

School Accountability

Fairer measures, higher standards

Our accountability reforms aim to:

- Drive higher standards across all phases of education by raising expectations
- Make the system of measuring performance fairer for schools
 - By focusing on progress, we will be able to identify high and low performing schools more accurately
 - In turn, this allows the accountability system to set higher standards.
 - Schools that make good progress will with a challenging intake will be recognised for the work they do and coasting schools will be identified
- Credit schools and colleges for their work with all pupils
 - We are minimising perverse incentives so that schools will target their teaching resources on all pupils equally, not just those at borderlines

Incentivising the right behaviour

Across all phases we are:

- Setting higher standards by **raising the attainment** bar
- Placing a focus on better teaching for all pupils by using **progress** to measure school performance
- Ensuring all pupils at all phases have a strong foundation in **English and maths**

What pupils will experience

Age and Stage	Assessment or Exam
Entry to reception	Pupils will take a short baseline assessment conducted by teaching staff.
End of year 1	Pupils will take a short phonics check.
End of year 2/ Key stage 1	Pupils sit more demanding tests in maths; reading; and, grammar, punctuation and spelling to inform reliable teacher assessment in maths, reading, writing and science.
End of year 6 /Key stage 2	Pupils sit more demanding tests in maths; reading; and, grammar, punctuation and spelling. Teachers also make reliable assessments in maths, reading, writing and science.
End of year 11/Key stage 4	Pupils are offered a broad curriculum and sit harder GCSEs and high quality vocational qualifications.
End of year 13 /Key stage 5	Students sit linear A levels that prepare them for HE and high quality academic, applied general and technical qualifications.

What parents will be told about their child's performance

Assessment/Exam	What's reported?
on entry to reception - baseline	Baseline scores contextualised by teacher's wider observations and assessments (we're trialling this in Sept 2014). Different baselines may express scores differently.
end of year 1 – Phonics check	Phonics check - whether the child has or has not met the expected standard
end of year 2 – Key Stage 1 assessments	Performance descriptors will describe a pupil's attainment in the assessed subjects (maths, reading, writing). Parents can request the test scores used to inform teacher assessment (expressed as a scaled score).
end of year 6 – Key Stage 2 tests and assessments	A scaled score (where 100 equals the expected standard) will be given in reading; maths; and, grammar punctuation and spelling. A performance descriptor will be given for writing. Parents will also be told whether a teacher assessed their child as reaching the expected standard in reading, maths and science.
end of year 11 – GCSE and qualifications (Vocational, iGCSEs and others)	Grades achieved in public examinations. At GCSE we're moving from A*-G to 1-9. VQs will continue to be expressed as either pass/fail or pass/merit/distinction/fail.
end of year 13 – A levels and other academic and vocational qualifications	Grades achieved in public examinations – grading will continue to vary between qualifications

How will schools be held to account?

Age and Stage	Performance Table Headline Measures from 2016
End of year 6 /Key stage 2	<ul style="list-style-type: none">• The average progress made by pupils in reading, writing and mathematics;• The percentage of pupils achieving the expected standard in reading, writing and mathematics at the end of key stage 2;• The average score of pupils in their end of key stage 2 tests; and,• The percentage of pupils who achieve a high score in all areas at the end of key stage 2.
End of year 11 /Key stage 4	<ul style="list-style-type: none">• Progress 8 – showing pupils’ progress across 8 subjects compared to other pupils with the same starting point at the end of key stage 2;• Attainment 8 - showing pupils’ average achievement in the same suite of subjects as the progress 8 measure;• Percentage of pupils achieving a threshold measure in English and mathematics; and• Percentage of pupils achieving the English Baccalaureate

