2016 School and college performance tables

Statement of Intent

August 2016

Contents

Summary

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

This statement of intent sets out our plans for the content of the 2016 school and college performance tables. As a result of previously announced government reforms to the way schools and colleges are held to account for their performance, a number of reforms to performance measures appear for the first time this year.

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

Publication timetable

We plan to publish the 2016 performance tables to the following timetable:

- Primary performance tables – Mid-December 2016
- Secondary performance tables – January 2017
- 16-18 performance tables – January and March 2017

We are also planning to publish key provisional secondary performance measures in autumn 2016, following the first publication of this data last year, to help inform parents on their choice of secondary school.

Main changes to 2016 performance tables

Primary performance

- Key stage 2 national curriculum test outcomes will no longer be reported using levels, and instead will be reported as scaled scores.
- Key stage 2 national curriculum teacher assessments will be reported against the new interim frameworks for teacher assessment.
- The headline measures will be:
  - the percentage of pupils achieving the expected standard in reading, writing and mathematics
  - the percentage of pupils achieving the higher standard in reading, writing and mathematics
  - the school's progress score in each of reading, writing and maths
  - the pupil's average scaled score in each of reading and mathematics

- A school will be above the floor standard if:
  - 65% of pupils meet the expected standard in reading, writing and mathematics (ie achieve that standard in all three subjects) or
  - the school achieves sufficient progress scores in all of reading, writing and mathematics

Secondary performance

- The headline measures will be:
  - Progress 8
  - Attainment 8
  - The percentage of pupils achieving A*-C in English and maths
  - The percentage of pupils achieving the English Baccalaureate
  - The percentage of pupils entering the English Baccalaureate
  - The percentage of students staying in education or employment after key stage 4
- A school will be below the floor standard if its progress 8 score is below -0.5, unless the confidence interval suggests the score may not be below average.

16 to 18 performance

- The headline measures will be:
  - Progress
  - Attainment
  - Progress in English and maths (for students without a good GCSE pass in these subjects)
  - Retention
  - Destinations
- The minimum standards will be based on the new progress measures.
- Results will be published for the A level, academic, applied general and tech level cohorts of students – reflecting reforms to the way qualifications count in the tables.
- Results will be allocated to institutions on an annual basis, to bring the tables more in line with 16-19 funding.
- Results will be published in January and March, as the data sources required for some of the new headline measures do not become available until after January 2017

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

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

Primary school performance tables

In December 2016 the department will publish new measures of key stage 2 (KS2) performance for all state-funded primary schools with a KS2 cohort, reflecting previously announced policy reforms to assessment and accountability:

- The new national curriculum came into force for all maintained schools from September 2014. Those pupils who are at the end of key stage 2 (KS2) in May 2016 are the first to be assessed by a new set of tests against this curriculum.
- KS2 national curriculum test outcomes will no longer be reported using levels. Scaled scores will be used instead.
- Key stage 2 national curriculum teacher assessments will be reported against the new interim frameworks for teacher assessment.
- New headline attainment and progress performance measures, and a new floor standard have been introduced.

The Standards and Testing Agency provided schools and local authorities with pupils' test results via the secure NCA tools website on 5 July 2016. This gave for each pupil:

- A raw score (number of marks awarded) for each test
- A scaled score for each test
- Confirmation of whether the pupil has reached the expected standard

To provide schools with some context to pupil outcomes under the new framework, we also published a statistical release on 5 July which provided national level data against which they may compare results. This included the percentage of pupils achieving the expected standard in reading, writing and mathematics (combined) and also the percentage of pupils achieving the expected standard and average scaled score per pupil for individual test subjects.

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 KS2 performance tables data checking exercise in early September. We plan to open the checking website earlier than usual, on 1 September, and to release progress data to schools during the checking exercise.

Changes to headline performance measures

As previously announced in the government response to the primary accountability consultation in 2014, the new headline measures of performance at the end of key stage 2 will be:

- the percentage of pupils achieving the 'expected standard' in reading, writing and mathematics
- the pupils' average scaled score in each of reading and mathematics
- the percentage of pupils who achieve the higher standard in reading, writing and mathematics
- the pupils' average progress in each of reading, writing, mathematics

This is set out in more detail in the primary school accountability document, published in January 2016.

Progress measures

New progress measures have been introduced for each of reading, writing and mathematics. These compare the key stage 2 achievements of each pupil to that of all others who had similar results to them at the end of key stage 1. Although there won't be a progress 'target' for individual children, a school's scores will show whether, on average, their pupils have made more or less progress between key stage 1 and key stage 2 than other pupils nationally with similar starting points.

More details on the new progress measures can be found in the primary school accountability technical guide.

Changes to additional performance measures

Removal of gap measures

In 2016, the primary performance tables will not include measures of "in-school" performance gaps between disadvantaged pupils and other pupils at the school. The tables will still include measures that report the difference between disadvantaged pupils at the school and other pupils nationally as the most appropriate basis on which to judge schools' performance. Focusing on in-school gaps risks setting limits on the ability of all pupils to achieve to their full potential, including those identified as disadvantaged. The approach being taken in the 2016 tables will reward schools that set and achieve the highest aspirations for all their pupils[1].

