



Department  
for Education

# **2018 School and College Performance Tables:**

**Statement of Intent**

**July 2018**

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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 our plans for the 2018 school, college and multi academy trust (MAT) performance tables. As a result of previously announced government reforms to the way schools and colleges are held to account for their performance, a small number of new performance measures appear for the first time this year at key stage 4 and 16 to 18.

## Publication timetable

We plan to publish the 2018 performance measures to the following timetable:

- primary performance data for schools and MATs – December 2018
- secondary performance data for schools, colleges and MATs – January 2019
- 16 to 18 performance data for schools, colleges and MATs – January and March 2019<sup>1</sup>.

As in previous years, we also plan to publish provisional secondary performance measures in October 2018, to help inform parents when choosing their secondary school.

## Main changes to 2018 performance measures

### Primary performance

- Primary assessment and accountability were reformed in 2016. The accountability measures have been broadly the same since then.
- As announced on 25 January in the [primary accountability guidance](#), in 2018 we will implement some minor changes to the primary progress measures that reduce

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

the disproportionate effect that extremely negative individual scores can have on the overall picture of performance for a school<sup>2</sup>.

- This is the third year since the new curriculum assessments have been administered, so we will present:
  - both attainment and progress headline measures as three-year time series (i.e. the 2016, 2017 and 2018 data alongside each other); and
  - three-year averages for headline measures, for attainment measures only and only where the schools has three years of assessment data.

### Secondary performance

- Following the introduction in 2017 of reformed GCSEs in English and maths, reformed GCSEs in a much wider range of subjects will be included in performance tables in 2018. This means that most GCSEs will be graded 9 to 1 and will attract performance table points on a 9 to 1 scale. A further, much smaller number of reformed GCSEs will follow in 2019 and 2020. The timeline for the introduction of reformed GCSEs is included in annex F 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.
- The headline secondary performance measures are broadly unchanged from 2017, with the exception of the EBacc attainment measure.
- From 2018 the EBacc threshold attainment measure will change to an EBacc average point score measure (APS). Further detail on how we will calculate the EBacc APS is in the [secondary accountability guidance](#).
- We will continue to publish as additional measures, in January, two EBacc threshold attainment measures:
  - the proportion of pupils achieving the EBacc at grade 5 and above in reformed subjects, and at grade C and above in unreformed subjects; and
  - the proportion of pupils achieving the EBacc at grade 4 and above in reformed subjects, and at grade C and above in unreformed subjects.
- As announced on 25 January 2018, in 2018 we will implement a minor change to Progress 8 to reduce the disproportionate effect that extremely negative individual

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<sup>2</sup> We will produce both adjusted and unadjusted progress scores, however only adjusted scores will appear in headline measures. Unadjusted scores will be available in downloadable data and in ASP.

scores can have on the overall picture of performance for a school. Further detail can be found in the [secondary accountability guidance<sup>3</sup>](#).

### 16 to 18 performance

- From 2018, the headline English and maths progress measures (average progress) will be supplemented by additional data showing the proportion of students in scope for either the English and/or maths measures who entered an approved qualification.
- An additional measure will be published to show the number of students entering level 3 vocational qualifications which count in the 16 to 18 performance tables as a proportion of the total number of students entering any level 3 vocational qualification. The measure will be shown separately for applied general qualifications and tech levels.
- There will also be changes to the breakdowns of student destinations (the percentage of students staying in education or employment after 16 to 18 study).

### Apprenticeships

- The qualification achievement rates of students undertaking apprenticeships at a college will be published from 2018.

### Multi-Academy Trusts (MATs)

The 2018 MAT measures will be extended to include MATs with 16 to 18 provision.

We will change the timing of the publication of MAT measures, so that 2018 MAT measures will be published at the same time as the school and college level measures for the relevant phase. Key stage 2 MAT measures will be published in December, key stage 4 MAT measures in January and 16 to 18 MAT measures in March.

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

- primary – [Annex A](#)
- secondary – [Annex B](#)
- 16 to 18 – [Annex C](#)
- cross-cutting information – [Annex D](#)

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<sup>3</sup> We will produce both adjusted and unadjusted Progress 8 scores, however only adjusted scores will appear in headline measures. Unadjusted scores will be available in download data and in ASP.

## Primary school performance measures

In December 2018, 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 provided schools and local authorities with pupils' test results via the secure NCA tools website on 10 July 2018. For each pupil, this gave:

- a raw score (number of marks awarded) for each test;
- a scaled score for each test; and
- confirmation of whether the pupil has reached the expected standard.

As we did in 2016 and 2017, we also published a [statistical release](#) on 10 July, which provided national level test and teacher assessment data against which schools may compare results. This included:

- the percentage of pupils achieving the expected standard in reading, writing<sup>4</sup> and maths (combined);
- the percentage of pupils achieving the expected standard by individual subject (reading, writing and maths); and
- average scaled score by individual test subject (reading, maths and GPS).

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 early in September, releasing progress data to schools at the same time.

## Headline performance measures

The 2018 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 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; and
- the pupils' average progress (adjusted) in each of reading, writing and maths.

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<sup>4</sup> Changes made to the teacher assessment frameworks detailed in the [teacher assessment guidance](#), will mean that judgements made using these revised versions will not be directly comparable to those made using the previous interim versions.

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

## Progress measures

New progress measures were introduced in 2016 for each of reading, writing and maths. 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. A school's scores 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.

## Three years of headline measures

This year there will be three years of results available allowing us to reintroduce the following measures.

