



Department  
for Education

# **Primary accountability measures - update**

**Measures for the 2021 to 2022 academic  
year**

**June 2022**

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## Summary

The Government has decided that a full programme of primary tests and assessments will take place during academic year 2021/22 without adaptations. This means that the assessments will cover the curriculum in the same way as in the 2019 assessments and the expected standards (for example, to achieve a scaled score of 100 in the tests) will remain the same. This is so that these statutory assessments can be used to help understand more clearly the impact of the pandemic on pupils and schools and how this varies between particular groups of pupils, schools and local authority areas.

The Government has also decided that, after two years without key stage 2 (KS2) performance data, it is important that we have some school-level data to inform accountability. It is important to have a common understanding of “what” has happened to outcomes at a school to inform professional dialogue on “why” that has happened. We recognise, however, the uneven impact on schools of the pandemic and the challenges with interpreting the 2021/22 data. We want to ensure the 2021/22 data is used appropriately.

We will not publish KS2 data for academic year 2021/22 in performance tables (also known as [Compare School and College Performance](#)).<sup>1</sup> We will, however, still produce the normal suite of KS2 accountability measures at school and MAT level and share these securely with primary schools, academy trusts and local authorities to inform school improvement discussions. We will ensure clear messages are placed alongside data shared on how to use and interpret the 2021/22 data appropriately. We are clear that the 2021/22 data should be used cautiously this year and as an insight into school performance alongside other sources of information, including speaking directly to schools.

We will also provide the data to Ofsted to go in the Inspection Data Summary Report (IDSR) to inform inspection activity under the Quality of Education judgement, for example, on the impact of curriculum decisions. Inspectors will be clear that 2021/22 data is not comparable with earlier years and aware of the caveats on the data due to the uneven impact of the pandemic on pupils and schools, and sensitive in their use of it.

DfE officials will use the data to inform oversight by regional teams, and when setting criteria to allocate funding, for example, teaching schools, English and maths hubs and free school applications. DfE officials will be trained in the use of 2021/22 data.

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<sup>1</sup>Announced here: [Coronavirus \(COVID-19\): school and college performance measures - GOV.UK \(www.gov.uk\)](#)

This update includes further information about KS2 accountability arrangements and the use of 2021/22 KS2 school performance data. It also sets out further detail on our planned methodological changes to primary progress measures for 2022. These are:

- how the methodology for the baseline will work in 2022, using key stage 1 (KS1) information from 2018 rather than National Curriculum Levels, as the input to the KS2 progress measures; and
- how we intend to assign points in the progress measures to pupils assessed using the Engagement Model in academic year 2021/22.

This update also includes information about how we will calculate KS2 MAT measures for 2021/22.

This update should be read alongside the [primary accountability technical guide](#) issued in December 2019, when KS2 revised data for 2018/19 was published.

## **Expiry or review date**

We plan to update the full [primary accountability technical guide](#) document in September 2022, incorporating the changes set out in this update.

## **Who is this publication for?**

This guidance is for:

- senior leaders working in primary schools and trusts, including maintained schools, academies, alternative provision, free schools and special schools;
- governors and trustees
- local authorities

## KS2 assessments in 2021/22

There has been no publicly available data based on national primary tests or assessments since 2019, due to the impact of the Covid-19 pandemic.

The Government has decided that it is important we return to a full programme of primary tests and assessments in 2021/22<sup>2</sup> to help schools, local authorities, academy trusts and the department to understand more clearly the impact of the pandemic on pupils nationally and how this varies between particular groups of pupils (for example, disadvantaged pupils), schools and local authority areas. Further detail is set out in an open letter from Minister Walker sent to schools via an STA assessment update.

For the first time since 2019, we will be able to publish KS2 statistics at national, regional, and local authority level, including analysis of attainment and progress by pupil and school characteristics. These will be published in [Explore Education Statistics](#). Provisional dates have been announced via the [DfE statistics release calendar](#).

Parents will have access to information about pupil performance at national, regional and local authority level via DfE statistical publications. Schools are also required to provide information to parents about their child's performance, alongside information about how this compares to the performance of other children in their school, as well as nationally.<sup>3</sup>

## Adaptations and approach to standard setting

In order to help identify the impact of the pandemic, primary tests and assessments will be returning without adaptations and the standards maintenance process will be consistent with that used in 2019. A consistent approach to the format of the assessments and to standards maintenance is needed to help identify the impact of the pandemic.

