**A governors guide to data (Primary)**

**Definitions**

* **Attainment:**the standards that pupils reach, often measured in assessment and examination results. Attainment results are usually defined as grades, scores or levels achieved by pupils
* **Progress:** pupils' achievements over a period of time, for example from Key Stage 2 (KS2) to KS4. A pupil’s progress will take into account their attainment at the end of the previous key stage, and the progress they have made since that point when compared to pupils with similar starting points

In other words, attainment is where a pupil is at a specific point in time, and progress is how steep the climb was between attainment points. The steeper the climb, the greater the progress. You need to look at them together to get a clear picture of what's happening in your school.

**How attainment is measured**

 Pupil attainment is usually reported through:

* Outcomes of statutory National Curriculum tests
* Teacher assessments

**EYFS and primary phases**

At the end of:

* **EYFS**, children's attainment is measured by teacher assessments through the EYFS profile
* **KS1**, attainment is measured through a combination of year 2 National Curriculum tests outcomes (KS1 SATs) and teacher assessments
* **KS2**, attainment in reading and maths is measured by outcomes in the KS2 SATs (end of year 6), and writing is measured by teacher assessment

**How progress is measured**

Measuring progress isn't straightforward. The DfE and Ofsted have devised ways to rank schools based on the progress made between national exams. You **don't need to understand in detail** how these figures are calculated. What you need to know is how this data is presented to you and what the figures mean - such as when a result is good or bad.

**How the data is presented**

You'll find your school's progress scores on the DfE's [Analyse School Performance](https://services.signin.education.gov.uk/) (ASP) website.

The primary version (KS2 results) looks like this:



Progress scores are centred on 0, with **most**:

* Primary schools within the range of -5 to +5
* Secondary schools within the range of -1 to +1 - at the end of KS4 the progress measure is called progress 8

**What do the scores mean?**

* A score of **0** means pupils in your school on average do about as well as those with similar prior attainment nationally
* A **positive** score means pupils in your school on average do better than those with similar prior attainment nationally
* A **negative** score means pupils in your school on average do worse than those with similar prior attainment nationally

**A negative score doesn't mean that pupils didn't make any progress**, rather it means they made less progress than other pupils nationally with similar starting points. So, a school can have high pupil attainment but a low progress score. For example, if your pupils already had high attainment on a previous national exam, then they're expected to get high scores on the next. If they get high scores but less than what was expected, your school might have a low progress score despite the attainment being high.

On the other hand, a school can have low attainment, but a high progress score. This would happen where pupils started with low prior attainment scores on a previous national exam but did better than expected on the next while still not attaining high. It means they've made greater improvement over time and it suggests the school is doing more to drive attainment.

**The relationship between them**

Attainment alone won't accurately reflect teaching and learning in a school. Measuring the progress pupils make between attainment points and then comparing it with the progress made by pupils with similar attainment across the country, gives a better sense of which schools help their pupils to achieve more than what's expected.

**Your role in driving attainment and progress**

If your school has **high attainment and low progress**, your role as a governor is to hold your headteacher to account for improving challenge and stretch, especially for the more-able pupils. This might involve:

* Nominating a link governor to monitor provision for these pupils
* Reviewing the curriculum to ensure it provides sufficient challenge
* Strategies to make sure they stay engaged in the classroom

If your school has **low attainment and high progress**, you need to challenge the headteacher to continue to driving progress but focus on raising attainment levels. You might want to take a harder look at:

* Whether certain pupil groups require greater support or intervention
* The impact of pupil premium spending
* Any patterns across the school e.g. attainment being better in maths than in reading

**How Ofsted considers attainment and progress**

You've likely heard that Ofsted is moving away from relying on exam results as a measure of a school's quality and focusing more on the school's curriculum. Even so, Ofsted inspectors will continue to use national data on attainment and progress as a starting point for inspection.

**Pupil attainment in primary school**

**EYFS Profile**

At the end of reception, teachers assess pupils based on the Early Years Foundation Stage Profile (EYFS profile). Teachers:

* Assess each child against the 17 'early learning goals (ELGs)'. For each ELG, children get a score of either 'not met,' 'met,' or 'exceeded'.
* Write a short description of each child according to 3 characteristics of effective learning (communication and language development, physical development, personal, social and emotional development)

**Phonics screening check - end of year 1**

The phonics screening check is administered to all year 1 pupils - although there are some exceptions such as pupils who've recently moved to the country. It’s an assessment to make sure that all pupils have learned phonic decoding to an appropriate standard by the age of 6. Teachers use it to identify those children who need extra help. Pupils can re-sit the test in Year 2. The government doesn't publish school-level results in performance tables. But it does publish local and national results so you can benchmark your pupil's performance.