New primary floor standards

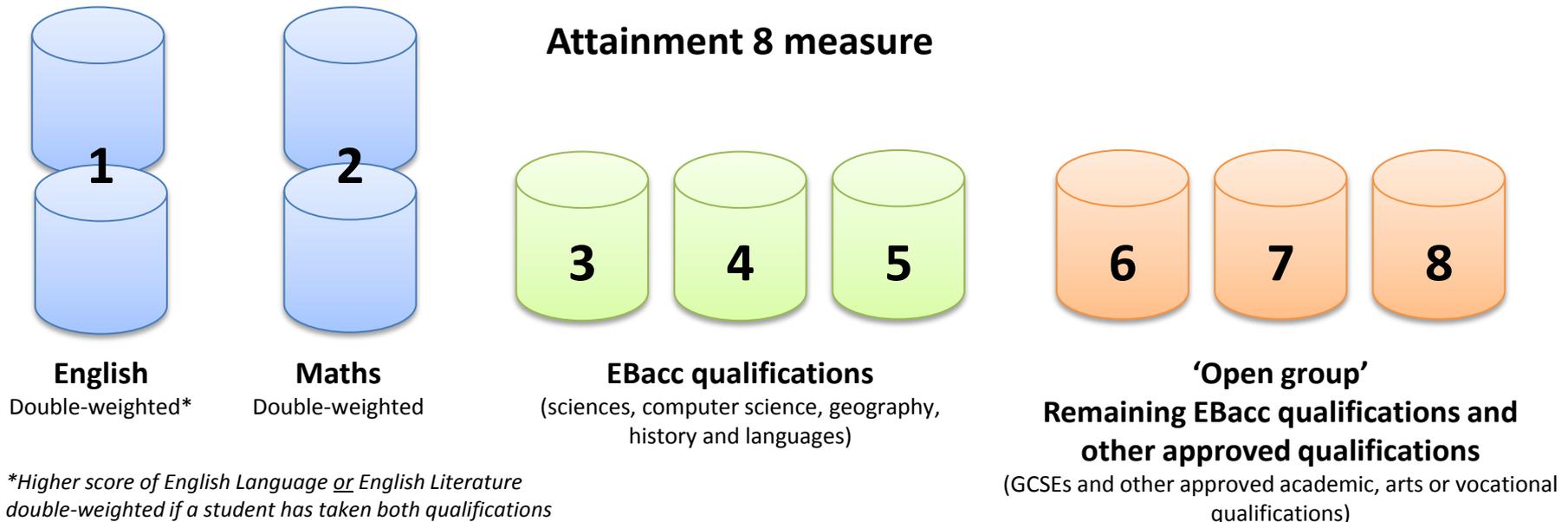
Primary

- A new primary floor standard will reflect the raised expectations of primary schools and recognise the excellent work they do. We will:
 - set a challenging aspiration that 85% of children should achieve the new expected standard by the end of primary school;
 - introduce a new measure, based on the progress made by pupils from reception to the end of primary school.
- A school will fall below the floor only if pupils make poor progress and fewer than 85% of them achieve the new expected standard;

Reception Baseline

- To enable progress to be measured from when a cohort of children start school, we are introducing a new Reception Baseline
 - This will be a short, teacher-administered, age appropriate assessment conducted in the first few weeks of a child starting school.
 - Schools will be able to choose from a range of baselines in September 2015 – a list of suppliers will be available in January 2015.
 - The reception baseline will be the only measure used to assess progress for children who start reception in September 2016 and beyond.
 - From September 2016, teachers will be no longer required to carry out and submit data on the Early Years Foundation Stage Profile.

Progress 8 / Attainment 8



- We will calculate Progress 8 using a value added method, using KS2 reading and maths results as a baseline.
- A school will be below the floor standard if pupils make half a grade less progress than expected across their 8 subjects.

Attainment 8 – a pupil example

Qualification	Grade	Pts
GCSE English language	C	5
GCSE English literature	B	6
GCSE maths	A	7
AS level physics	C	7
GCSE physics	A*	8
GCSE biology	B	6
GCSE chemistry	B	6
GCSE history	C	5
GCSE French	D	4
GCSE art & design	E	3
BTEC level 2 diploma in sport	Merit	6

