



Department  
for Education

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Guidance

# School performance tables: how we report the data

Updated 23 September 2016

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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
- 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, eg whether they're eligible for free school meals

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)

# 2.

## How we calculate the performance measures

We match data we get from schools 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 (the background and needs) for each pupil at the end of each key stage.

We use these records to calculate performance measures for each pupil. For example, we analyse each key stage 4 pupil's qualifications and results to see whether they've achieved 5 or more GCSEs at A\* to C grade, including in English and maths.

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

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

Read about the methodology we use to calculate results for:

- [key stage 2 attainment](#)
- [GCSE and equivalent results](#) (key stage 4)
- [A level and equivalent level 3 results](#) (16 to 18)

## 2.1 How we've measured performance since 2014

In 2013, [policy reforms](#) changed the way we calculate key stage 4 (KS4) performance measures.

For performance data since 2014 we:

- count less qualifications
- don't count any qualification as larger than one GCSE

cap the number of non-GCSEs included at 2 per pupil

- only count a pupil's first attempt at a qualification (this is called an 'early entry policy')
- don't include the speaking and listening assessment when we calculate the English grade
- moved to linear GCSE course structures (all exams are taken at the end of the course instead of the previous modular approach) - this change might have an impact on performance
- discount certain similar qualifications if a school teaches 2 similar subjects - for example, a GCSE now cancels out a BTEC in the performance tables

# 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. This is to identify 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 (eg grade changes as a result of resits) before we publish the data
- local authorities make unannounced visits to primary schools to monitor key stage 2 tests

## How we update the data

# 4.

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


- changes type, eg it becomes an academy
- closes or reopens
- gets a new headteacher

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 attainment data, eg grade changes due to enquiries about results.

If we approve an amendment, we'll update the data and show when we made the update. We won't make further updates to attainment data after the errata period has closed.

We only update the full attainment datasets available in the [download data section of the school performance tables](#)  once the errata period has closed. Each dataset contains information that tells you when we last updated it.

## 4.2 Schools that become academies

We show academies as either 'converter academies' or 'sponsored

academies’.

A converter academy is a school previously maintained by the local authority that voluntarily becomes an academy and does not have a sponsor.

A sponsored academy is a school previously maintained by the local authority that becomes an academy supported by a ‘sponsor’ - to help it improve and with new governance arrangements.

In most cases, we treat a converter academy as a continuing school and a sponsored academy as a new school. This affects how we report results for these schools.

If a school becomes:

- a converter or sponsored academy on or after 12 September, we publish the results from the last academic year under both the old school name and the new academy name
- a converter academy before 12 September, we publish the results under the new academy name. The old school’s page won’t exist - we’ll merge it with the new academy page
- a sponsored academy before 12 September, we publish the results under the new school name. The old school’s page will still exist but will only show the results from before it became an academy

# 5.

## Data that we don’t report

### 5.1 Overseas pupils

Pupils who have joined a school from overseas won’t be included in progress

measures at key stage 4, because they won't have key stage 2 results. We'll still include these pupils in the attainment measures for the school, England and the local authority (unless the school requested to remove the data).

## 5.2 Independent schools

We don't publish key stage 2 data for independent schools because they don't have to follow the national curriculum or enter pupils for key stage 2 tests. This means they won't be included in the calculation of Progress 8. They'll still be included for attainment.

## 5.3 Some 16 to 18 qualifications

We don't include performance data on:

- qualifications below level 3, eg GCSEs
- work-based learning, eg apprenticeships and traineeships
- institutions that aren't schools or colleges, eg training providers

## 5.4 Unapproved qualifications

We don't include data on all key stage 4 qualifications in secondary performance tables. This is due to [policy reforms](#), which mean that only approved qualifications count.

Schools that offer unapproved qualifications, for example unregulated international GCSEs, may find that their performance against the headline measure of '5 A\*-C GCSEs (or equivalent) including English and maths' is

recorded as 0%.

To see a list of the qualifications we count, read [‘Key stage 4 qualifications and discount codes for 2014 to 2018 performance tables’](#).

## 5.5 How we count similar qualifications (‘discounting’)

If a pupil has taken 2 or more very similar subjects, we’ll only credit the school or college for 1 qualification.

This is called ‘discounting’. We do this so that we only credit schools or colleges for a single course of study if there is an overlap in curriculum.

We may need to use discounting if, for example:

- a pupil resits a qualification before the end of key stage 4 or 16-to-18 study with a different awarding organisation
- the school or college provides a single course of study but then enters the pupil for 2 or more very similar qualifications

You can also read:

- [‘Key stage 4 discounting and early entry guidance’](#)
- [‘16-to-18 qualifications and discount codes for the 2018 performance tables’](#)

## 5.6 Data that could identify pupils (‘suppressed’ data)

We don’t publish figures if there are 5 or fewer pupils with certain characteristics (backgrounds or needs) in a particular school. This is to



reduce the risk of individual pupils being identified.

If we've suppressed the data, a field will show as 'SUPP' in the performance tables results.

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