**KS1 SATs**

At the end of year 2 (i.e. end-of-KS1), teachers assess pupil's reading, writing and maths. Only part of this assessment (reading and maths) is done through the end-of-KS1 national curriculum test also known as KS1 SATs. Together with other evidence - like pupil books - teachers make assessments using the frameworks published by the Standards and Testing Agency (STA). These teacher assessments are subject to statutory external moderation. Your local authority - whether you're a maintained school or an academy - is required to validate teacher assessments by moderating at least 25% of LA-maintained schools and 25% of academies each year.

**KS2 SATs**

In May of year 6, pupils sit another national curriculum test - the end-of-KS2 SATs. A pupil's score is based on test results received in:

* English grammar, punctuation and spelling
* English reading
* Mathematics

For English reading and mathematics, KS2 test results are reported as scaled scores, with 100 as the ‘expected standard’. As there's no test for English writing, the pupil's teacher will assess this based on evidence just like at the end of KS1.

**How to calculate pupil progress scores**

The only reason pupil's progress scores are calculated is in order to calculate a school's progress score (see next section). So, your school shouldn't share pupil progress scores with pupils or their parents.

**KS1 teacher assessment levels are converted to point scores and then averaged to give APS**

A pupil's results at the end of KS1 are converted into point scores. These point scores are combined to calculate a pupil's average point score (APS). This is calculated by working out an average score for English (reading and writing) and giving this equal weight alongside mathematics - i.e. the APS is weighted 50:50 for English and maths.

**KS1 APS determines a pupil's prior attainment group which has an associated 'average KS2 score'**

Pupils are put into prior attainment groups according to their KS1 APS.

**Pupil's progress score = difference between 'average' and 'actual' KS2 score**

The pupil's KS2 SATs scaled scores for reading and maths are then used to calculate the pupil's progress score. This is calculated by working out the difference between their **actual**KS2 score and their 'average' score in each subject (see the example below).  As mentioned before, English writing is assessed using teacher assessment instead of a test at the end of KS2.

So, to calculate a pupil's progress score for writing, their teacher assessment category is converted to a nominal point score on the scaled score range, which gives the pupil's 'actual score'. The difference between this 'actual' score and their estimated score gives the pupil's progress score.

For example:



Note that pupils **without**KS1 data aren't included in your school's progress measure but will be included in the attainment data.

**Progress from EYFS to end of KS1**

There's currently no quantified baseline measure at the end of EYFS from which you can track progress through KS1. Starting in 2020, statutory baseline testing will be carried out in reception specifically for this purpose.

**Your school's progress score**

**Access your school's progress scores via ASP**

The headline scores for the basic report will look similar to this:



**Progress scores**

For each subject, your school's progress score is the average of all the progress scores of your pupils, per subject. This is called the primary progress measure.

So, you'll get a progress score for:

* English reading
* English writing
* Maths

**Adjusted scores**

As of 2018, the DfE limits how negative a pupil's progress score can be when calculating the school's progress score. This is to prevent a single outlier from having a disproportionate effect on the school's progress score. There are now minimum progress score thresholds for pupils in prior attainment groups 8 to 24. So, if a pupil's progress score falls below the threshold for their prior attainment group, they'll be given the threshold score. This'll be reflected as the number of pupils with adjusted scores.

**Combined measures**

You'll also see combined measures, which are expressed as the percentage of pupils who are either:

* Achieving the **expected standard**: received scaled scores of 100 or higher in reading **and**maths **and**teacher-assessed in writing as working at the 'expected standard' or at 'greater depth'
* Achieving a **higher standard**: received scaled scores of 110 or higher in reading **and**maths **and**teacher-assessed in writing as working at 'greater depth'

**Confidence intervals**

Your school's scores will be published alongside a range - a lower and upper limit. These are the confidence intervals. What this means is that the DfE is 95% confident that the performance of the school lies within the range. The reason for giving confidence intervals is to take account of variation, or 'natural uncertainty', in the results. Your school's scores will be interpreted alongside the confidence intervals. Schools with smaller cohorts tend to have wider confidence intervals.

**What confidence intervals mean in practice**

* If you have a progress score above 0 but the lower limit is below 0, it means that your progress score is **not** significantly different than the national average
* If you have a progress score above 0 and the lower limit is also above 0, then your school has performed **significantly**better than the national average

**What your school's scores mean**

The national average progress score of all schools is 0, with most primary schools within the range of -5 to +5. Your school level progress scores are presented as positive, negative or 0:

* A score of 0 means pupils in your school, on average, do about as well at KS2 as pupils nationally with similar prior attainment
* A positive score means pupils in your school, on average, do better at KS2 than pupils nationally with similar prior attainment
* A negative score means pupils in your school, on average, do worse at KS2 than pupils nationally with similar prior attainment

A negative progress score does **not** mean your pupils didn't make any progress, rather that they made less progress than other pupils nationally with similar prior attainment.