- Three-year averages of primary attainment measures:
  - i. the average proportion of pupils achieving the expected standard in reading, writing and maths over three years;
  - ii. the average proportion of pupils achieving a high standard in reading, writing and maths over three years;
  - iii. the average scaled score awarded in reading over three years; and
  - iv. the average scaled score awarded in maths over three years.
- All three years since the current primary headline measures, including progress and attainment, were introduced will be presented as a time series:
  - i. the proportion of pupils achieving the expected standard in reading, writing and maths in 2016, 2017 and 2018;
  - ii. the proportion of pupils achieving a high standard in reading, writing and maths in 2016, 2017 and 2018;
  - iii. the average scaled score in reading in 2016, 2017 and 2018;
  - iv. the average scaled score in maths in 2016, 2017 and 2018;
  - v. The average progress score in reading in 2016, 2017 and 2018;
  - vi. The average progress score in writing in 2016, 2017 and 2018 and,
  - vii. The average progress score in maths in 2016, 2017 and 2018.



## **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](#).

## Key stage 4 performance measures

The government introduced Progress 8 and Attainment 8 for all state-funded schools and colleges in 2016 alongside other new headline measures. These measures remain broadly the same for 2018. In 2018 the headline measures for all state-funded secondary schools and those colleges that offer key stage 4 provision will be:

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

As announced on 25 January in the [secondary accountability guidance](#), in 2018 we will implement some minor changes to Progress 8. The adjustments to Progress 8 will reduce the disproportionate effect extremely negative individual scores can have on the overall picture of performance for a school.

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

Annex B sets out the full range of KS4 measures that will be published in 2018 performance tables for schools, colleges and MATs.

## GCSE reforms

In 2018, reformed GCSEs in over 20 subjects (graded on the 9 to 1 scale) will be included in performance measures. Reformed GCSEs in English language, English literature and maths will be included for the second year since their introduction. A full list of the reformed subjects is included in Annex F 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 2019) 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.

## EBacc Average Point Score

From 2018, the EBacc attainment measure will be an EBacc Average Point Score measure (APS) rather than a threshold measure. This will be calculated by allocating points to a pupil's best grades in EBacc subjects, as follows:

- the better grade of either English language or English literature (both subjects must be taken);
- the grade for maths;
- the best two grades from exams taken in science - grades will be taken from the following:
  - if the single sciences option is chosen, three out of four single sciences must be chosen. The best two grades will be taken from these subjects.
  - grades for GCSE combined science.
- the better grade of either geography or history; and
- the best grade in a language.

These points will be totalled for each pupil, with a zero for any missing EBacc subject areas (pillars), and then divided by six to create an average point score per pupil<sup>5</sup>. These scores are added together for all pupils in a school's end of key stage 4 cohort, and divided by the number in the cohort, to calculate the school's EBacc Average Point Score.

Further detail about EBacc Average Point Score and worked examples, can be found in the [secondary accountability guidance](#).

## Key stage 4 MAT measures

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; and
- MAT level EBacc Average Point Score (replacing the MAT level EBacc attainment measure, reflecting the change in the school level measure).

Further information can be found in the [MAT methodology document](#).

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<sup>5</sup> Science grades count in two pillars, meaning a total of six pillars for EBacc APS.

## Pupil destination measures following key stage 4 study

Pupil destination measures show whether pupils go into education, employment or training the year after finishing key stage 4.

We will change the way progression into apprenticeships is reported in pupil destinations after key stage 4 to separate it from other education or employment participation. Pupils staying in an apprenticeship for at least 6 consecutive months at any point in the 2016-17 academic year will be counted **only** as an apprentice in destination measures and will not be counted in the education or employment subtotals.

This will have no impact on the headline 'staying in education or employment' percentage but it will mean the percentage of pupils counted as staying in education, and in further education settings, will be much lower than reported in previous years. This is because double counting between apprenticeships and other categories will be removed.

The education, employment and apprenticeship subtotals can be added together to get the headline measure instead of only education and employment, as in previous years.

## 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. Additional measures will not be published until January.

Following the provisional results publication in October, full secondary performance data will be published in January 2019.

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

Changes may occur because the provisional publication is mainly based on the results data that awarding organisations supply to the department by August 2018. These data include 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 enquiries about results;

- the small proportion of additional results data that awarding organisations may supply to the department after August 2018, 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 emigrated or died before commencement of exams) or results reported (due to reviews of marking or late results). These requests are 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 between August and November 2018<sup>6</sup> will be reflected in the full revised performance data released in January 2019. Amendments made after the start of November 2018 or during the errata period<sup>7</sup> will be reflected in the final performance data published in Spring 2019. Some schools may see changes in their progress measures between provisional, revised and final data as a result of amendments made by other schools.

## 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. This rule applies to all qualifications taken after 29 September 2013; the date on which this policy was announced- <https://www.gov.uk/government/news/changes-to-early-entry-at-gcse>.
- 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. For example, as the new science GCSEs have been introduced to performance measures in 2018, early entry to unreformed science GCSEs in 2017 will not count in school performance data in 2018.
- Further guidance on early entry rules, including information on exception discounting for English, maths and science, is available in the [secondary accountability guidance](#).

### How qualifications count in performance measures

- The secondary performance measures are restricted to qualifications that are high quality and rigorous.

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<sup>6</sup> Schools have until 12<sup>th</sup> October to submit requests for amendments and we will endeavour to include all late results from Awarding Organisations that are submitted by the start of November.

<sup>7</sup> See Errata period.