This is different to the approach taken to qualifications at key stage 4 (KS4) and 16-18, and is linked to the different purposes of the assessments. Qualifications at KS4 and 16-18 allow students to demonstrate their achievements and support student progression to the next stage of their education, training or employment. Primary tests and assessment do not provide qualifications to pupils, although they do provide teachers and parents

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<sup>2</sup> This includes the phonics screening check, multiplication tables check and key stage 1 teacher assessments and tests.

<sup>3</sup> The relevant legislation is Schedule 1 of the Pupil Information Regulations 2005 - [The Education \(Pupil Information\) \(England\) Regulations 2005 \(legislation.gov.uk\)](#)

with an understanding of how pupils are performing against national expectations; their purpose is to support school improvement and inform school accountability.

## **KS2 accountability arrangements for 2021/22**

We have [announced](#) that the results for academic year 2021/22 will not be published in KS2 performance tables. This is because statutory assessments will be returning for the first time since 2018/19, and without any adaptations, in order to help identify the impact of the pandemic on pupils and schools, as set out above.

This will be a transitional arrangement for the first year in which primary assessments return. We intend to publish primary assessment data in performance tables again for academic year 2022/23. Pre-pandemic (2018/19 and earlier) KS2 data will continue to be publicly available, but we will stop displaying the 2018/19 data on individual school pages and move these data to the usual archive with a link on the performance tables [website](#). This is because historical data may no longer reflect a school's current performance.

## **Who will see 2021/22 KS2 school performance data**

We will still produce the normal suite of KS2 accountability measures at school level and share these securely with primary schools, academy trusts and local authorities to inform school improvement discussions. All those using the 2021/22 data will need to do so with caution, as set out below. This includes:

- Primary schools - will be able to access their own performance data via the schools checking exercise and Analyse School Performance (ASP). Trusts, local authorities and governing bodies will have access to data via ASP in the usual way. Trusts will also have access to their own MAT level data.
- Ofsted - we will also provide the data to Ofsted to go in the IDSR to inform inspection activity under the Quality of Education judgement, for example, on the impact of curriculum decisions.
- DfE teams - DfE officials will use the data to inform oversight by regional teams, and when setting criteria to allocate additional funding, for example, teaching schools, English and maths hubs, and free school applications.

## **How will 2021/22 KS2 performance data be used?**

We have always been clear that all users of educational school performance data need to consider this data alongside a range of other information about the school and its individual circumstances, for example by speaking to the school directly, and that conclusions should not be drawn based on a single piece of data alone. This will be

particularly important in relation to the data for 2021/22, as a school's performance may be affected by the uneven impact of the pandemic on pupils and schools, and so data will need to be used more cautiously.

While school level data for 2021/22 will provide information about how a school has performed, in relation to local and national averages, it will not provide the broader context around a school's outcomes. In short, as in any year, school level data will tell you 'what' but not 'why'. This is particularly important to bear in mind in relation to the 2021/22 data, due to the uneven impact of the pandemic on pupils and schools. That is why we will ensure that clear messages are placed alongside any data shared, to advise caution in its interpretation. We will strongly discourage users of the data from drawing conclusions based on direct comparisons with performance data from earlier years. We will also advise caution when comparing a school's performance with national or local authority averages, advising users to talk to the school to understand the context for the results. We will also strongly advise against direct comparisons between the performance data for one school and another school, without taking this broader context into account.

We will ensure these messages are shared with officials across the department, including regional teams, as well as local authorities, schools, academy trusts and governors and trustees.

As set out in DfE [guidance](#), school and trust leaders should not make pay progression for teachers dependent on the assessment data for a single group of pupils. Performance management targets relating to pupil performance should not be used in isolation and other factors, in this case the uneven impact of the pandemic on pupils and schools and the considerable caution needed when using the 2021/22 performance data, should also be taken into account.

## Ofsted

Ofsted inspectors will be clear that 2021/22 data is not comparable with earlier years and aware of the caveats on the data due to the uneven impact of the pandemic on pupils and schools, and sensitive in their use of it. Inspectors will use caution when considering school performance data in the IDSR, in relation to national or local authority averages, or other schools. HMCI, Amanda Spielman, has committed that the 2021/22 data will be used only to inform discussion with schools about pupil outcomes and, as is always the case, no single piece of data will determine the outcome of any Ofsted judgement.

While this guidance concerns KS2 performance data, the importance of exercising caution in the use of 2021/22 data also applies to other primary assessment data for 2021/22, such as phonics screening check or multiplication tables check data or key stage 1 teacher assessment outcomes.

