In December 2019, the department will publish measures of key stage 2 performance for all state-funded primary schools with a key stage 2 cohort.

The Standards and Testing Agency will provide schools and local authorities with pupils' test results via the secure NCA tools website on 9 July 2019.

As in recent years, we will publish a [statistical release](#) on 9 July, which will provide national level test and teacher assessment data, against which schools may compare results.

As usual, we will share provisional school-level performance measures with schools when we ask them to check and submit any amendments to underlying data, via the key stage 2 performance tables data checking exercise. We plan to open the checking website on 2 September, releasing progress data to schools at the same time.

Details on how the measures are calculated and used in accountability are available in the [primary accountability guidance](#).

## Headline performance measures

The 2019 headline measures of performance at the end of key stage 2 will remain unchanged from 2018. They are:

- the percentage of pupils achieving the 'expected standard' in reading, writing and maths
- the pupils' average scaled score in each of reading and maths
- the percentage of pupils who achieve a higher standard in reading, writing and maths
- the pupils' average progress (adjusted) in each of reading, writing and maths.

Further details of headline and additional measures can be found in Annex A.

## Key stage 2 MAT measures

We will publish MAT level key stage 2 progress measures in reading, writing and maths, with breakdowns for disadvantaged pupils for each measure. Further information can be found in the [MAT methodology document](#).

As indicated above, we will introduce a key stage 2 MAT attainment measure in 2019.



# Secondary school performance measures

## Headline performance measures

The 2019 headline measures of performance at the end of key stage 4 will remain unchanged from 2018. They are:

- Progress 8
- the percentage of pupils entering the English Baccalaureate (EBacc)
- the percentage of students staying in education or employment after key stage 4 (destinations)
- the percentage of pupils achieving a grade 5 or above in English and maths
- Attainment 8
- EBacc Average Point Score (APS)

Further details of headline and additional measures can be found in annex B.

## GCSE reforms

In 2019, a further tranche of reformed GCSEs (graded on the 9 to 1 scale) will be included in performance measures for the first time.

A full list of the reformed subjects is included in annex H of the [secondary accountability guidance](#).

## Performance tables point scores

As set out previously in the [secondary accountability guidance](#), from 2017 performance tables point scores have been allocated to the new GCSEs on a 9 to 1 point scale corresponding to the new 9 to 1 grades. During the transition period (2017 to 2020) when a combination of reformed and unreformed GCSEs can count towards performance measures, point scores from unreformed GCSEs will be mapped onto the 9 to 1 scale with 8.5 being the maximum that can be achieved from an unreformed GCSE.

Further details on how the performance measures are calculated and used in accountability can be found in the [secondary accountability guidance](#)

## Key stage 4 MAT measures

As in 2018 we plan to publish the following MAT measures at key stage 4, with breakdowns for disadvantaged pupils for each measure:

- MAT level Progress 8
- MAT level EBacc entry
- MAT level EBacc Average Point Score

## Publication of provisional data

Publication of provisional key stage 4 data, in advance of the 31 October deadline for secondary school admission applications, will continue to be provided to support 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 [find and compare schools and colleges in England](#) website (clearly labelled as provisional) and will include the headline performance measures for state funded secondary schools only.

Following the provisional results publication in October, full secondary performance data will be published in January 2020.

## How qualifications count

### Early and first entry rules

- only a pupil's first entry in a particular subject will count towards a school's performance measure
- when a reformed GCSE is introduced, early entry to the unreformed GCSE (A\*-G) in the same subject will not count in school performance measures
- further guidance on early entry rules, including information on exception discounting for English, maths and science, is available in the [KS4 Discounting and Early Entry guidance](#).

### How qualifications count in performance measures

The secondary performance measures are restricted to qualifications that are high quality and rigorous. No qualification can count as larger than one GCSE in performance data, irrespective of its size<sup>2</sup>, and the number of approved non-GCSE qualifications that can count towards secondary performance measures is capped.

Information on which qualifications are approved for the secondary performance measures, discounting and points can be found here <https://www.gov.uk/government/publications/key-stage-4-qualifications-discount-codes-and-point-scores>, and the requirements for the measures is set out in the [secondary accountability guidance](#).

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<sup>2</sup> Points awarded for combined science GCSEs fill two slots in Attainment 8 and Progress 8.

## 16 to 18 performance measures

### Headline performance measures

As in 2018, we will publish 16 to 18 provisional statistics in October with full performance data to be published in January 2020. In March 2020, we will publish an update to the revised performance data to include the retention measure, completion and attainment measure and tech level minimum standards, including 16 to 18 MAT measures.

In 2019, the headline measures for 16 to 18 largely remain unchanged from 2018 apart from the destination measures (see details below). They are:

- progress
- attainment
- English and maths progress
- retention
- destinations

Further details of headline and additional measures can be found in annex C.

