Performance measures KS4 : Qualifications counted in the performance tables 2014

From 2014, the secondary school performance tables will be restricted to qualifications that are high quality, rigorous and enable progression to a range of study and employment opportunities for the majority of pupils.

The measures will be restricted to:
☐ Full course GCSEs (at level 1 and 2)
☐ Established iGCSEs2 (at level 1 and 2)
☐ AS levels (at level 3)
☐ Level 3 Asset Language Ladder qualifications
☐ Level 3 Free-Standing Maths Qualifications (FSMQs)
☐ Graded music examinations at grade 6 and above (at Level 3)
☐ Approved level 1, level 2 and level 1/2 qualifications3

Change to equivalences
- From 2014 onwards, no qualification will count for more than one in the performance tables, irrespective of its size. For example, a BTEC previously counting for two or four GCSEs will now be capped at one.

Capping of approved level 1, level 2 and level 1/2
- To ensure that all pupils are provided with access to a broad and balanced curriculum, the number of approved level 1, level 2 and level 1/2 counting towards secondary school performance measures will be capped at two qualifications per pupil. This will affect both threshold and point score measures.
- In calculating both types of measures, we will apply capping such that the points and threshold contributions are maximised across the range of qualifications achieved by each pupil.

Early entry
- On the 29 September 2013 the Secretary of State for Education announced that only a pupil's first entry in a particular subject will count towards a school's performance tables measures. This rule took effect immediately and will apply only to English Baccalaureate subjects in 2014 and then all subjects in 2015.
- For pupils who have completed an eligible qualification before 29 September 2013 the performance tables will still take the best result between that or their first attempt following 29 September. Those who have not taken eligible qualifications before this date will have their first attempt counted in performance tables.

Future developments
- The department's response to the consultation on secondary school accountability, published in October 2013, set out details of our plans for reform, which will start to come into effect in 2016 performance tables (published in early 2017).

New headline performance measures
- Progress 8 and Attainment 8 will be based upon pupils' performance across 8 subjects:
- ☐ An English element based on the highest point score in a pupil's (English Baccalaureate) English language or English literature qualification. This will be double weighted provided a pupil has taken both qualifications. In 2016, combined English qualification can be included and double weighted.

- ☐ A double weighted maths element that will contain the point score of the pupil's English Baccalaureate maths qualification
- ☐ Three slots reserved for English Baccalaureate subjects (sciences, computer science, geography, history and languages)
- ☐ Three slots that can be taken up by further qualifications from the range of English Baccalaureate subjects, or any other high value arts, academic, or vocational qualification approved for inclusion in the performance tables

New floor standard
- Schools will fall below the floor standard if pupils make an average of half a grade less progress than expected across their 8 subjects. So, for example, a school is underperforming if its pupils were expected to gain 8 Cs (because that's what their peers, with similar prior attainment, secure elsewhere in the country) but they actually achieve less than 4Cs and 4Ds.

2015 Progress 8 opt-in
- We believe the new Progress 8 accountability system is a significant improvement on the current system, and will promote better teaching across a broad curriculum. Therefore, we are giving schools the opportunity to opt in to the new system one year early in 2015. Emails containing further detail have been sent to all maintained schools, academies and free schools that are due to have a cohort reach the end of key stage 4 in 2015. If your school has not received an email but you believe you should have please contact Progress8.Correspondence@education.gsi.gov.uk.

Progress 8 data

- In early 2015 we will provide schools with information to show what their Progress 8 and Attainment 8 scores look like based upon 2014 results. Details on how schools will be able to access their data will be provided nearer the time. This data is intended for information only, to support schools in preparing for the move to the new accountability system and help inform decisions about opting in to the new system early.

GCSE reform
- New GCSEs in English and mathematics will be taught from 2015 with the first examinations in 2017 (after new performance measures are introduced). New GCSEs in other subjects will be phased in for teaching from 2016 and 2017

16-18 performance tables

- In 2013 the 16-18 performance tables separated the reporting of academic and vocational qualifications for the first time, reporting results for A levels, A level and other advanced academic qualifications and advanced vocational qualifications. Following these significant changes last year, the 2014 performance tables are subject to minimal change.

Introduction of an add back rule
- It is important that schools and colleges are accountable for all students so that they continue to strive to achieve the standards expected at post-16. Therefore, any students that were deferred by schools and colleges in 2013, removing them from inclusion in the calculation of performance tables measures, will be 'added' back and included in 2014 performance tables measures.