Similar schools methodology

We will continue to publish information in the 2016 primary performance tables that allows comparison between similar schools; however the methodology to calculate this

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[1] Updated advice on pupil premium reviews is available to help schools review the effectiveness of their strategy for supporting disadvantaged pupils

will be reviewed and updated to align it with the new accountability measures. This review will take place once data on the new assessments is available. The purpose of the similar schools measure is to provide further context around key stage 2 performance and an insight into how schools are performing compared to those with similar intakes (based on the level at which they were assessed at the end of key stage 1).

Floor standards

The school performance measures published in performance tables are used to identify schools that are failing to meet minimum performance expectations or 'floor standards'.

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

- at least 65% of pupils meet the expected standard in reading, writing and mathematics (ie. achieve that standard in all three subjects) or
- the school achieves sufficient progress scores in each of reading and writing and mathematics

If fewer than 65% of pupils meet the expected standard in a school, this does not on its own mean the school is below the floor. Such a school would only be below the floor if it also failed to meet the progress part of the floor.

We will announce the minimum progress score in each subject that represents 'sufficient progress' early in September. In future years, we will be able to say what the minimum requirement will be in advance of assessments taking place.

In April 2016, the government also set out the intention that the proportion of schools below the floor overall would not increase significantly as a result of a higher expected standard, and that no more than 6% of eligible primary schools will be below the floor in 2016.

Coasting schools

The Education & Adoption Act 2016 allows the department to identify 'coasting' schools for the first time in 2016. Coasting schools are those that consistently fail to ensure pupils reach their potential.

The 'coasting' definition will capture school performance over 3 years. In 2016 it will consider performance in 2014, 2015 and 2016 and a school will only be identified as coasting if it is within the coasting definition in all three years. Given the change in the accountability regime in 2016, the coasting levels for 2014 and 2015 will reflect the

accountability measures prior to 2016. From 2016 onwards it will reflect the new accountability regime.

For primary schools in 2016, the definition[2] will apply to schools which:

- in 2014 and 2015 had fewer than 85% of pupils achieving level 4 in reading, writing and mathematics and below the median percentage of pupils making expected progress in all of reading, writing and mathematics, and

- in 2016 have fewer than 85% of children achieving the new expected standard at the end of primary and average progress made by pupils in reading or writing or mathematics is below a level set against the new primary progress measures. These levels will be announced in the autumn.

Further details can be found in the government consultation response.

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[2] The regulations that contain the definition of coasting will be finalised in the autumn and subject to parliamentary approval. This describes what we expect that final definition to be.

Secondary school performance tables

In January 2017 the department will publish new measures of key stage 4 (KS4) performance for all state-funded secondary schools and those colleges that offer KS4 education, reflecting previously announced policy reforms to accountability:

- the headline measures will be:
  - Progress 8
  - Attainment 8
  - the percentage of pupils achieving A*-C in English and Maths
  - the percentage of pupils achieving the English Baccalaureate
  - the percentage of pupils entering the English Baccalaureate
  - the percentage of students staying in education or employment after key stage 4 (destinations)
- the previous headline measure, 5+A*-C including English and Maths, will be removed from the main performance tables[3]

Further changes to the performance tables and measures include:

- two new indicators will be published as additional information, looking at the percentage of pupils entering more than one language qualification and the percentage of pupils entering physics, chemistry and biology
- as previously set out in the Progress 8 technical guide, the English requirement for tthe English Baccalaureate and the threshold measure on percentage of pupils achieving English and maths will change to align more closely with Progress 8
- as previously set out in the Progress 8 technical guide, the point score scale for performance table measures in 2016 will change from the current 16-58 scale to a 1-8 point scale, where 1 is equivalent to a grade G GCSE and 8 equivalent to an A* GCSE.

Annex B sets out the full range of measures that will be published in 2016 secondary performance tables.

Publication of provisional data

In 2015, we published for the first time provisional secondary school results for key performance measures, alongside the provisional Statistical First Release (SFR) in October. In 2016, we will continue to publish provisional data; however the performance measures will be amended to reflect the changes to accountability.

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[3] Data referring to 5+A*-C will be available within the underlying data download file available on GOV.UK

The publication of provisional data in advance of the 31 October deadline for secondary school admission applications will continue 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 performance tables website (clearly labelled as provisional) and will include the following performance measures for state funded secondary schools only:

- Attainment 8 scores, for all state funded schools
- Progress 8, for all state funded schools
- the percentage of pupils achieving English and mathematics
- the percentage of pupils achieving the English Baccalaureate
- the percentage of pupils entering the English Baccalaureate

Following the provisional results publication in October, full secondary performance tables will be published in January 2017.

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

Changes may occur because the provisional publication is based on the results data that Awarding Organisations supply to the department by August 2016. This data includes the vast majority of pupils' results. It will not include:

- the small proportion of amendments that Awarding Organisations may make to examination grades, following any successful reviews
- the small proportion of additional results data that Awarding Organisations may supply to the department after August 2016, for example, for any qualifications that have been certificated late
- any approved amendments that schools have requested the department makes to either the pupil's details (for example where a pupil has left a school between the time of the last School Census and the exams) or results reported (requests made as part of the checking exercise in September, during which the department shares provisional pupil data with schools)

As in previous years, any amendments after August 2016 will be reflected in the full revised performance tables release in January 2017.