- No qualification can count as larger than one GCSE in performance data, irrespective of its size<sup>8</sup>. Points are scaled accordingly. The list of point scores assigned to each qualification is in the [secondary accountability guidance](#).
- The number of approved non-GCSE qualifications that can count towards secondary performance measures is capped. These rules will be unchanged for the 2018 secondary school performance measures. 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 Progress 8.
- The requirements for what counts as English across the 2018 performance measures is set out in the [secondary accountability guidance](#).

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<sup>8</sup> Points awarded for double science or combined science GCSEs fill two slots in Attainment 8 and Progress 8 – and in the Ebacc APS measure

## 16 to 18 performance measures

The government has reformed the 16 to 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. These changes were set out in the [government consultation response](#) on 16 to 18 accountability in 2014, and are covered in the [16 to 18 accountability guidance](#).

The first set of changes to the 16 to 18 performance measures to reflect these reforms were introduced in 2016. In 2017 new headline measures on level 2 vocational qualifications and disadvantaged measures were added, as well as new additional measures. In 2018, the headline measures of performance will remain as:

- progress;
- attainment;
- English and maths progress;
- retention and,
- destinations.

[Annex C](#) sets out the full range of 16 to 18 measures that will be published in 2018.

## Changes to performance measures

### English and maths progress measures

The existing headline measure (average progress) will be supplemented by data showing the proportion of students in scope for either the English and/or maths measures who enter an approved qualification.

### Level 3 vocational measure

We will introduce a new level 3 vocational measure. This new additional measure will show the number of students entering level 3 vocational qualifications which count in the 16 to 18 performance tables as a proportion of the total number of students entering any level 3 vocational qualification. The level 3 comparison group will include all level 3 vocational qualifications at least equivalent in size to one A level (minimum 325 guided learning hours), including those which are not approved to count in the 16 to 18 performance tables. The measure will be shown separately for applied general qualifications and tech levels (see 'Additional measures' in annex C).

## **16 to 18 MAT measures**

We plan to publish 16 to 18 MAT measures for the first time based on 2018 data.

### **Student destination measures following 16 to 18 study**

Student destination measures show whether students go into education, employment or training the year after finishing A levels or other level 3 qualifications.

We will change the way progression into apprenticeships is reported in student destinations, to separate it from other education or employment participation. Students staying in an apprenticeship for at least 6 consecutive months at any point in the 2016/17 academic year will be counted only as an apprentice in destination measures and will not be counted in the education or employment subtotals.

This will have no impact on the headline 'staying in education or employment' percentage but will mean the percentage of students counted as staying in education, and in further education settings, will be much lower than reported in previous years. This is because double counting between apprenticeships and other categories will be removed.

The education, employment and apprenticeship subtotals can be added together to get the headline measure instead of only education and employment, as in previous years.

Destinations are shown for students who were reported in other 16 to 18 performance measures two years previously. In 2018, the new allocation rules introduced in 2016 will apply for the first time. Destinations will only be shown for students who finished their 16 to 18 phase at that school or college in 2016 and not for students who transferred to a second institution to continue 16 to 18 study.

## **Apprenticeships**

The 2018 performance data will include 2017/18 qualification achievement rates (QARs) for 16 to 18 year olds on level 2 or level 3 apprenticeships. This data is currently published in [National Achievement Rate Tables](#) but will be additionally brought into the performance tables from 2018, for those colleges with other 16 to 18 measures published.

## **Future developments**

### **Technical certificates and other level 2 vocational qualifications**

In future, only technical certificates will be recognised as level 2 vocational qualifications in the 16 to 18 performance tables. In order to give time for institutions to transition



towards these qualifications a broader range of qualifications will continue to be reported in 2018 data. These include all level 2 vocational qualifications of size equivalent to at least two GCSEs (minimum 145 guided learning hours).

## **Destination measures**

From 2017, the headline performance measures (excluding destinations) included 16 to 18 students who had entered vocational level 2 qualifications. From 2019, we will report destinations for students entering level 2 qualifications, starting with the students who completed 16 to 18 studies in 2017.

The government has been clear that we want to see students progressing to both university and higher level technical and vocational learning, including apprenticeships. In autumn 2018, we will work closely with the sector to consider how we could better present destinations data to reinforce the equal importance of both of academic and vocational learning post 18.

## Additional information

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

In March 2016, we published our improved [find and compare schools and colleges in England](#) website. We continue to gather feedback on this website, to help us identify and implement further improvements to the website, please use the feedback form link on the site.

The information on the website on absence and pupil population, finance and workforce is unchanged since 2016.

### 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 which is currently planned to follow the timetable below:

- key stage 2 provisional – October 2018
- key stage 4 provisional – December 2018
- key stage 2 revised – January 2019
- key stage 4 revised – February 2019

### Errata period

After we publish the data in the 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.

Schools and colleges may therefore notice changes to their published progress measures, even if they have not requested any amendments of their own, as a result of changes in other establishments.