## Primary progress measures baseline in 2021/22

In 2016, we introduced new assessments<sup>4</sup> that were no longer reported in National Curriculum Levels at both KS1 and KS2. To date we have been using KS1 results that were reported in Levels (prior to 2016) as a baseline for calculating progress measures for primary schools. Pupils who completed KS1 in 2016 and 2017 (with outcomes reported against the new assessment frameworks) reached the end of KS2 in summer 2020 and summer 2021 respectively. Due to Covid-19, however, no KS2 primary tests or assessments took place in 2020 or 2021 and so no progress measures were created for these cohorts of pupils.

In 2021/22, the progress measures we intend to produce will thus be the first for a cohort with KS1 outcomes reported against the new assessment frameworks (in 2018). We have carried out analysis using previous years' data to model how we might create prior attainment groups for the 2021/22 measures. This work suggests that we will be able to keep the methodology broadly similar to the one we have used in previous years. We anticipate that the changes to the baseline are likely to have minimal impact on the overall distribution of primary progress scores.

We need to see the full data set for 2021/22 before we will be able to confirm how KS1 outcomes reported against the new assessment frameworks will be assigned to prior attainment groups. Further testing of the methodology will be undertaken when we have received the data in summer 2022. Details will be confirmed in an update of the [primary accountability technical guide](#) in September 2022.

## Assigning points to pupils assessed using the Engagement Model

The [engagement model](#) is the assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. From academic year 2021/22, teachers must use the engagement model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at KS1 and KS2.

We will confirm details of the points to be awarded in primary progress measures to pupils assessed using the Engagement Model in September 2022, once we have carried out testing of the data we receive in summer 2022.

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<sup>4</sup> New assessments were introduced to reflect the new national curriculum, first taught in 2014. National curriculum levels were replaced with a new teacher assessment frameworks and new tests reported in scaled scores at KS1 and KS2.



## Key stage 2 multi-academy trust (MAT) measures

We intend to produce, but not publish, the normal suite of KS2 MAT measures for 2021/22. We will share MATs' own measures with them, and the measures will also be shared with Ofsted and DfE teams.

As in previous years, we will produce the following KS2 measures at MAT level:

- percentage meeting the expected standard in reading, writing and maths combined
- average reading progress
- average maths progress
- average writing progress

We will also produce breakdowns of these measures for disadvantaged pupils.

## Eligibility for inclusion in the MAT measures

We publish performance data at MAT level for MATs that are sufficiently large and well established to a) have had time to have an impact on the performance of schools within the MAT and b) to have aggregated data that is meaningful.

For 2021/22, we will produce measures for MATs:

- that have at least three schools with results at key stage 2, and
- where those schools have been with the MAT for at least three academic years (as of 14 September 2021).

This means that we do not produce measures for all MATs. It also means that where we do produce measures for a MAT, the measures may be based on the results from only some of their schools (ie if they have at least three schools, that have been part of the MAT for 3 or more years that have results at KS2, but also have schools with results at KS2 that have been with the MAT for less than 3 years).

We last produced MAT measures for the 2018/19 academic year. We did not publish most school or MAT level performance measures for 2019/20 or 2020/21, as most exams and assessments did not go ahead. Since then, we know that the number of MATs that have at least 3 primary schools, that have been part of the MAT for at least 3 years has increased, as the MAT sector has continued to mature. This means that we expect that in 2021/22 we will be producing measures for significantly more MATs than we did in 2018/19, and some MATs will have MAT measures produced for the first time.

The measures cover state-funded mainstream schools within MATs only. Special schools, pupil referral units, alternative provision academies and alternative provision free schools are not included.

## Calculating KS2 measures at MAT level

The MAT level measures are based on the weighted average of a MATs' individual schools' respective attainment scores. Weighting is employed when calculating the average to ensure a school's contribution to the overall score is proportional to its size.

Each of the measures are weighted for:

- the number of pupils at the end of the key stage
- the length of time the school has been with that MAT (those that have been with a MAT for three years are given a weight of three, those with the MAT for four or more years are given a weight of four; the usual duration of KS2 is four years).

Worked examples of KS2 MAT measures are included in Annex B.

## Disadvantaged pupils and MAT measures

We calculate breakdowns of all KS2 MAT level measures for disadvantaged pupils. Evidence shows that overall performance of disadvantaged pupils is lower than that of other pupils. This data indicates how well a MAT improves the performance of disadvantaged pupils. Disadvantaged pupils are those who were eligible for free school meals at any time during the last six years and children looked after (in the care of the local authority for a day or more or who have been adopted from care).