Changes to headline performance measures

In 2016, the headline measures will be:

- Progress 8

- Attainment 8
- the percentage of pupils achieving A*-C in English and Maths
- the percentage of pupils achieving the English Baccalaureate
- the percentage of pupils entering the English Baccalaureate
- the percentage of students staying in education or employment after key stage 4 (destinations)

Progress 8 and Attainment 8

As part of changes to the secondary accountability system announced in 2013, Progress 8 and Attainment 8 will be key measures of school performance from 2016 onwards. They will replace the existing 5+ A*-C including English and maths headline measure, and the existing expected progress measures, for all schools.

Progress 8 captures the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the results of other pupils with the same prior attainment. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.

Attainment 8 measures the achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), three qualifications that count in the English Baccalaureate (EBacc) measure and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other approved non-GCSE qualifications.

The performance tables will be adjusted in line with these new accountability measures and breakdowns will be amended accordingly. For the majority of schools, the performance tables will only show Progress 8 and Attainment 8 data for 2016, as this is the first year that they will be held accountable to the new measures. The 327 schools that opted in early to Progress 8 will also have 2015 Progress 8 and Attainment 8 data available on the school page.

Within the downloadable data file for 2016, data will be available for pupils achieving 5+ A*-C including English and maths for 2014, 2015 and 2016. Additionally, Progress 8 and Attainment 8 data will be available for schools that opted in to the accountability measure in 2015.

More detailed information can be found in the [Progress 8 and Attainment 8 guide](#).

English Baccalaureate

The government previously announced the aim that pupils who started secondary school in September 2015 (year 7) should study the English Baccalaureate (EBacc) subjects of

English, mathematics, science, history or geography, and a language when they reach their GCSEs, with pupils taking exams in these subjects in 2020.

On 3 November 2015, the Department for Education launched a public consultation on the implementation of the EBacc. The consultation closed on 29 January 2016. We are considering the consultation responses and the government's response to the consultation will be published in due course.

The consultation set out our intention to include EBacc entry, which was previously published as additional information, as a headline measure from 2016. In summary, the changes for 2016 are that the proportion of pupils entering the EBacc (already previously published as additional information) will become a headline measure of secondary school performance alongside Progress 8, Attainment 8, EBacc achievement and English and mathematics achievement.

Destinations of key stage 4 pupils

The response to the secondary accountability consultation in 2013 indicated that destination measures, which show the proportion of young people that went into education, employment or training destinations after key stage 4, should be one of the headline performance measures from 2016 if the data are robust enough. As a result, we will include destination measures as a headline measure in the 2016 secondary tables (based on the 2013/14 cohort going into 2014/15 destinations).

Changes to additional performance measures

Removal of disadvantage gap measures

In 2016, the secondary performance tables will not include measures of "in-school" performance gaps between disadvantaged pupils and other pupils at the school (as per the changes to primary performance tables). The tables will still include measures that report the difference between disadvantaged pupils at the school and other pupils nationally as the most appropriate basis on which to judge schools' performance. Focusing on in-school gaps risks setting limits on the ability of all pupils to achieve their full potential, including those identified as disadvantaged. The approach being taken in the 2016 tables will reward schools that set and achieve the highest aspirations for all their pupils[4].

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[4] Updated advice on pupil premium reviews is available to help schools review the effectiveness of their strategy for supporting disadvantaged pupils

Similar schools methodology

We will continue to publish information in the 2016 secondary performance tables that allows comparison between similar schools; however the methodology to calculate this has been reviewed and updated to align it with the new accountability measures. Therefore groupings will appear different from previous years.

Schools will be ranked within a group of 55 similar schools based on Attainment 8 estimates. This is a change from previous methodology which grouped schools based on estimated percentage achieving 5+A*-C GCSE's including English and maths.

The purpose of the similar schools measure is to provide further context around key stage 4 examination performance and an insight into how schools are performing compared to those with similar intakes (based on the level at which they were assessed at the end of key stage 2).

An updated similar schools methodology document will be made available alongside publication of the data.

Changes to how qualifications count

In 2014, the calculation of secondary school performance measures underwent significant change following the implementation of both the Wolf review recommendations and the introduction of an early entry policy for English Baccalaureate (EBacc) subjects.

Early entry rules:

- only a pupil's first entry in a particular subject will count towards a school's performance tables measure. This rule applies to all qualifications taken after 29 September 2013; the date on which this policy was announced.
- further guidance on early entry rules, including information on exception discounting for English, maths and science, is available in the performance tables technical guides.

How qualifications count in performance tables:

- the secondary performance tables are restricted to qualifications that are high quality and rigorous.
- no qualification can count as larger than one GCSE in performance tables, irrespective of its size. Points are scaled accordingly. The list of point scores assigned to each qualification can be found in the performance tables technical guides.
- the number of approved non-GCSE qualifications that can count towards secondary performance measures is capped.

These rules will be largely unchanged for the 2016 secondary school performance measures, with the exception of some changes to the capping of non-GCSEs as a result of the new accountability system. Up to three GCSE qualifications (including EBacc subjects not used to fill the slots in the EBacc element) and/or non-GCSE qualifications from the approved list for the year in question can count towards the three slots in the 'open' element in the Progress 8 measure.

As set out previously in Progress 8 guidance, the requirements for what counts as English across the 2016 performance measures are as follows:

- to meet the English requirement of the EBacc, a pupil must take exams in both English Language and English Literature, and achieve a C grade or better in at least one of these qualifications;
- to achieve the English and maths attainment measure a C grade or above must be achieved in maths and either English literature or language. There is no requirement to enter both English literature and English language;
- for Progress 8 and Attainment 8, if a student sits both English language and English literature, the higher score is double-weighted. The combined English language and literature qualification will be available for the last time in 2016 and will be double-weighted. If only GCSE English literature or English language is taken then this qualification will count, but will not be double-weighted.