## Annex A – primary performance measures

<p style="text-align: center;"><b>Headline measures: 2018</b></p>	<p>The percentage of pupils achieving the expected standard in all of reading, writing and maths in 2018.</p> <p>The percentage of pupils achieving the higher standard in all of reading, writing and maths in 2018.</p> <p>Key stage 1 to key stage 2 progress score (with confidence intervals) in 2018 in each of the following subjects:</p> <ul style="list-style-type: none"> <li>• reading</li> <li>• writing</li> <li>• maths.</li> </ul> <p>Progress scores relating to 2018 for each of these will reflect the new methodology reducing the disproportionate impact of extremely negative scores as explained in the <a href="#">primary accountability guidance</a> on the <a href="#">Find and Compare Schools and Colleges website</a>, and equivalent figures without the new methodology will be available in the downloadable data.</p> <p>Pupils' average scaled scores in 2018 in each of the following subjects:</p> <ul style="list-style-type: none"> <li>• reading</li> <li>• maths.</li> </ul>
<p style="text-align: center;"><b>Time series</b></p>	<p>The percentage of pupils achieving the expected standard in all of reading, writing and maths in 2016, 2017 and 2018.</p> <p>The percentage of pupils achieving the higher standard in all of reading, writing and maths in 2016, 2017 and 2018.</p> <p>Key stage 1 to key stage 2 progress score (with confidence intervals) in 2016, 2017 and 2018 in each of the following subjects:</p> <ul style="list-style-type: none"> <li>• reading</li> <li>• writing</li> <li>• maths.</li> </ul> <p>Pupils' average scaled scores in 2016, 2017 and 2018 in each of the following subjects:</p> <ul style="list-style-type: none"> <li>• reading</li> <li>• maths.</li> </ul>
<p style="text-align: center;"><b>Three-year averages</b></p>	<p>The average percentage of pupils achieving the expected standard in all of reading, writing and maths between 2016 and 2018.</p> <p>The average percentage of pupils achieving a high standard in all of reading, writing and maths between 2016 and 2018.</p> <p>The average of scaled scores awarded between 2016 and 2018 in each of the following subjects:</p> <ul style="list-style-type: none"> <li>• reading</li> <li>• maths.</li> </ul>

<p><b>Key stage 2 results in test subjects</b></p>	<p>The percentage of pupils achieving the expected standard in reading.  The percentage of pupils achieving the expected standard in maths.  The percentage of pupils achieving the expected standard in grammar, punctuation and spelling.</p> <p>The percentage of pupils achieving the higher standard in reading.  The percentage of pupils achieving the higher standard in maths.  The percentage of pupils achieving the higher standard in grammar, punctuation and spelling.</p> <p>The percentage of pupils absent on test day or unable to access the reading test.  The percentage of pupils absent on test day or unable to access the maths test.</p> <p>Average scaled score per pupil in grammar, punctuation and spelling.</p>
<p><b>Key stage 2 teacher assessment outcomes</b></p>	<p>The percentage of pupils working at the expected standard in writing.  The percentage of pupils working at greater depth within the expected standard in writing.  The percentage of pupils working towards the expected standard in writing.  The percentage of pupils absent or disapplied from writing teacher assessment.</p> <p>The percentage of pupils working at the expected standard in reading.  The percentage of pupils absent or disapplied from reading teacher assessment.</p> <p>The percentage of pupils working at the expected standard in maths.  The percentage of pupils absent or disapplied from maths teacher assessment.</p> <p>The percentage of pupils working at the expected standard in science.  The percentage of pupils absent or disapplied from science teacher assessment.</p>

<b>Disadvantaged pupils<sup>9</sup></b>	<p><b>Disadvantaged/other pupils</b></p> <p><b>Reading, writing and maths:</b></p> <p>The percentage achieving the expected standard. Comparison between attainment of disadvantaged pupils in the school and other pupils nationally.</p> <p>The percentage achieving a high standard. Comparison between attainment of disadvantaged pupils in the school and other pupils nationally.</p> <p>The percentage achieving the expected standard in reading. The percentage achieving the expected standard in writing (teacher assessed). The percentage achieving the expected standard in maths. The percentage achieving the expected standard in grammar, punctuation and spelling.</p> <p>The percentage achieving a high standard in reading. The percentage of pupils working at greater depth within the expected standard in writing (teacher assessed). The percentage achieving a high standard in maths. The percentage achieving a high standard in grammar, punctuation and spelling.</p> <p><b>Average scaled score per pupil</b> In each of:</p> <ul style="list-style-type: none"> <li>• reading</li> <li>• maths</li> <li>• grammar, punctuation &amp; spelling.</li> </ul> <p><b>Key stage 1 to key stage 2 progress:</b></p> <p>Overall progress score (with confidence intervals) for each of the following subjects:</p> <ul style="list-style-type: none"> <li>• reading</li> <li>• writing</li> <li>• maths.</li> </ul> <p>Comparison between school's progress score for Disadvantaged pupils compared with that for other pupils nationally, in each of:</p> <ul style="list-style-type: none"> <li>• reading</li> <li>• writing</li> <li>• maths.</li> </ul>
<b>Non-mobile pupils</b>	<p>For pupils who have been in the school throughout all of Year 5 and Year 6:</p> <p>The percentage achieving the expected standard in reading, writing and maths The percentage achieving a high standard in reading, writing and maths</p> <p><b>Average scaled score</b> In each of:</p> <ul style="list-style-type: none"> <li>• reading</li> <li>• maths</li> <li>• grammar, punctuation &amp; spelling.</li> </ul>

<sup>9</sup> Disadvantaged pupils are children who were registered as eligible for free school meals at any point in the last six years, children looked after by a local authority and children who left care in England and Wales through adoption or via a Special Guardianship or Child Arrangements Order. In 2017, 32% of 11 year olds were classed as disadvantaged.