- The add back rule will become standard practice from this year onwards and will ensure that students who are deferred for a year will be automatically 'added' back to the institution the following year. Schools and colleges cannot defer students at age 18 who will be outside of the 16-18 age range the following year when they should be added back. The introduction of an add back rule also ensures consistency with key stage 4 performance tables policy.

AAB in facilitating subjects at A level indicators
- The AAB measures in facilitating subjects introduced in the 2012 performance tables are intended to show a snapshot of attainment of high-achievers because grades in these subjects are considered to support progression to top universities.
- As announced in the government's response to the consultation on 16-19 accountability earlier this year, we intend to maintain the AAB measure in performance tables as a standard of academic rigour. However, to address the concerns raised in the 16-19 accountability consultation, we will only require two of the subjects to be in facilitating subjects.
- Therefore, the indicator based on three facilitating subjects will no longer be reported in the performance tables.
- The "facilitating subjects" were defined by the Russell Group as those subjects that will increase a student's options at university and are required more often than others for entry into leading universities: English, maths, further maths, physics, biology, chemistry, geography, history and languages (classical and modern).

Future developments
- The department's response to the consultation on 16-19 accountability, published in March 2014, set out details of our plans for reform, which will begin to come into effect in the 2016 performance tables (published January 2017).

Reporting vocational qualifications
- From 2016, the 16-18 performance tables will report academic, Tech Level and Applied General qualifications separately. Following Professor Alison Wolf's Review of Vocational Education, a list of qualifications that can count towards 16-18 performance measures were published at the end of last year. The lists of

Tech Levels and Applied General qualifications approved for inclusion in the 2016 performance tables is available here[11].

Introducing more rigorous minimum standards
- To recognise the efforts schools and colleges make in helping their students' to progress and to identify when a provider is underperforming, so that action can be taken.

Publishing clearer and more comprehensive performance information about schools and colleges
- This will increase transparency and show how schools and colleges are performing against expectations. Our aim is to include a wider range of information on 16-18 year old students' attainment and progression. Students will have reliable and consistent information, so that they can choose the providers that offer the best chance of helping them to achieve their ambitions. Performance measures include:

- A set of headline measures
  Headline measures for 16-18 will give a clear overview of the performance of a school or college in academic and vocational programmes compared with other institutions nationally. The headline measures are progress, attainment, retention, destinations and progress in English and maths (for students who complete KS4 without a GCSE pass at A*-C in these subjects).
- A broader set of additional measures
  A broader set of measures will be introduced to provide other important information on performance, giving a fuller picture of an institution. We will continue to give access to the underlying data that supports performance measures for those who want to look at information at a finer level of detail.

Secondary performance tables content summary

Topline
% making expected progress in English
% making expected progress in maths
% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
% achieving the English Baccalaureate
% achieving grades A*-C in English and maths GCSEs

Key Stage 4 Exam results
% achieving 5+ A*-C GCSEs including English and maths GCSEs
% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs - All pupils, low, middle & high attainers
% achieving 5+ A*-C GCSEs (or equivalent)
Number & % of pupils achieving grades A*-C in English and maths - All pupils, low, middle & high attainers
% achieving 5+A*-G GCSEs (or equivalent)
% achieving English and maths skills Level 2
% achieving English and maths skills Level 1
% achieving at least 1 qualification
Average point score per pupil (best 8) - all qualifications - All pupils, low, middle & high attainers
Average point score per pupil (best 8) - GCSEs only - All pupils, low, middle & high attainers
Average point score (uncapped)
Average grade per pupil per qualification (uncapped) - Low, middle & high attainers
Average grade per pupil per GCSE (uncapped) - Low, middle & high attainers
Average grade per pupil (best 8)
Average entries per pupil - all qualifications - All pupils, low, middle & high attainers
Average entries per pupil - GCSEs only - All pupils, low, middle & high attainers

English Baccalaureate
% of pupils achieving all EBacc subjects - All pupils, low middle & high attainers
Number & % of pupils entered for all EBacc subjects - All pupils, low middle & high attainers
% of pupils achieving A*-C / Number entered / % entered:
English, maths, science, humanities, language
Number & % of pupils achieving EBacc subjects at grades A*-G:
Overall, English, maths, science, humanities, language
EBacc individual GCSE subjects; Value Added scores and confidence limits:
English, maths, science, humanities, language - All pupils, low, middle & high attainers