Floor standard

The school performance measures published in performance tables are used to identify schools that are failing to meet minimum performance expectations or 'floor standards'.

In 2016, a school or college will be below the secondary floor standard if its Progress 8 score is below -0.5, unless the confidence interval suggests that the school's underlying performance may not be below average.

A Progress 8 score of -0.5 indicates that the average achievement of a school's pupils is half a grade worse per subject than other pupils with the same prior attainment.

Coasting schools

The Education & Adoption Act 2016 allows the department to identify 'coasting' schools for the first time in 2016. Coasting schools are those that consistently fail to ensure pupils reach their potential.

The 'coasting' definition will capture school performance over 3 years. In 2016 it will consider performance in 2014, 2015 and 2016 and a school will only be identified as coasting if it is within the coasting definition in all three years. Given the change in the accountability regime in 2016, the coasting levels for 2014 and 2015 will reflect the

accountability measures prior to 2016. From 2016 onwards it will reflect the new accountability regime.

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

- in 2014 and 2015 had fewer than 60% of children achieving 5+ A*-C GCSEs including English and maths, and below the median percentage of pupils making expected progress in English and mathematics; and
- in 2016 fall below a level set against the new Progress 8 measure. This level will be announced in the autumn.

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

Further details can be found in the [government announcement](#)[5].

Future developments

In addition to the accountability reforms that come into effect from 2016, there will be a series of further developments over coming years to reflect changes to GCSE qualifications. Further details are set out below.

GCSE reform

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

New GCSEs in English and maths have been taught since September 2015 with the first examinations taking place in Summer 2017. New GCSEs in other subjects will be phased in for teaching from 2016, 2017 and a very small number from 2018. To ensure all students benefit from the reformed qualifications, only the new GCSEs will be included in the secondary performance tables as they are introduced (e.g. only reformed GCSEs in English and maths will be included in 2017).

As part of these reforms, a new grading system will be introduced from 2017 to replace the A to U system with a new 9 to 1 scale. As set out previously in [Progress 8 guidance](#), performance tables point scores will also be allocated to the new GCSEs on a 1-9 point scale corresponding to the new 1 to 9 grades, e.g. a grade 9 will get 9 points in the performance measures. During the transition period where a combination of reformed

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[5] The regulations that contain the definition of coasting will be finalised in the autumn and subject to parliamentary approval. This describes what we expect that final definition to be.

and old style GCSEs can count towards performance measures, point scores from old style GCSEs will be mapped onto the 1-9 scale.

Under the new system, a 'good pass' - currently a C grade - will become a grade 5. The new 'good pass' is comparable to a high C or low B under the current system – making it comparable to the standard aimed for by pupils in top-performing countries such as Finland, Canada, the Netherlands and Switzerland.

A full timeline for when new GCSEs will be introduced can be found on the Ofqual website.

To support schools in the transition to the new grading structure to be implemented from 2017, they will be provided with data which will show how their own school's 2015/16 Attainment 8 and Progress 8 score would look when based on the point scores which will be used from 2017 onwards. This school-level data will not be published more widely. We expect to make this data available to schools in spring 2017. Additionally, national data for the attainment 8 score using 2017 point scores will be made publicly available.

16-18 performance tables

The government is reforming the 16-18 school and college accountability system to set higher expectations for students and institutions, and to make the system fairer, more ambitious and more transparent. This was set out in the government consultation response in 2014 and the existing 16-18 performance tables measures will be replaced by a set of five new headline measures: progress, attainment, progress in English and maths (for students without a good GCSE pass in these subjects), retention, and destinations.

Changes to headline performance measures

As set out in the 2014 accountability consultation response, the new 2016 headline performance measures will be:

- **Progress:** The progress of students will be the main focus of the future accountability system. This measure will be a value added progress measure for academic and Applied General qualifications and a combined completion and attainment measure for Tech Level qualifications.

- **Attainment:** The attainment measure will show the average point score per entry, expressed as a grade and average points. It will build on the existing attainment measures by showing separate grades for level 3 academic (including a separate grade for A level), Applied General, and Tech Level qualifications.

- **English and maths progress** (for those students who have not achieved a good pass at GCSE at the end of key stage 4): This measure will show the average change in grade separately for English and Maths, for those students who did not achieve a good pass at GCSE. This is a slight change to the planned methodology, which we had previously indicated was likely to be a value-added measure. The technical guide will be updated with the new methodology in autumn 2016. The methodology for the measure is closely aligned with the condition of funding rules, which mean that students that do not achieve a good pass are required to continue to study English and/or maths at post-16.

- **Retention**: As the participation age has increased to 18 it is increasingly important that all young people are given suitable education and training opportunities that they see through to completion. The retention measure will therefore show the proportion of students who are retained to the end of their main programme of study.

- **Destinations**: Including destination information in performance tables broadens the information available to the public and gives schools and colleges the

opportunity to demonstrate other aspects of their performance. Destination measures are currently published as experimental statistics but will be a headline measure from 2016, as the data are now considered robust enough.

Annex C sets out the full range of measures that will be published in the 2016 16-18 performance tables.

Detailed information on the new measures can be found in the 16-19 accountability technical guide[6].