	<p><b>Key stage 1 to key stage 2 progress:</b> Overall progress score (with confidence intervals) for each of the following subjects:</p> <ul style="list-style-type: none"> <li>• reading</li> <li>• writing</li> <li>• maths.</li> </ul>
<b>English as an additional language and gender</b>	<p>Results shown separately for boys, girls, and children with English as an Additional Language (i.e. where another language may be spoken in the household) for:</p> <p>The percentage achieving the expected standard in reading, writing and maths The percentage achieving a high standard in reading, writing and maths</p> <p><b>Average scaled score per pupil</b> In each of:</p> <ul style="list-style-type: none"> <li>• reading</li> <li>• maths</li> <li>• grammar, punctuation &amp; spelling.</li> </ul> <p><b>Key stage 1 to key stage 2 progress:</b> Overall progress score (with confidence intervals) for each of the following subjects:</p> <ul style="list-style-type: none"> <li>• reading</li> <li>• writing</li> <li>• maths.</li> </ul>
<b>Low/ middle/high prior attainers</b>	<p>Results shown separately for each of the low, middle and high prior attainment groups based on KS1 outcomes:</p> <p>The percentage achieving the expected standard in reading. The percentage achieving the expected standard in writing (teacher assessed). The percentage achieving the expected standard in maths. The percentage achieving the expected standard in grammar, punctuation and spelling.</p> <p>The percentage achieving a high standard in reading. The percentage of pupils working at greater depth within the expected standard in writing (teacher assessed). The percentage achieving a high standard in maths. The percentage achieving a high standard in grammar, punctuation and spelling.</p> <p><b>Average scaled score per pupil</b> In each of:</p> <ul style="list-style-type: none"> <li>• reading</li> <li>• maths</li> <li>• grammar, punctuation &amp; spelling.</li> </ul> <p><b>Key stage 1 to key stage 2 progress:</b> Overall progress score (with confidence intervals) for each of the following subjects:</p> <ul style="list-style-type: none"> <li>• reading</li> <li>• writing</li> <li>• maths.</li> </ul>

<p style="text-align: center;"><b>Cohort information</b></p>	<p>Number and percentage of pupils in the end of key stage 2 cohort who are in each of these groups:</p> <ul style="list-style-type: none"> <li>• Boys</li> <li>• Girls</li> <li>• Disadvantaged and 'other' pupils</li> <li>• Non-mobile i.e. have been in the school throughout both year 5 and year 6</li> <li>• Low, middle and high prior attainers (with average KS1 point score for each group)</li> <li>• Have English as an additional language i.e. in a household where another language may be spoken</li> <li>• Special educational needs - split by those with statements of SEN or Education, <b>Health &amp; Care</b> Plans; and those with SEN but without a statement <b>or EHC</b> Plan (i.e. <b>SEN</b> Support).</li> </ul> <p>Average key stage 1 points score for end of key stage 2 cohort (as used in low/middle/high prior attainment measures).</p>
<p style="text-align: center;"><b>Similar Schools</b></p>	<p>Presented on the Find and Compare Schools and Colleges website, 125 similar schools (based on key stage 1 average points score) are presented ranked against headline measures.</p>
<p style="text-align: center;"><b>Multi academy trust (MATs)</b></p>	<p>Overall progress score (with confidence intervals) for each of the following subjects:</p> <ul style="list-style-type: none"> <li>• reading</li> <li>• writing</li> <li>• maths.</li> </ul> <p>Overall progress score (with confidence intervals) for each of the following subjects for disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>• reading</li> <li>• writing</li> <li>• maths.</li> </ul>

## Annex B – secondary performance measures

Three-year average will be re-introduced once 3 years of comparable data are available. However, three years of consecutive data will be published so users will be able to see performance over time for 2018 data.

<b>Headline measures</b>	<p><b>Progress 8 (adjusted)</b></p> <p><b>Attainment 8</b></p> <p><b>EBacc attainment:</b> English BaccaLaureate Average Point Score (APS)</p> <p><b>EBacc entry:</b> percentage of pupils entering the English BaccaLaureate</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>Destination measures:</b> Percentage of pupils staying in education or employment for at least two terms after key stage 4</p>
<b>Progress 8/ Attainment 8</b>	<p><b>All pupils:</b></p> <p>Overall Attainment 8 score and Progress 8 score (with confidence intervals) broken down by the four constituent elements of the measure:</p> <ul style="list-style-type: none"> <li>• English</li> <li>• maths</li> <li>• other English BaccaLaureate qualifications</li> <li>• other qualifications (split to show attainment by GCSE and non-GCSE).</li> </ul> <p>Average number of slots filled per pupil in English BaccaLaureate and Open slots of Attainment 8.</p> <p><b>Progress 8 (adjusted) and Attainment 8:</b></p> <ul style="list-style-type: none"> <li>• low prior (KS2) attainers</li> <li>• middle prior attainers</li> <li>• high prior attainers.</li> </ul> <p><b>Disadvantaged pupils &amp; other pupils:</b></p> <p>Overall Attainment 8 score and Progress 8 (adjusted) score, broken down by the four constituent elements of the measure:</p> <ul style="list-style-type: none"> <li>• English</li> <li>• maths</li> <li>• other English BaccaLaureate qualifications</li> <li>• other qualifications (split to show attainment by GCSE and non-GCSE).</li> </ul> <p><b>Progress 8 (adjusted) and Attainment 8</b></p> <p>Comparison between disadvantaged pupils in school/and non-disadvantaged pupils nationally.</p> <p><b><u>Other breakdowns</u></b></p> <p><b>Progress 8 (adjusted) and Attainment 8</b></p> <ul style="list-style-type: none"> <li>• English as an additional language</li> <li>• non-mobile pupils</li> <li>• Gender.</li> </ul>



**Attainment in English and maths**

**Percentage of pupils achieving a grade 5 or above in English and maths**

- all pupils
- low prior attainers
- middle prior attainers
- high prior attainers.

