



Primary accountability: summary of new progress measures

The new progress measures are a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment.

This type of progress measure rewards schools for making progress with all of their pupils, whether they are low, middle or high attainers. Any increase in attainment achieved by each pupil will be reflected in the school's progress scores. They are fairer to schools in challenging circumstances, as they recognise a school that is doing a good job with an intake with poor prior attainment.

How we calculate progress measures

The progress measures compare pupils' key stage 2 results to those of other pupils nationally with similar prior attainment.

Our first step is to put all pupils nationally into groups based on their **key stage 1** results, so that we have groups of pupils who have similar starting points to each other.

We do this by working out a pupil's average performance at key stage 1 across reading, writing and mathematics. We allocated points to key stage 1 teacher assessments to create a key stage 1 average point score for these pupils. Pupils with similar average point scores are then allocated to prior attainment groups. Further details of this are in pages 14-17 of the technical guidance.

Our second step is to identify pupil's **key stage 2** achievements.

For reading and mathematics, key stage 2 test results are reported as scaled scores between 80 and 120, with 100 as the national standard. The scaled score for each subject is used as the pupil's key stage 2 outcome in the progress score calculation.

For writing progress scores, pupils were allocated points for each of the three teacher assessment key stage 2 categories (page 20-21).

Our third step is to **calculate individual pupil's progress scores**. Progress scores are calculated for individual pupils for the sole purpose of constructing a school's progress

score. We will not publish pupils' progress scores. We will only publish the school's progress scores.

The calculation is as follows:

- We take the individual pupil's key stage 2 result (for example in reading).
- We compare this to the national average key stage 2 attainment for pupils with similar key stage 1 average points scores to them.
- A pupil's progress score is the difference between their actual KS2 result and the average result of those in their prior attainment group.
- If Emily, for example, received 102 in reading at KS2 and the average KS2 reading score for her prior attainment group was 101 - her progress score would be +1.

Our final step is to create a school level progress score. We do this by adding together the progress scores of all the pupils in year 6 and dividing by the number of year 6 pupils in the school.

We repeat this process for each of reading, writing and maths. Schools will have three progress scores:

- Average progress in mathematics;
- Average progress in reading; and
- Average progress in writing.

There is no aggregated (overall) key stage 2 progress score.

Interpreting progress scores

Progress scores will be centred around 0, with most schools within the range of -5 to +5.

- A **score of 0** means pupils in this school on average do about **as well** at KS2 as those with similar prior attainment nationally.
- A **positive score** means pupils in this school on average do **better** at KS2 as those with similar prior attainment nationally.
- A **negative score** means pupils in this school on average do **worse** at KS2 as those with similar prior attainment nationally.

A negative score does not mean that pupils did not make any progress, rather it means they made less progress than other pupils nationally with similar starting points.

For example, if a school has a maths score of -4 this would mean that on average pupils in this school achieved 4 scaled scores less than other pupils nationally with similar starting points.

Floor standard

The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet. No school will be confirmed as being below the floor until December 2016 when schools' performance tables are published.

In 2016, a school will be above the floor if:

- at least 65% of pupils meet the expected standard in English reading, English writing and mathematics; **or**
- the school achieves sufficient progress scores in **all three** subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing.

To be above the floor, the school needs to meet either the attainment **or** all of the progress element.

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