Changes to additional performance measures

Introduction of additional attainment measures

The 2016 performance tables will include additional attainment measures for the A level cohort, covering the average point score and grade for a student's best three A levels. The tables will also continue to include a performance measure showing the proportion of students achieving grades AAB or higher (in at least two facilitating subjects).

Introduction of a Technical Baccalaureate measure

A new Technical Baccalaureate (TechBacc) measure will be introduced in the 2016 16-18 performance tables. It will recognise the achievement of students taking advanced (level 3) programmes which include an approved Tech Level, level 3 maths and extended project qualifications. More information is available in the TechBacc guide.

Changes to how technical and applied qualifications count

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

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[6] Note that this does not include the change to the English and maths progress measure. This guidance will be updated in autumn 2016.

Changes to how students are allocated to schools and colleges

In previous 16-18 performance tables, results were allocated to the provider where the student took their highest volume of examination entries in the reporting year. This approach limited the reporting of a student's achievements to a single provider over the 16-18 study period. In order to more closely align the performance tables' allocation principles with the 16-19 funding formula, the 2016 results will be allocated to providers on an annual basis. This means that, where a student moves provider during 16-18 study, their results would be reported against the relevant provider they attended in each year instead of at a single provider.

Results will continue to be published at the end of the 16-18 study phase; usually when the student is academic age 17 (year 13). However, students can be reported up to academic age 18 which might mean that some results are published three years after the end of key stage 4.

Changes to the minimum standards for schools and colleges

As announced in 2014, the government is introducing more rigorous minimum standards to recognise the efforts schools and colleges make in helping their students' to progress and to identify when a provider is underperforming, so that action can be taken. From 2016, minimum standards will change from attainment based standards to progress based standards.

Academic and Applied General qualifications
A provider will be seen as underperforming if (i) its academic or Applied General value added score is below the threshold set by the department; and (ii) its value added score is statistically significantly below the national average (both confidence intervals are below zero).

The exact threshold (value added score in grades) for academic qualifications and Applied General qualifications will be announced following further analysis of the entries into these qualifications.

Tech Level qualifications
The minimum standards for Tech Levels will take the form of a number of grades (or a proportion of one grade) below the national average. The threshold for Tech Levels will be announced following further analysis of the outcomes from these qualifications.

Timing of publication

Two of the new measures, the retention measure and the completion and attainment measure, use data sources that have not been used in performance tables before. This data is not available in time for a January publication date and therefore these two measures will be published in March. The remaining measures: the value added progress measure; attainment measure; English and maths progress measures; and the destination measures (for the 2013/14 cohort going into 2014/15 destinations) will be published in January.

Shadow data for new headline measures

In July 2015, schools and colleges were provided with information to show what the new progress and attainment measures will look like based on 2014 results. This was broken down for students in the A level, academic and applied general cohorts. In May 2016, schools and colleges were provided with a further set of information to show what new allocations and measures look like based on 2015 results. The data is intended to support schools and colleges in preparing for the move to the new accountability system.

Future developments

As part of the 16-18 accountability reforms announced in 2014, further reforms to 16-18 performance measures will be applied to performance tables in future years. Further details are set out below.

Reporting of level 2 qualifications

We aim to include information on qualifications below level 3 in performance tables, starting with English and maths in 2016 and then expanding to report on Technical Certificates and other level 2 vocational qualifications in 2017 performance tables. Technical certificates are rigorous intermediate (level 2) technical qualifications recognised by employers. We will report school and college performance in these qualifications against each of the new headline measures.

Disadvantage measures

We aim to include disadvantage measures in the 2017 performance tables. These measures will report on the 16-18 outcomes of students eligible for pupil premium funding in year 11 against each of the five headline measures.

A level reform

The government and Ofqual are reforming A levels to match the best education systems in the world and to keep pace with universities' and employers' demands. New reformed

AS and A levels have been taught in schools in England since September 2015. The first results for the new AS levels will be in 2016, and for the A levels in 2017. Further subjects will be introduced over the following two years.

More information is available in Ofqual's full timeline for when new A levels will be introduced.

Cross cutting content

Change to the measurement of persistent absence

From September 2015 (start of the 2015/16 academic year), the department has defined pupils as a persistent absentee if they have a persistent absence rate of 10 per cent rather than 15 per cent. This change will be reflected in the 2015/16 school absence measures published in performance tables.

Alongside the reduction from 15 per cent to 10 per cent, there will be a change in the methodology used to identify pupils as persistent absentees. The new methodology will classify pupils as persistent absentees if they miss 10 per cent or more of their own individual possible sessions, rather than reaching a standard threshold of absence sessions. Further details on the methodology change can be found in the original consultation document on proposed changes to absence statistics which was published in October 2014 in Section 9 of the Pupil absence in schools in England: autumn 2013 and spring 2014 Statistical First Release and in the published consultation response, which summarised the feedback received from users on the proposed change to the methodology and next steps, which was published in October 2015.

Publication of information about childcare provision

The government announced, on 23 March 2015, the intention to publish information about all schools' childcare provision alongside the school performance tables. The information will include what childcare is on offer in primary and secondary schools: ranging from full-time nurseries to holiday and after-school provision.

Additional information

Multi-Academy Trust performance measures

In the recent education White Paper, [Educational Excellence Everywhere](), the government committed to publishing multi-academy trust (MAT) performance measures. Encouraging a self-improving school-led system is at the heart of this government's agenda with an increasing number of schools being part of a multi-academy trust being central to that aim. In July 2016 we published a [statistical working paper]() that describes our developing approach. We plan to release 2016 MAT performance tables for both KS2 and KS4 alongside the secondary school performance tables in January 2017.