## Annex A – timeline for 2021/22 KS2 school performance data

<b>Date</b>	<b>Activity</b>
05/07/22	KS2 tests and assessments - return of results
July 2022	Interim KS2 statistics published (provisional headline results at national level)
September 2022	KS2 schools checking exercise runs
September 2022	KS2 provisional statistics published (national, regional and local authority level, including attainment by pupil and school characteristics)
September 2022	KS2 provisional school level data shared with schools via ASP, and shared with DfE teams and Ofsted
September 2022	DfE primary accountability guidance update
December 2022	KS2 revised statistics published (national, regional and local authority level including attainment and progress by pupil and school characteristics)
December 2022	DfE primary accountability guidance update
December 2022	Schools checking errata period for limited requests in exceptional circumstances
December 2022	KS2 revised school level data shared with schools, local authorities and academy trusts via ASP, and shared with DfE teams and Ofsted.
Spring 2023	KS2 final school level data shared with DfE teams and Ofsted

## Annex B – worked examples of KS2 MAT measures

The example below illustrates the calculation of the average progress in reading at KS2 for a MAT:

	(i) Progress score in reading	(ii) Number of pupils at end of key stage	(iii) Number of years with MAT	(iv) Total weight (ii) * (iii)	(v) Weighted score (i) * (iv)
Academy 1	2.5	52	3	156	390.0
Academy 2	-2.5	34	4	136	-340.0
Academy 3	3.3	28	4	112	369.6
Academy 4	-1.5	48	3	144	-216.0
Academy 5	-1.5	60	5 <sup>1</sup>	240	-360.0
<b>Total</b>		222		788	-156.4
				<b>MAT score</b> (sum of v / sum of iv)	-0.2

<sup>1</sup>Although the academy has been in the MAT for 5 years, the academy is given a weight of 4 for the number of years with the MAT because this is the maximum weight permissible due to the usual duration of KS2 being four years.

The example below demonstrates the calculation for the percentage meeting the expected standard in reading, writing and maths at KS2 for a MAT:

	(i) Number of pupils at end of key stage	(ii) Number of pupils meeting expected standard in RWM	% meeting expected standard in RWM	(iii) Number of years with MAT	(iv) Total weighted pupils at end of key stage (i) * (iii)	(v) Total weighted pupils meeting expected standard in RWM (ii) * (iii)
Academy 1	25	17	68.0%	5 <sup>1</sup>	100	68
Academy 2	59	31	53.5%	3	177	93
Academy 3	50	39	78.0%	4	200	156
Academy 4	22	7	31.8%	3	66	21
Academy 5	90	79	87.8%	3	270	237
<b>Total</b>	246	173			813	575
Unweighted MAT % meeting expected standard in RWM ((sum of ii / sum of i) * 100)		70.3%	<b>Weighted MAT % meeting expected standard in RWM</b> ((sum of v / sum of iv) * 100)		<b>70.7%</b>	

<sup>1</sup>Although the academy has been in the MAT for 5 years, the academy is given a weight of 4 for the number of years with the MAT because this is the maximum weight permissible due to the usual duration of KS2 being four years.

The example below demonstrates the calculation of the percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths at KS2 for a MAT:

	(i) Number of disadvantaged pupils at end of key stage	(ii) Number of disadvantaged pupils meeting expected standard in RWM	% disadvantaged pupils meeting expected standard in RWM	(iii) Number of years with MAT	(iv) Total weighted disadvantaged pupils at end of key stage (i) * (iii)	(v) Total weighted disadvantaged pupils meeting expected standard in RWM (ii) * (iii)
Academy 1	17	8	47.1%	3	51	24
Academy 2	21	7	33.3%	3	63	21
Academy 3	26	13	50.0%	4	104	52
Academy 4	19	12	63.2%	3	57	36
Academy 5	15	6	40.0%	5 <sup>1</sup>	60	24
<b>Total</b>	<b>98</b>	<b>46</b>			<b>335</b>	<b>157</b>
	Unweighted MAT % meeting expected standard in RWM ((sum of ii / sum of i) * 100)	46.9%	<b>Weighted MAT % meeting expected standard in RWM</b> ((sum of v / sum of iv) * 100)			<b>46.9%</b>

<sup>1</sup>Although the academy has been in the MAT for 5 years, the academy is given a weight of 4 for the number of years with the MAT because this is the maximum weight permissible due to the usual duration of KS2 being four years.



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