**Percentage of pupils achieving a grade 4 or above in English and maths**

- all pupils
- low prior attainers
- middle prior attainers
- high prior attainers.

**Percentage of pupils achieving a grade 5 or above in English and maths**

- disadvantaged pupils
- English as an additional language
- non-mobile pupils
- Gender.

**Percentage achieving a grade 4 or above in English and maths**

- disadvantaged pupils
- English as an additional language
- non-mobile pupils
- gender.

**Other results**

Percentage of pupils taking more than one language at GCSE.

Percentage of pupils taking three single sciences.

Percentage of pupils achieving at least 1 qualification.

**Average entries per pupil - all qualifications :**

- all pupils
- low prior attainers
- middle prior attainers
- high prior attainers.

**Average entries per pupil - GCSEs only**

- all pupils
- low prior attainers
- middle prior attainers
- high prior attainers.

**Entries per pupil – all qualifications**

- all pupils
- disadvantaged pupils
- other pupils.

**EBacc entries**

Number & percentage of pupils entered for all EBacc subjects :

- all pupils
- low prior attainers
- middle prior attainers
- high prior attainers.

**Other breakdowns**

Number & percentage of pupils entered for all EBacc subjects:

- disadvantaged pupils
- English as an additional language
- non-mobile pupils
- Gender.

**EBacc Average Point Score (APS):**

- average EBacc APS score per pupil
- total EBacc APS score per pupil
- percentage of all pupils entering the EBacc English subject area
- percentage of all pupils entering the EBacc maths subject area
- percentage of all pupils entering the EBacc science subject area
- percentage of all pupils entering the EBacc humanities subject area
- percentage of all pupils entering the EBacc language subject area.

**Other breakdowns**

- average EBacc APS for pupils for whom English is an additional language
- average EBacc APS per girl
- average EBacc APS per boy
- average EBacc APS score per non-mobile pupil
- average EBacc APS per disadvantaged pupil
- average EBacc APS per non-disadvantaged pupil.

Average EBacc APS per pupil :

- all pupils
- low prior attainers
- middle prior attainers
- high prior attainers.

**Additional EBacc attainment**

**Percentage of pupils achieving a grade 5 and above in all EBacc subject areas (C and above in unreformed qualifications):**

- all pupils
- low prior attainers
- middle prior attainers
- high prior attainers.

**Percentage of pupils achieving a grade 4 and above in all EBacc subject areas (C and above in unreformed qualifications):**

- all pupils
- low prior attainers
- middle prior attainers
- high prior attainers.

**Percentage of pupils achieving a grade 5 and above in all EBacc subject areas (C and above in unreformed qualifications):**

- disadvantaged pupils
- English as an additional language
- non-mobile pupils
- Gender.

	<p><b>Percentage of pupils achieving a grade 4 and above in all EBacc subject areas (C and above in unreformed qualifications):</b></p> <ul style="list-style-type: none"> <li>• disadvantaged pupils</li> <li>• English as an additional language</li> <li>• non-mobile pupils</li> <li>• Gender.</li> </ul> <p><b>Percentage of pupils achieving all EBacc subject areas at grade 5 and above (C and above for unreformed qualifications)</b></p> <ul style="list-style-type: none"> <li>• overall</li> <li>• English</li> <li>• maths</li> <li>• science</li> <li>• humanities</li> <li>• language.</li> </ul> <p><b>Percentage of pupils achieving all EBacc subject areas at grade 4 and above (C or above for unreformed qualifications)</b></p> <ul style="list-style-type: none"> <li>• overall</li> <li>• English</li> <li>• maths</li> <li>• science</li> <li>• humanities</li> <li>• language.</li> </ul> <p><b>Percentage of pupils achieving all EBacc subjects areas at grade 1 and above (A*-G for unreformed qualifications):</b></p> <ul style="list-style-type: none"> <li>• overall</li> <li>• English</li> <li>• maths</li> <li>• science</li> <li>• humanities</li> <li>• language.</li> </ul> <p><b>EBacc individual GCSE subjects; Value Added scores and confidence limits:</b>  Science, humanities, language :</p> <ul style="list-style-type: none"> <li>• all pupils</li> <li>• low prior attainers</li> <li>• middle prior attainers</li> <li>• high prior attainers.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Time series</b></p>	<p><b>Number and percentage of disadvantaged pupils in KS4 cohort: 2016, 2017 and 2018</b></p> <p><b>Progress 8 and Attainment 8:</b></p> <ul style="list-style-type: none"> <li>• for all pupils (2016, 2017 and 2018)</li> <li>• for disadvantaged and other pupils (2016, 2017 and 2018).</li> </ul> <p><b>Percentage entered in EBacc</b></p> <p><b>Percentage achieving EBacc</b></p> <ul style="list-style-type: none"> <li>• 2016: A*-C grades</li> <li>• 2017 and 2018: grades 4 or above and grades 5 or above.</li> </ul> <p><b>Percentage staying in education or employment for at least two terms after key stage 4 (2016, 2017 and 2018)</b></p>