RAISEonline

Key changes to primary and secondary performance measures will be replicated in the 2016 RAISEonline data for schools. Further details of changes to RAISEonline for 2016 will be given in the 'latest news' section of the [RAISEonline website]() by the start of the new academic year in September 2016.

The current contract for the RAISEonline service is due to expire on 31st March 2017. The department is currently carrying out research among users of the current service, and of school performance data in general, so that we can better meet the needs of those users in the future.

The research phase is not yet complete, but based on initial findings we anticipate that we will:

- build a new 'core' online service that, as a minimum, provides schools with access to headline measures and key underlying pupil level performance data;
- provide support for the market's delivery of additional services that schools can procure if they choose to

The new services will continue to support the department's strategic aims to tackle underperformance and support school improvement.

Further details regarding the future of RAISEonline will be communicated at the start of the new academic year.

New performance tables website

In March 2016, we published our improved [performance tables website](). In total, 250 users, including head teachers and deputy heads, were involved in the process of

designing the new website, which replaced the previous version. We will continue to gather feedback on the new website throughout the year, to help us identify and implement further improvements to the website.

Continuity in national statistics

As set out in this Statement, the reforms announced in 2013/14 for assessing pupils, and for reporting results, will be reflected in the school and college performance tables for the first time. The department's Head of Profession for Statistics also plans to release a separate statement on how our key stage 1, 2, 4 and 16-18 statistical first releases will attempt to monitor national standards of attainment over time, during the transitional period.

Annex A – primary performance tables content

These measures replace those that were published in the 2015 performance tables.

Headline measures	Reading, writing and mathematics: % of pupils achieving the expected standard Reading, writing and mathematics: % of pupils achieving the higher standard **Key stage 1 to key stage 2 progress:** Overall progress score (with confidence intervals) for each of the following subjects: • in reading • in writing • in mathematics **Pupil's average scaled score** in each of: • Reading • Mathematics
Key stage 2 results in test subjects	% of pupils achieving the expected standard in reading % of pupils achieving the expected standard in mathematics % of pupils achieving the expected standard in grammar, punctuation and spelling % of pupils achieving the higher standard in reading % of pupils achieving the higher standard in mathematics % of pupils achieving the higher standard in grammar, punctuation and spelling % of pupils absent on test day or unable to access the reading test % of pupils absent on test day or unable to access the mathematics test Average scaled score per pupil in grammar, punctuation and spelling
Key stage 2 teacher assessment outcomes	% of pupils working at the expected standard in writing % of pupils working at greater depth within the expected standard in writing % of pupils working towards the expected standard in writing % of pupils absent or disapplied from writing teacher assessment % of pupils working at the expected standard in reading % of pupils absent or disapplied from reading teacher assessment % of pupils working at the expected standard in mathematics % of pupils absent or disapplied from mathematics teacher assessment % of pupils working at the expected standard in science – available from download files % of pupils absent or disapplied from science teacher assessment – available from download files

Disadvantaged pupils	**Disadvantaged/other pupils** **Reading, writing and mathematics:** % achieving the expected standard Difference between attainment of disadvantaged pupils in the school and other pupils nationally % achieving a high standard Difference between attainment of disadvantaged pupils in the school and other pupils nationally % achieving the expected standard in reading % achieving the expected standard in writing (teacher assessed) % achieving the expected standard in mathematics % achieving the expected standard in grammar, punctuation and spelling % achieving a high standard in reading % of pupils working at greater depth within the expected standard in writing (teacher assessed) % achieving a high standard in mathematics % achieving a high standard in grammar, punctuation and spelling **Average scaled score per pupil** In each of: • Reading • Mathematics • Grammar, punctuation & spelling **Key stage 1 to key stage 2 progress:** Overall progress score (with confidence intervals) for each of the following subjects: • Reading • Writing • Mathematics Difference between school's progress score for Disadvantaged pupils compared with that for other pupils nationally, in each of: • Reading • Writing • Mathematics
Non-mobile pupils	For pupils who have been in the school throughout all of Year 5 and Year 6: % achieving the expected standard in reading, writing and mathematics % achieving a high standard in reading, writing and mathematics **Key stage 1 to key stage 2 progress:** Overall progress score (with confidence intervals) for each of the following subjects: • in reading • in writing • in mathematics
English as an additional language and gender	Results shown separately for boys, girls, and children with English as an Additional Language (ie. where another language may be spoken in the household) for: % achieving the expected standard in reading, writing and mathematics % achieving a high standard in reading, writing and mathematics **Key stage 1 to key stage 2 progress:** Overall progress score (with confidence intervals) for each of the following subjects: • in reading • in writing • in mathematics