Closing the Gap three year rolling average
All pupils:
Number of pupils (three year total)
Three year average for % achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
Three year average for % making expected progress in English
Three year average for % making expected progress in maths
Disadvantaged pupils:
Number of pupils (three year total)
Three year average for % achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
Three year average for % making expected progress in English
Three year average for % making expected progress in maths
Other pupils:
Number of pupils (three year total)
Three year average for % achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
Three year average for % making expected progress in English
Three year average for % making expected progress in maths
Percentage point gap, based on three year average, between school and national (both disadvantaged pupils and other pupils):
Achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
Making expected progress in English
Making expected progress in maths

Percentage point (in-school) gap, based on three year average, between disadvantaged and other pupils:
% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
% making expected progress in English
% making expected progress in maths

Closing the Gap timeseries.
Number & % of disadvantaged pupils in KS4 cohort: 2012, 2013, 2014
% of disadvantaged pupils & other pupils (2012, 2013, 2014):
Achieving A*-C in English and maths GCSEs
Achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
Entered in EBacc
Achieving EBacc
Making expected progress in English
Making expected progress in maths
Percentage point gap between school and national (both disadvantaged pupils and other pupils):
Achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
Making expected progress in English
Making expected progress in maths
Percentage point (in-school) gap between disadvantaged and other pupils:
% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
% making expected progress in English
% making expected progress in maths

Closing the Gap Value added
Value added scores for disadvantaged pupils & other pupils, with confidence limits:
Best 8, English, maths, science, humanities, languages

Progress
% making expected progress in English - All pupils, low, middle & high attainers
% making expected progress in maths - All pupils, low, middle & high attainers
Value added (best 8) score with confidence limits - All pupils, low, middle & high attainers

English and Additional Language and Gender
% achieving A*-C in English and maths GCSEs
% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
% entered for EBacc
% achieving EBacc
% making expected progress in English
% making expected progress in maths
Average point score per pupil (best 8) - all qualifications
Average point score per pupil (best 8) - GCSEs only

Non Mobile Pupils
% achieving A*-C in English and maths GCSEs
% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
% entered for EBacc
% achieving EBacc
% making expected progress in English
% making expected progress in maths

Three year averages
% achieving A*-C in English and maths GCSEs
% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
% making expected progress in English
% making expected progress in maths

Cohort Information
Number of pupils at end of KS4 - all pupils, boys, girls

% of pupils aged 14 or under at the end of KS4

% of pupils aged 15 at the end of KS4

Number & % of:

Low, middle and high prior attainers (KS2)

Disadvantaged pupils:

Pupils for whom English is not their first language

Pupils with statements or supported at school action plus

Non-mobile pupils

Similar Schools
Schools rankings within a group of 55 similar schools based upon % of pupils achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs

Average grade per pupil (capped 8) - all qualifications

Average key stage 2 point score (all pupils)

% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs - boys, girls, low, middle & high attainers

Education Destination Measures
Number of pupils

Number & % in a sustained education destination

Number & % for whom education destination was not sustained

Number & % whose activity was not captured in data

Number & % at the following education destinations:

Further Education College

Independent School

Other Further Education Provider

School Sixth Form

Sixth Form College

Specialist post-16 institution

Pupil Referral Unit or other alternative provision

Special School

Apprenticeships

UK Higher Education Institution

Education combination (pupils recorded at more than one destination)

16-18 performance tables content summary

A Level results
Average point score per A level entry
Average point score per A level entry expressed as a grade
Average point score per A level student (full-time equivalent)
% achieving:
at least 3 A levels at A*-E
at least 2 A levels at A*-E
at least 1 A level at A*-E
A levels at grades AAB or higher (in at least 2 facilitating subjects)

Academic Results
Average point score per academic entry
Average point score per academic entry expressed as a grade
Average point score per academic student (full-time equivalent)
% achieving qualifications equivalent to:
at least 3 A levels at A*-E
at least 2 A levels at A*-E
at least 1 A level at A*-E

Vocational Results
Average point score per vocational entry
Average point score per vocational entry expressed as a grade
Average point score per vocational student (full-time equivalent)
% achieving qualifications equivalent to:
at least 3 substantial vocational qualifications
at least 2 substantial vocational qualifications
at least 1 substantial vocational qualification

Progress Measures
A level Value Added measure with confidence limits
Number of A level entries
Academic Value Added measure with confidence limits
Number of academic entries
Vocational Value Added measure with confidence limits
Number of vocational entries

Cohort information
Number of students aged 16-18
Number of students at the end of KS5 study
Number of A level students at the end of KS5 study
Number of full-time equivalent A level students at the end of KS5 study
Number of academic students at the end of KS5 study
Number of full-time equivalent academic students at the end of KS5 study
Number of vocational students at the end of KS5 study
Number of full-time equivalent vocational students at the end of KS5 study