Cohort information	<p><b>Number of pupils at end of KS4</b></p> <ul style="list-style-type: none"> <li>- all pupils</li> <li>- boys</li> <li>- girls.</li> </ul> <p><b>Number and percentage of:</b></p> <ul style="list-style-type: none"> <li>- low, middle and high prior attainers &amp; Average KS2 point score</li> <li>- disadvantaged pupils</li> <li>- pupils for whom English is not their first language</li> <li>- number of pupils at the end of key stage 4 with special educational needs (SEN) with a statement or Education, health and care (EHC) plan</li> <li>- number of pupils at the end of key stage 4 with special educational needs (SEN) without a statement or Education, health and care (EHC) plan</li> <li>- non-mobile pupils.</li> </ul>
Pupil destinations (for pupils finishing key stage 4 study in 2015/16)	<p><b>All pupils, disadvantaged pupils and other pupils:</b></p> <p><b>Pupil destinations after key stage 4:</b> Pupils staying in education or employment for at least two terms after key stage 4 (<i>see headline measures</i>). Total number of pupils included in destination measures.</p> <p><b>Breakdown of destinations:</b> Pupils staying in apprenticeships for at least two terms after key stage 4. Pupils staying in employment for at least two terms after key stage 4. Pupils staying in education for at least two terms after key stage 4 <i>Further education college or other further education provider</i> <i>Sixth form college</i> <i>School sixth form</i> <i>Other education destinations.</i> Pupils not in education or employment for at least two terms after key stage 4. Destination unknown.</p>
Similar Schools	<p>Schools rankings within a group of 55 <a href="#">similar schools</a> based on schools across England whose key stage 4 pupils had similar achievement at the end of key stage 2.</p> <ul style="list-style-type: none"> <li>• Attainment 8 score</li> <li>• Progress 8 score</li> <li>• Key stage 2 average point score.</li> </ul>

**All pupils:**

- *overall Progress 8 (adjusted) score (with confidence intervals).*

***Disadvantaged pupils:***

- *overall Progress 8 score (with confidence intervals).*

**English Baccalaureate**

***All pupils:***

- percentage of pupils entering the English Baccalaureate
- English Baccalaureate Average Point Score (APS).

***Disadvantaged pupils:***

- English Baccalaureate Average Point Score (APS)
- percentage of pupils entered for all EBacc subjects.

## Annex C – 16 to 18 performance measures

<b>A Level Results</b>	<p><b><u>Headline measures</u></b></p> <p><b>Progress:</b> A level value added score with confidence limits.</p> <p><b>Attainment:</b> Average point score per A level entry. Average point score per A level entry expressed as a grade.</p> <p><b>Retention:</b> Percentage of students completing their main study programme.</p> <p><b><u>Additional measures</u></b></p> <p>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. Percentage achieving A levels at grades AAB or higher (in at least 2 facilitating subjects). Percentage of students who are returned and retained for a second year. Percentage of students who complete their main programme of study and are assessed at the end of their course.</p> <p><b><u>Cohort</u></b></p> <p>Number of A level students at the end of 16 to 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 measures (retention and retained and assessed). Number of students included in the A level returned and retained for a second year measure.</p>
<b>Academic Results</b>	<p><b><u>Headline measures</u></b></p> <p><b>Progress:</b> Academic value added score with confidence limits.</p> <p><b>Attainment:</b> Average point score per academic entry. Average point score per academic entry expressed as a grade.</p> <p><b>Retention:</b> Percentage of students completing their main study programme.</p> <p><b><u>Additional measures</u></b></p> <p>Percentage of students who are returned and retained for a second year. Percentage of students who complete their main programme of study and are assessed at the end of their course.</p> <p><b><u>Cohort</u></b></p> <p>Number of academic students at the end of 16 to 18 study. Number of academic entries. Number of students included in the academic retention measures (retention and retained and assessed). Number of students included in the academic returned and retained for a second year measure.</p>

<b>Applied General Results</b>	<p><b><u>Headline measures</u></b></p> <p><b>Progress:</b> Applied General value added score with confidence limits.</p> <p><b>Attainment:</b> Average point score per Applied General entry. Average point score per Applied General entry expressed as a grade.</p> <p><b>Retention:</b> Percentage of students completing their main study programme.</p> <p><b><u>Additional measures</u></b> Percentage of students who are returned and retained for a second year. Percentage of students who complete their main programme of study and are assessed at the end of their course.</p> <p><b><u>Cohort</u></b> Number of Applied General students at the end of 16 to 18 study. Number of Applied General entries. Number of students included in the Applied General retention measures (retention and retained and assessed).  Number of students included in the Applied General returned and retained for a second year measure.</p>
<b>Tech Level Results</b>	<p><b><u>Headline measures</u></b></p> <p><b>Progress:</b> Tech Level completion and attainment score.</p> <p><b>Attainment:</b> Average point score per Tech Level entry. Average point score per Tech Level entry expressed as a grade.</p> <p><b>Retention:</b> Percentage of students completing their main study programme.</p> <p><b><u>Additional measures</u></b> Number of students achieving the Technical Baccalaureate (TechBacc). Percentage of students who are returned and retained for a second year. Percentage of students who complete their main programme of study and are assessed at the end of their course.</p> <p><b><u>Cohort</u></b> Number of Tech Level students at the end of 16 to 18 study. Number of Tech Level learning aims. Number of students included in the Tech Level retention measures (retention and retained and assessed). Number of students included in the Tech level returned and retained for a second year measure.</p>
<b>Level 2 vocational results</b>	<p><b><u>Headline measures</u></b></p> <p><b>Progress:</b> Level 2 vocational completion and attainment score.</p> <p><b>Attainment:</b> Average point score per Level 2 vocational qualification entry. Average point score per Level 2 vocational qualification entry expressed as a grade.</p> <p><b>Retention:</b> Percentage of students completing their main study programme.</p> <p><b><u>Additional measures</u></b></p>