### 16 to 18 MAT measures

As in 2018, we plan to publish 16 to 18 MAT measures in March, covering progress in A level and applied general qualifications.

### Apprenticeships

As in 2018, performance data will include qualification achievement rates (QARs) for 16 to 18 year olds on level 2 or level 3 apprenticeships.

### Future Developments

#### English and maths progress

In May 2019, we announced a change to the 16 to 18 English and maths progress measure which will apply to students reported in the performance tables we publish in January 2021.

Further information, including the new points table, is available in the [16 to 18 accountability headline measures guidance](#).

## Additional information

### Find and compare schools and colleges in England website

We continue to welcome feedback on the [find and compare schools and colleges in England](#) website, to help us identify and implement further improvements. Please use the feedback form link on the site.

Alongside the performance measures, the find and compare schools and colleges website also includes a range of information about the institution and contextual information on absence, pupil population, finance and workforce.

### Analyse School Performance (ASP)

The Analyse School Performance service (ASP) will continue to provide schools, local authorities, MATs, diocese, governors and Ofsted with detailed pupil level performance data. This includes further breakdowns of data available on the [find and compare schools and colleges in England](#) website. We plan to publish this data in ASP as early as possible the provisional publication timetable is below:

- key stage 2 provisional – September 2019
- key stage 4 provisional – November 2019
- key stage 2 revised – December 2019
- key stage 4 revised – January 2020

### Ensuring accurate data

#### Get Information about Schools (GIAS)

[GIAS](#) is a register of schools and colleges in England. School and colleges are responsible for keeping the information within the register, about their institutions up to date, as they are in the best position to know the current picture of their school/college. The register is used to populate information about schools and colleges (for example headteacher name) on the find and compare schools website. In addition the GIAS data informs which schools and colleges should have access to data via the school and college checking exercise.

Incorrect data on GIAS may mean schools and colleges are unable to access information about their institution or pupils/students during the checking exercise and out of date information may be published on the compare schools website.

## **School and college checking exercise**

The checking exercises allow schools and colleges to check that information relating to individual pupils/students and their results are attributed to the correct schools/colleges in our published data.

Also, at key stage 4 pupil removal requests must be requested in June, and will then be included in the provisional performance measures published in October.

## **Errata period**

After we publish the data in the revised performance tables, there is a short 'errata' period when schools and colleges can ask for amendments to attainment data, for example grade changes following enquiries about results.

Schools and colleges should only request amendments during errata as a result of late results that were received too late to include in the performance tables' checking exercises. Any other amendments requested during errata, that should have been made during the performance tables checking exercise, will not be accepted.

## Annex A - primary performance measures

Headline measures	<p><b>Progress score in:</b></p> <ul style="list-style-type: none"> <li>• reading</li> <li>• writing</li> <li>• maths</li> </ul> <p><b>Pupils meeting expected standard in reading, writing and maths</b></p> <p><b>Pupils achieving at a higher standard in reading, writing and maths</b></p> <p><b>Average score in:</b></p> <ul style="list-style-type: none"> <li>• reading</li> <li>• maths</li> </ul>
Time series	<p><b>All headline measures</b> are presented in a time series (2017, 2018 and 2019) with <b>3 year averages</b> included for:</p> <ul style="list-style-type: none"> <li>• <b>Pupils meeting expected standard in reading, writing and maths</b></li> <li>• <b>Pupils meeting at a higher standard in reading, writing and maths</b></li> <li>• <b>Average score in:</b> <ul style="list-style-type: none"> <li>• reading</li> <li>• maths</li> </ul> </li> </ul>
Results by pupil characteristics	<p><b>All headline measures</b> are presented using comparative data for:</p> <ul style="list-style-type: none"> <li>• <b>Disadvantaged pupils</b></li> <li>• <b>Prior attainment</b></li> <li>• <b>English as an additional language (EAL)</b></li> <li>• <b>Gender</b></li> <li>• <b>Non mobile pupils</b></li> </ul>
Multi academy trust (MATs)	<p><b>Overall progress score for each of the following subjects:</b></p> <ul style="list-style-type: none"> <li>• reading</li> <li>• writing</li> <li>• maths</li> </ul> <p><b>Overall progress score for each of the following subjects for disadvantaged and non-disadvantaged pupils:</b></p> <ul style="list-style-type: none"> <li>• reading</li> <li>• writing</li> <li>• maths</li> </ul> <p><b>Pupils meeting expected standard in reading, writing and maths, including disadvantaged and non-disadvantaged breakdown</b></p>