English X 2 = 12

Maths X 2 = 14

EBacc1

EBacc2

Ebacc3

Other1

Other2

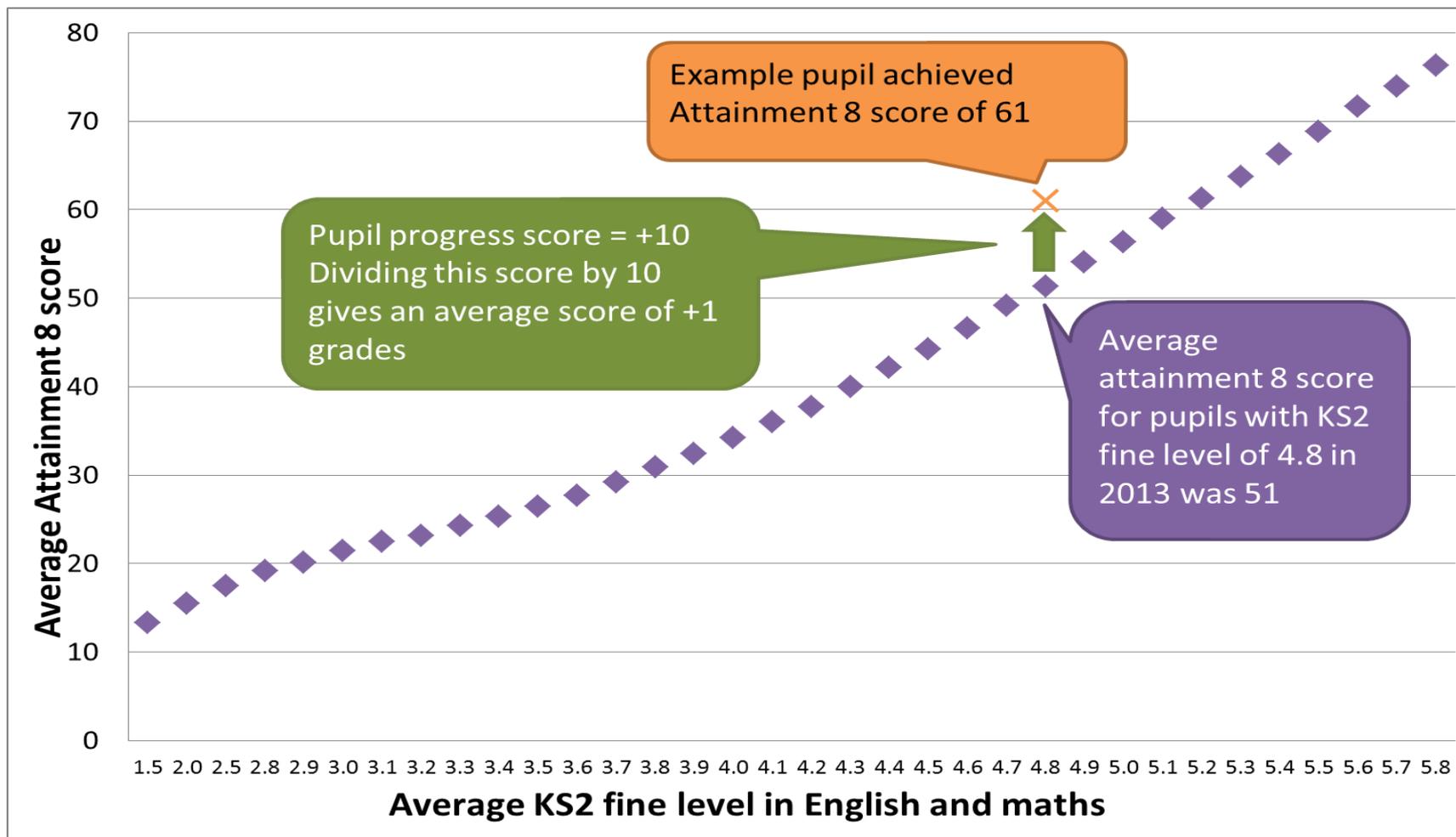
Other3

Attainment 8 score = 61

Pupil progress

- Pupil score measured against average Attainment 8 score for pupils nationally having same prior attainment
- Our example pupil scored 61 points for attainment 8 - just over a grade B average across all subjects (divide score by 10 [8 subjects with E&M double weighted])
- Pupil has fine-level scores of 5.1 in reading and 4.5 in maths; an average of 4.8
- Pupil's score of 61 is therefore compared to the average Attainment 8 score achieved by all pupils having average prior attainment of 4.8

Pupil progress (example pupil)