	<p>Percentage of students who complete their main programme of study and are assessed at the end of their course.</p> <p><b><u>Cohort</u></b></p> <p>Number of Level 2 vocational students at the end of 16 to 18 study.</p> <p>Number of Level 2 vocational learning aims.</p> <p>Number of students included in the Level 2 vocational retention measures (retention and retained and assessed) .</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Tech Certificate results</b></p>	<p><b><u>Headline measures</u></b></p> <p><b>Progress:</b></p> <p>Tech certificate completion and attainment score.</p> <p><b>Attainment:</b></p> <p>Average point score per Tech Certificate entry.</p> <p>Average point score per Tech Certificate entry expressed as a grade.</p> <p><b>Retention:</b></p> <p>Percentage of students completing their main study programme.</p> <p><b><u>Additional measures</u></b></p> <p>Percentage of students who complete their main programme of study and are assessed at the end of their course.</p> <p><b><u>Cohort</u></b></p> <p>Number of Tech Certificate students at the end of 16 to 18 study.</p> <p>Number of Tech Certificate learning aims.</p> <p>Number of students included in the Tech Certificate retention measures (retention and retained and assessed).</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Level 2 English and maths Results</b> (for those without a A*-C/grade 4 at key stage 4)</p>	<p><b><u>Headline measures</u></b></p> <p><b>Progress:</b></p> <p>Average progress in English.</p> <p>Average progress in maths.</p> <p><b><u>Cohort</u></b></p> <p>Number of students included in the English progress measure.</p> <p>Number of students included in the maths progress measure.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Student destinations</b> (for students that finished 16 to 18 study in 2015/16)</p>	<p><b><u>Headline measure</u></b></p> <p>Students staying in education or employment for at least two terms after 16 to 18 study.</p> <p><b><u>Additional breakdown of destinations</u></b></p> <p>Students staying in apprenticeships for at least two terms after 16 to 18 study.</p> <p>Students staying in employment for at least two terms after 16 to 18 study.</p> <p>Students staying in education for at least two terms after 16 to 18 study</p> <p style="padding-left: 20px;"><i>UK higher education institution</i></p> <p style="padding-left: 40px;"><i>Top third of higher education institutions</i></p> <p style="padding-left: 60px;"><i>Of which Russell group</i></p> <p style="padding-left: 60px;"><i>Of which Oxford or Cambridge</i></p> <p style="padding-left: 40px;"><i>Other higher education institutions or providers</i></p> <p style="padding-left: 20px;"><i>Further education college or other further education provider</i></p> <p style="padding-left: 20px;"><i>Other education destinations.</i></p> <p>Students not in education or employment for at least two terms after 16 to 18 study.</p> <p>Destination unknown</p>



	<p><i>UCAS deferred entries to higher education institutions.</i></p> <p><b>Cohort</b> Total number of students included in destination measures.</p>
Additional measures	<p><b>Level 3 maths:</b> Number of students in scope for level 3 maths measures. Percentage of students who achieved A*-C in GCSE maths (or equivalent) by the end of key stage 4 and who go on to achieve an approved level 3 maths qualification.</p> <p><b>Level 3 vocational measure:</b> Percentage of all students entering level 3 vocational qualifications who enter applied general qualifications. Percentage of all students entering level 3 vocational qualifications who enter tech levels.</p> <p><b>English and maths progress measure:</b> Percentage of students in scope for either English and/or maths measure entering an approved qualification.</p> <p><b>Technical certificate measure:</b> Percentage of students whose highest attainment is a level 2 qualification and who achieve an approved technical certificate.</p>
Apprenticeships 2017/18	<p><u>Level 2 qualification achievement rates</u></p> <p><u>Level 3 qualification achievement rates</u></p>

The headline attainment, progress, retention, English and maths measures and number of students in the cohort will also be published for each cohort for disadvantaged and non-disadvantaged students, and destinations measures and number of students published for disadvantaged and all other students.

Data containing information on all of the above measures for all schools and colleges with 16 to 18 performance measures will be available in the [download data](#) section of the compare schools and colleges in England website. In addition, we will continue to publish the following datasets in the download data section of the website:

- 16 to 18 qualification and subject data.
- 16 to 18 value added - qualification type data.
- 16 to 18 value added - subject data.

## Annex D – cross cutting performance tables content

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

<b>Establishment information</b>	Pupil population (primary & secondary only)	<p>Number of pupils on roll</p> <p>Number of boys on roll</p> <p>Number of girls on roll</p> <p>Percentage of pupils with a statement of Special Educational Needs (SEN) or an Education, Health and Care (EHC) plan</p> <p>Percentage of pupils with English not as a first language</p> <p>Percentage of pupils eligible for FSM at any time during the past 6 years</p>
	School or college characteristics	<p>School type</p> <p>Age range</p> <p>Phase of education</p> <p>Gender of entry</p> <p>School denomination</p> <p>Current admission policy</p>
	School or college details	<p>Address</p> <p>Headteacher/principal's name</p> <p>Unique Reference Number</p> <p>Telephone number</p> <p>Link to school website</p>
<b>Ofsted</b>	<p>Inspection date</p> <p>Inspection outcome</p> <p>Link to report</p>	



Department  
for Education

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