## Annex B – secondary performance measures

Headline measures	<p><b>Progress 8:</b> score and banding</p> <p><b>EBacc entry:</b> percentage of pupils entering the English Baccalaureate</p> <p><b>Destination measures:</b> Percentage of pupils staying in education or employment for at least two terms after key stage 4</p> <p><b>Attainment in English and maths:</b> percentage of pupils achieving a grade 5 or above in English and maths</p> <p><b>Attainment 8:</b> score</p> <p><b>EBacc attainment:</b> English Baccalaureate Average Point Score (APS)</p>
Time series	<p>All headline measure are provided in a time series (2017, 2018 and 2019) as well as:</p> <ul style="list-style-type: none"> <li>• <b>Progress 8 and Attainment 8 for disadvantaged pupils</b></li> </ul>
Results by pupil characteristics	<p>All headline measures are presented using comparative data (for:</p> <ul style="list-style-type: none"> <li>• <b>Disadvantaged pupils</b></li> <li>• <b>Prior attainment</b> (low, middle and high attainers)</li> <li>• <b>English as an additional language (EAL)</b></li> <li>• <b>Gender</b></li> <li>• <b>Non mobile pupils</b></li> </ul>
English Baccalaureate – additional measures	<p><b>EBacc attainment</b> at grade 4/C and 5/C or above</p> <p><b>EBacc attainment by subject groups</b></p> <p><b>EBacc attainment at 1/G grade or above by subject groups</b></p> <p><b>EBacc entries by subject group</b></p> <p><b>EBacc value added by subject group</b> (low, middle, high attainers)</p>
Other KS4 Results	<p><b>Progress 8 and Attainment 8 scores by subject areas</b></p> <p><b>Additional subject specific entry and achievement measures</b></p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Pupil destinations (for pupils finishing key stage 4 study in 2016/17)</p>	<p><b>Pupils staying in education or employment</b> for at least two terms after key stage 4 (see <i>headline measures</i>)</p> <p><b>Pupils staying in education</b> (split by institution type)</p> <p><b>Pupils staying in apprenticeships</b></p> <p><b>Pupils staying in employment</b></p> <p><b>Pupils not staying in education or employment</b></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Multi academy trust (MATs)</p>	<p><b>Overall Progress 8 score for all pupils, disadvantaged pupils and non-disadvantaged pupils</b></p> <p><b>English BaccaLaureate: for all pupils, disadvantaged pupils and non-disadvantaged pupils</b></p> <ul style="list-style-type: none"> <li>• percentage of pupils entering the English BaccaLaureate</li> <li>• English BaccaLaureate Average Point Score (APS)</li> <li>• achievement in English BaccaLaureate at grades 5/C and 4/C and above</li> </ul>



## Annex C – 16 to 18 performance measures

<p style="text-align: center;"><b>Headline measures</b></p>	<p><b>Progress</b> (separately for level 3 students entered for A levels, academic qualifications and applied general qualifications)</p> <p><b>Attainment</b> (separately for level 3 students entered for A levels, academic qualifications, applied general qualifications and tech levels)</p> <p><b>Retention</b> (separately for groups as for Attainment above)</p> <p><b>Progress in English and maths</b> (for students who had not achieved grade 4/C at the end of key stage 4)</p> <p><b>Destination measures</b> (for all students completing 16-18 study, by level - see below)</p> <p>All headline measures are broken down to compare disadvantaged students against local authority and England average for non-disadvantaged students</p>
<p style="text-align: center;"><b>Student destinations (for students that finished 16 to 18 study in 2016/17)</b></p>	<p>The following student destinations will be reported for all students completing 16-18 study, by level:</p> <p><b>Students entering education</b> (including breakdown by type)</p> <p><b>Students entering apprenticeships</b></p> <p><b>Students entering employment</b></p> <p><b>Students not in education or employment</b></p> <p>The following destination measure will be reported for students completing level 3 study</p> <p><b>Students progressing to level 4 or higher</b> (including breakdowns for Russell Group and top third higher education institutions)</p>
<p style="text-align: center;"><b>Additional measures</b></p>	<p><b>Qualification- and subject-specific achievement measures</b></p> <p><b>Attainment and retention measures for tech certificate students</b></p> <p><b>Students returned and retained for a second year in their main study programme</b></p> <p><b>Students retained and assessed at the end of their course</b></p> <p><b>Level 3 maths</b> (number in cohort, attainment)</p> <p><b>Level 3 vocational measure</b> (by entry to tech levels and applied general qualifications)</p>
<p style="text-align: center;"><b>Time series</b></p>	<p><b>Headline measures relating to progress, attainment and retention</b> are provided in a time series (2017, 2018 and 2019)</p>

<b>Apprenticeships 2018/19</b>	<p><b>Level 2 qualification achievement rates</b></p> <p><b>Level 3 qualification achievement rates</b></p>
<b>Multi academy trust (MATs)</b>	<p><b>Level 3 value added scores for:</b></p> <ul style="list-style-type: none"> <li>• applied general and academic cohorts</li> <li>• all pupils, disadvantaged pupils and non-disadvantaged pupils</li> </ul>



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