Low/middle/high prior attainers	Results shown separately for each of the low, middle and high prior attainment groups based on KS1 outcomes: % achieving the expected standard in reading % achieving the expected standard in writing (teacher assessed) % achieving the expected standard in mathematics % achieving the expected standard in grammar, punctuation and spelling % achieving a high standard in reading % of pupils working at greater depth within the expected standard in writing (teacher assessed) % achieving a high standard in mathematics % achieving a high standard in grammar, punctuation and spelling **Average scaled score per pupil** In each of: - Reading - Mathematics - Grammar, punctuation & spelling **Key stage 1 to key stage 2 progress:** Overall progress score (with confidence intervals) for each of the following subjects: - in reading - in writing - in mathematics
Cohort information	Number and percentage of pupils in the end of key stage 2 cohort who are in each of these groups: - Boys - Girls - Disadvantaged and 'other' pupils - Non-mobile ie. have been in the school throughout both Year 5 and Year 6 - Low, middle and high prior attainers (with average KS1 point score for each group) - Have English as an Additional Language ie. in a household where another language may be spoken - Special educational needs - split by those with statements of SEN or Education & Health Care Plans; and those with SEN but without a statement, EHC Plan (ie. School Support) Average key stage 1 points score for end of KS2 cohort (as used in low/middle/high prior attainment measures)
Similar Schools	Schools ranked against headline measures, within a group of 125 similar schools based on KS1 average points score.

Annex B – secondary performance tables content

These measures replace those that were published in the 2015 performance tables.

Headline measures	Progress 8 Attainment 8 Percentage of pupils achieving A*- C in English and mathematics Percentage of pupils achieving the English Baccalaureate Percentage of pupils entering the English Baccalaureate Percentage of students staying in education or employment for at least two terms after key stage 4
Progress 8	**All pupils:** Overall Attainment 8 score and Progress 8 score (with confidence intervals) broken down by the four constituent elements of the measure: • English • Mathematics • Other English Baccalaureate qualifications • Other qualifications (split to show attainment by GCSE and non-GCSE) **Disadvantaged pupils & other pupils:** Overall Attainment 8 score and Progress 8 score, broken down by the four constituent elements of the measure: • English • Mathematics • Other English Baccalaureate qualifications • Other qualifications (split to show attainment by GCSE and non-GCSE)
KS4 Results	Number & percentage of pupils achieving grades A*-C in English and maths - All pupils, low, middle & high attainers Percentage of pupils taking more than one language at GCSE Percentage of pupils taking three single sciences Progress 8 and Attainment 8 - low, middle & high attainers Average entries per pupil - all qualifications - All pupils, low, middle & high attainers Percentage of pupils achieving at least 1 qualification Average entries per pupil - GCSEs only - All pupils, low, middle & high attainers
English Baccalaureate	Percentage of pupils achieving all EBacc subjects - All pupils, low middle & high attainers Number & % of pupils entered for all EBacc subjects - All pupils, low middle & high attainers **Percentage of pupils achieving A*-C / % entered:** *English, maths, science, humanities, language* **Percentage of pupils achieving EBacc subjects at grades A*-G:** *Overall, English, maths, science, humanities, language* **EBacc individual GCSE subjects; Value Added scores and confidence limits:** *Science, humanities, language - All pupils, low, middle & high attainers*

	We will produce 3 year averages for P8 and A8 from 2018 when we have 3 years of data for all schools.
Three year rolling averages	**All pupils:** *Number of pupils (three year total)* Percentage achieving A*-C in English and maths GCSEs *Three year average for P8 and A8*, **but not until 2018** **Disadvantaged pupils:** *Number of pupils (three year total)* *Three year average for P8 and A8*, **but not until 2018** **Other pupils:** *Number of pupils (three year total)* *Three year average for P8 and A8*, **but not until 2018** **Difference, based on three year average, between school and national (both disadvantaged pupils and other pupils):** *Progress 8 and Attainment 8* **but not until 2018**
Disadvantaged pupils: time series	Number and percentage of disadvantaged pupils in KS4 cohort: 2014, 2015, 2016 **Disadvantaged pupils & other pupils (2014, 2015, 2016):** *Progress 8 (2016 only initially)* *Attainment 8 (2016 only initially)* *Percentage achieving A*-C in English and maths* *Percentage entered in EBacc (time series)* *Percentage achieving EBacc (time series)* **Current year difference between disadvantaged pupils in school/local authority and non-disadvantaged pupils nationally:** *Progress 8 and Attainment 8*
	Current year entries per pupil - all qualifications: *All pupils* *Disadvantaged pupils* *Other pupils*
Three year averages	Percentage achieving A*-C in English and maths GCSEs Progress 8 and Attainment 8 - from 2018
English as an additional language, non mobile pupils and gender	Progress 8 and Attainment 8 Percentage achieving A*-C in English and maths GCSEs Percentage entered for EBacc Percentage achieving EBacc
Cohort information	Number of pupils at end of KS4 - all pupils, boys, girls **Number and percentage of:** *Low, middle and high prior attainers (KS2) & Average KS2 point score* *Disadvantaged pupils* *Pupils for whom English is not their first language* *Pupils with Special Educational Needs (split by those with statements or Education & Health Care plans and those without)* *Non-mobile pupils*

	In addition, following January 2017, we will update the tables with the following measures:
Education Destination Measures (for the 2013/14 KS4 cohort)	**Destination measures after key stage 4:** Students staying in education or employment for at least two terms after key stage 4 *(see headline measures)* Total number of students included in destination measures **Breakdown of destinations:** Apprenticeships Students staying in employment for at least two terms after key stage 4 Students staying in education for at least two terms after key stage 4 Further education college or other further education provider Sixth form college School sixth form Other education destinations Students not in education or employment for at least two terms after key stage 4 Activity not captured in data
Similar Schools	Schools rankings within a group of 55 similar schools based on Attainment 8 estimates. Attainment 8 score Progress 8 score Key stage 2 average point score

Annex C – 16-18 performance tables content

These measures replace those that were published in the 2015 performance tables.