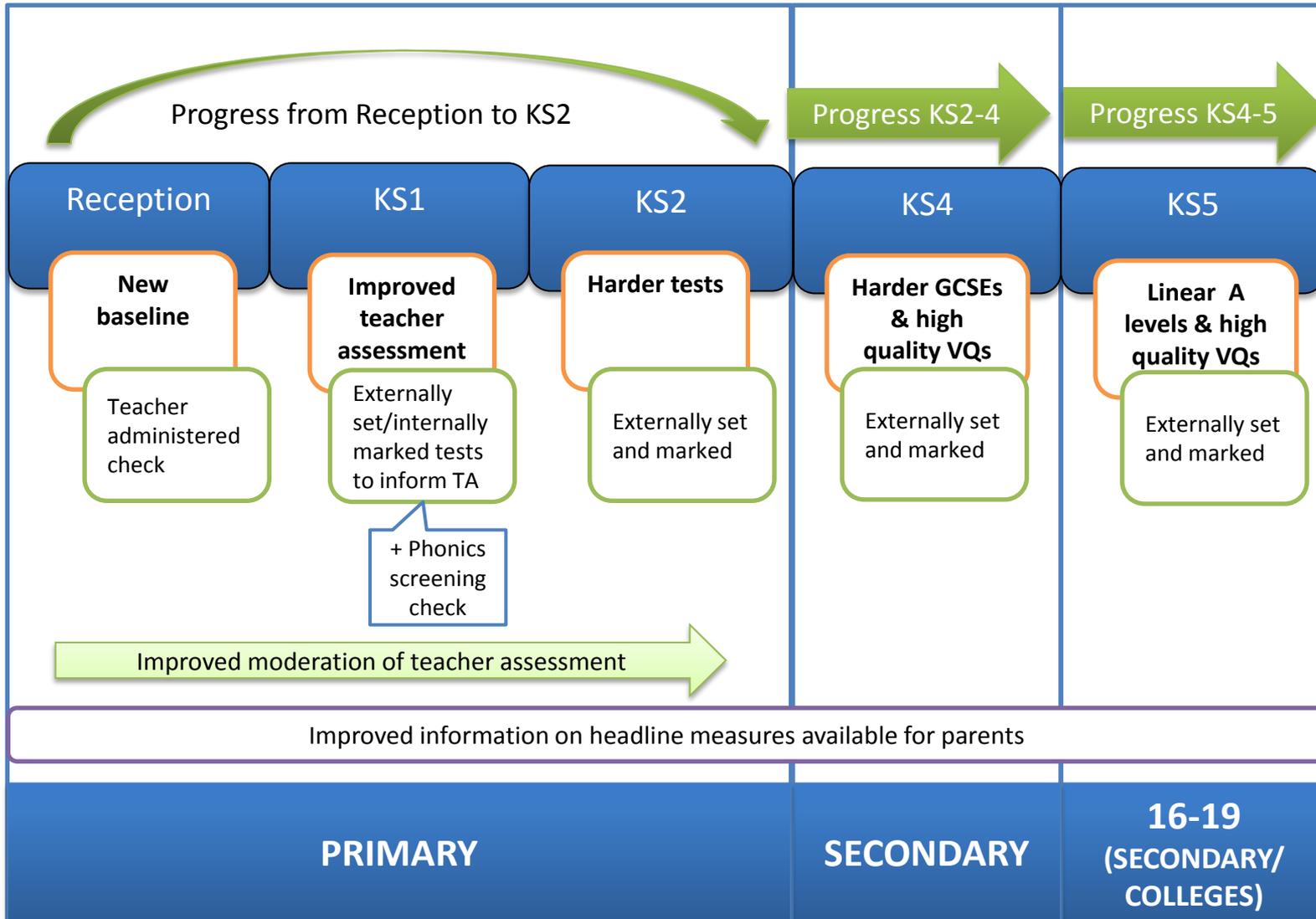
School Attainment / Progress 8 scores

A school's Progress 8 score is the mean average of its pupils Progress 8 scores

Pupil	Att8 score	P8 score
Pupil 1 (example pupil)	61	+1.0
Pupil 2	55	-0.3
Pupil 3	34	+0.4
...		...
Pupil 119	52	+0.1
Pupil 120	64.5	-0.6
Total (sum of scores)	6,518.5	+61.4

- School has 120 pupils
- Attainment 8 score is $6,518.5 / 120 = \mathbf{54.32}$ (5.4 per subject; average grade between a B and a C)
- Progress 8 score is $61.4 / 120 = 0.512$
- Published score would be **+0.51** (published to two decimal places)
- Confidence intervals will show the range of scores within which underlying performance can be confidently said to lie

Accountability reforms - 2016



Next steps:

Primary:

- 2014-15: Reception baselines available for schools to select from spring 2015 – for use in September 2015
- 2015-16: New end of key stage tests and assessments first undertaken. Reception baseline becomes the only way to measure progress.

Secondary:

- 2014-15: Schools can choose to opt in to the Progress 8 performance measures a year early (for 2015 results). In February 2015 we will send schools data to indicate how they would have performed against Progress 8 for their 2014 results. The opt in window closes on 30 June 2015.
- 2015-16: All schools held to account using the Progress 8 measure