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for Education

Contents

Read the school performance tables supporting documents to see the methodologies in more depth.

1. How we get the data

We get school and college attainment data from:

- state-funded schools and colleges
- local authorities
- qualification awarding organisations (exam boards)

State-funded schools tell us via the school census:

- the number of pupils at the school

- what the pupils' characteristics are, for example whether they're eligible for free school meals
- what courses students are studying post-16 ('learning aims')

Colleges tell us via the individualised learner record (ILR):

- the number of students at the college
- what courses students are studying post-16 ('learning aims')

Local authorities tell us:

- results from key stage 1 (school years 1 and 2) - we don't publish these, but use them to measure progress between the end of key stage 1 and the end of key stage 2 (school years 3 to 6)
- teacher assessments and test results from key stage 2 - we can also get these from schools

Qualification awarding organisations tell us exam results for pupils:

- at the end of key stage 4 (years 10 and 11)
- aged 16 to 18 (sixth form and college)

To find out about pupil and student 'destinations' (what a student does after finishing key stage 4 or 16 to 18 study), see School performance measures: about the data.

2. How we calculate the performance measures

We match data we get from schools and colleges with the relevant test, teacher assessment or exam results we gather from local authorities and qualification awarding organisations. This gives a single record of attainment and characteristics (for example a pupil's ethnicity or whether they have special educational needs) for each pupil/student at the end of each key stage.

We then match information about what the pupil/student goes on to do after finishing the key stage to their record to calculate pupil and student destinations.

We use these records to calculate performance measures for each pupil/student. For example, we analyse each key stage 4 pupil's qualifications and results to see whether they've achieved a grade 5 or above in English and maths.

We then aggregate pupil/student-level performance measures to give the overall results for:

- schools
- colleges
- local authorities
- England as a whole

Read about the methodology we use to calculate results for:

- Statistics: key stage 2 - GOV.UK
- GCSE and equivalent results (key stage 4)
- A level and other 16 to 18 results
- destinations of key stage 4 and key stage 5 pupils

2.1 Key stage 2 - measuring performance

A new curriculum introduced in 2014 changed the key stage 2 assessments and primary accountability policy. The expected standard has been raised and as a result since 2016, we have new key stage 2 performance measures, which should not be compared with the previous measures. The 2017 headline measures that include attainment and progress measures are:

- the percentage of pupils achieving the 'expected standard' in English reading, English writing and mathematics at the end of key stage 2
- the pupils' average scaled score:
  - in English reading at the end of key stage 2
  - in mathematics at the end of key stage 2
- the percentage of pupils who achieve at a higher standard in English reading, English writing and mathematics
- the pupils' average progress:
  - in English reading
  - in English writing
  - in mathematics

2.2 Key stage 4 - performance measures

Key stage 4 performance measures have been amended to reflect policy reforms. A new secondary school accountability system was introduced in 2016.

The secondary accountability measures guidance explains how these measures have been calculated in 2017. It also gives more information about recently announced reforms that will apply in 2018 and 2019.

The headline measures which appear in the 2017 performance tables are:

- progress across 8 qualifications (Progress 8)
- attainment across the same 8 qualifications (Attainment 8)
- percentage of pupils achieving a grade 5 or above in English and maths
- percentage of pupils entering the English Baccalaureate
- percentage of pupils at the school achieving the English Baccalaureate at a grade 5 or above in English and maths, and at a grade C or above in other subjects
- percentage of students staying in education or going into employment after key stage 4 (pupil destinations)

2.3 16 to 18 - performance measures

Policy reforms have changed the way we report performance for 16 to 18 year olds. Therefore you can't compare the most recent data with data prior to 2016.

The 16-18 performance tables count both academic and high value technical and applied qualifications at level 3. We only count vocational qualifications that lead to employment or further study.

We include:

- A levels and other level 3 academic qualifications
- tech levels, qualifications leading to recognised occupations such as engineering or professional cookery
- applied general qualifications, which provide broad study of a vocational area, for example performing arts or health and social care

From 2017, we have extended the qualifications reported to include technical certificates and other vocational qualifications at level 2.

The main headline measures show:

- progress since key stage 4, which is the main focus of the 16 to 18 accountability system
- attainment measures, for example the average grades achieved in qualifications for students at a school or college
- retention measures, which report on the proportion of students who complete their studies at the school or college
- destination measures, for example students going into higher education or employment
- English and maths progress measures in qualifications below level 3, for example GCSE, for students who did not achieve a grade C at key stage 4

Read more about changes to accountability measures.

3. How we make sure the data is reliable

We make sure the data is accurate and reliable in the following ways:

- the Standards and Testing Agency asks local authorities to check a sample of key stage 2 teacher assessments to make sure they meet national standards
- we perform an annual run-through of the performance tables data production process using test data to identify any miscalculations and fix them before we process the real data
- we ask schools and colleges to check their performance tables results and ask for the necessary amendments (for example grade changes as a result of re-sits) before we publish final data
- qualification awarding organisations offer a review service to schools, so that they can challenge the marks or grades awarded by markers

4. How we update the data

We regularly update information we have on schools if, for example, a school:

- changes type, for example it becomes an academy
- closes or reopens
- gets a new headteacher or principal

We also publish the latest Ofsted inspection outcome on the school's page and show when we added the

latest inspection judgement.

4.1 Changes to attainment data - the 'errata' period

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

If we approve an amendment, we will update the data at the end of the errata process. We won't make further updates to data after the errata period has closed, at this point the data will be marked as 'final'.

Any changes received during the 'errata' period will not be used to update the amended Level 3 Value Added measures published in January.

The full datasets available in the download data section of the school performance tables are updated after the errata period has closed.

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