A Level Results	**Headline measures** **Progress:** A level value added score with confidence limits **Attainment:** Average point score per A level entry Average point score per A level entry expressed as a grade **Retention:** % of students retained to the end of their main course of study **Additional measures** Average point score for a student's best three A levels Average point score for a student's best three A levels, expressed as a grade % achieving A levels at grades AAB or higher (in at least 2 facilitating subjects) **Cohort** Number of A level students at the end of 16-18 study Number of A level entries Number of students included in the best three A level measure Number of students included in the AAB measure Number of students included in the A level retention measure
Academic Results	**Headline measures** **Progress:** Academic value added score with confidence limits **Attainment:** Average point score per academic entry Average point score per academic entry expressed as a grade **Retention:** % of students retained to the end of their main course of study **Cohort** Number of academic students at the end of 16-18 study Number of academic entries Number of students included in the academic retention measure
Applied General Results	**Headline measures** **Progress:** Applied General value added score with confidence limits **Attainment:** Average point score per Applied General entry Average point score per Applied General entry expressed as a grade **Retention:** % of students retained to the end of their main course of study **Cohort** Number of Applied General students at the end of 16-18 study Number of Applied General entries Number of students included in the Applied General retention measure

Tech Level Results	**<u>Headline measures</u>** **Progress:** Tech Level completion and attainment score **Attainment:** Average point score per Tech Level entry Average point score per Tech Level entry expressed as a grade **Retention:** % of students retained to the end of their main course of study **<u>Additional measures</u>** The number of students achieving the Technical Baccalaureate (TechBacc) **<u>Cohort</u>** Number of Tech Level students at the end of 16-18 study Number of Tech Level entries Number of students included in the Tech Level retention measure
Level 2 English and Maths Results (for those without a good pass at key stage 4)	**<u>Headline measures</u>** **Progress:** Average progress in English Average progress in Maths **<u>Cohort</u>** Number of students included in the English progress measure Number of students included in the Maths progress measure
Destinations (for students that finished 16-18 study in 2013/14)	**<u>Headline measure</u>** Students staying in education or employment for at least two terms after key stage 5 **<u>Additional breakdown of destinations</u>** Apprenticeships Students staying in employment for at least two terms after key stage 5 Students staying in education for at least two terms after key stage 5 UK higher education institution Top third of higher education institutions Of which Russell group Of which Oxford or Cambridge Other higher education institutions or providers Further education college or other further education provider Other education destinations Students not in education or employment for at least two terms after key stage 5 Activity not captured in data UCAS deferred entries to higher education institutions **<u>Cohort</u>** Total number of students included in destination measures

For 2016, we will also provide a link to the Skills Funding Agency's institution level national success rates statistics on the website, to help users more easily find information about apprenticeships.

Annex D – cross cutting performance tables content

Absence	Overall absence rate	
	% of pupils that are persistent absentees (missing 10%+ sessions) ***NEW DEFINITION***	
Finance (primary & secondary only) Figures presented available as £ per pupil or proportion of total expenditure	School income per pupil	Total income
		Government funding
		Self-generated income
	School spending per pupil	Total spend per pupil
		Teaching staff
		Supply staff
		Education support staff
		Bought in professional services – curriculum
		Other staff costs
		Learning resources (not ICT)
		ICT Learning resources
		Back office (including staff costs)
		Catering (including staff costs)
		Premises (including staff costs)
		Energy
		Other spending
	School spending per pupil over time	Total spend per pupil
		Teaching and education support staff costs
		Supply teachers
		Back office costs
		Energy
		All other spending
Workforce	Headcount of all teachers in a school	
	Headcount of all teaching assistants in a school	
	Headcount of all support (exc. auxiliary) staff in a school	
	Full-time equivalent number of all teachers in a school	
	Full-time equivalent number of all teaching assistants in a school	
	Full-time equivalent number of all support (exc. auxiliary) staff in a school	
	Ratio of pupils to teachers in a school	
	Average gross salary of all fulltime qualified teachers in a school	

Establishment information	Pupil population (primary & secondary only)	Number of pupils on roll	
		Number of boys on roll	
		Number of girls on roll	
		% of pupils with a statement of Special Educational Needs (SEN) or a Education, Health and Care (EHC) plan	
		% of pupils with English not as a first language	
		% of pupils eligible for FSM at any time during the past 6 years	
	School or college characteristics	School type	
		Age range	
		Phase of education	
		Gender of entry	
		School denomination	
		Current admission policy	
	School or college details	Address	
		Headteacher/principal's name	
		Unique Reference Number	
		Telephone number	
		Link to school website	
Ofsted		Inspection date	
		Inspection outcome	
		Link to report	
Childcare provision		**Before School Childcare Service:**	
		Opening time	
		Number of childcare places	
		Childcare provider	
		Is the service open to children from other schools?	
		After School Childcare Service:	
		Opening time	
		Closing time	
		Number if weeks service is open	
		Number of childcare places	
		Childcare provider	
		Is the service open to children from other schools?	
		Holiday Childcare Service:	
		Opening time	
		Closing time	
		Number of weeks service is open	
		Number of childcare places	
		Childcare provider	
		Is the service open to children from other schools?	
		Childcare for Children aged between 0-4 years	
		Opening time	
		Closing time	
		Number of weeks service is open	
		Number of childcare places	
		Childcare provider	