**Technical terms**

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| **Term** | **Meaning** |
| **Attainment** | The results that pupils achieve as measured in assessments and examinations (e.g. Key Stage 2 (KS2) SATS results). Attainment results are usually defined as grades, scores or levels achieved by pupils |
| **Progress** | Pupils' achievements over a period of time, for example from KS2 to KS4. Progress is measured by comparing a pupil's current attainment with their previous attainment relative to other pupils with similar starting points (see progress score below) |
| **Adjusted score (at KS2)** | A pupil's progress score at the end of KS2 can be 'adjusted' in a small number of cases. This is because some progress scores can be disproportionately negative and can distort the overall picture of a school's progress score. To avoid this, these low pupil scores are adjusted to a minimum progress score  |
| **Average KS2 score (previously known as 'estimated' score)** | The anticipated scores that pupils will achieve in KS2 SATs based on their prior attainment at KS1. The estimated score for a pupil will be the same as for other pupils who achieved the same KS1 attainment |
| **Raw score** | The total number of marks a pupil gets on a National Curriculum test before any adjustments - a pupil's raw score is then converted into a 'scaled score'  |
| **Scaled score** | A pupil's 'raw score' in the test is converted into a scaled score that's adjusted to account for the variation in difficulty of tests - a scaled score of 100 one year will be based from a different raw score from another year. Converting to scaled scores makes it possible to accurately compare performance over time |
| **Combined****measure** | The percentage of pupils in a school meeting a standard across all 3 primary subjects - reading, writing and maths: * % meeting expected standard: scaled score of 100 or higher in reading and maths and teacher-assessed in writing as working at the 'expected standard' or 'greater depth'
* % achieving a higher standard: scaled score of 110 or more in reading and maths and teacher-assessed in writing as working at 'greater depth'
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| **Progress score** | A pupil's progress score at KS2 is the difference between their actual KS2 result and their estimated KS2 score (see 'average KS2 score' above) for a subject. This gives an indication of whether the pupil has made below or above average progress relative to other pupils with similar starting points. A pupil's progress score is calculated for the sole purpose of calculating the school's overall progress score (see progress measures below) |
| **Prior attainment** | A pupil's attainment level at an earlier key stage, often used to measure progress. For example, pupils are sorted into 'prior attainment groups' based on what they achieved at the end of KS1. Each prior attainment group has an estimated KS2 score |
| **Expected standard** | The expected standard is what the average pupil is expected to achieve in an assessment - for example at KS2 it's a scaled score of 100 (in a subject) or in KS1 teacher assessments |
| **Greater depth** | A pupil has mastered a subject at the expected standard and can now delve deeper into that subject. Standards for 'greater depth' depend on subject and key stage - e.g. teacher assessment framework at the end of KS1 and [teacher assessment frameworks at the end of KS2](https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2) |
| **Average point score (APS)** | Used in KS1 to sort pupils into prior attainment groups and determine their 'average' scores for KS2. It's calculated by working out an average score for English (reading and writing) and giving this equal weight alongside mathematics |
| **Value added measure** | Where pupils’ results are compared to the actual achievements of other pupils nationally with similar prior attainment in order to measure the value added by individual schools |
| **Confidence interval** | The upper and lower range of a score meant to take account of variation, or 'natural uncertainty', in the results. In practice this means, for example:* If you have a KS2 progress score above 0 but the lower range limit is below 0, it means that your progress score is **not** significantly different than the national average (which is 0)
* If you have a KS2 progress score above 0 and the lower range limit is also above 0, then your school has performed **significantly**better than the national average
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| **Reliability** | A score's dependability, consistency or freedom from random measurement error |
| **Validity** | How accurately a test measures what it's meant to measure |
| **Moderation** | A collaborative process used for teacher assessments (see below for definition) to allow teachers to benchmark judgements and support consistency between each other and between other schools - thereby making them more reliable. There are 2 types:* **Internal moderation**is conducted by the senior leadership team internally and where possible with other schools too
* **External moderation** is a statutory requirement to validate KS1 teacher assessments. Local authorities are required to moderate a sample of at least 25% of its schools each year (including academies in its geographic boundaries)
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| **ASP** | Analyse School Performance - website that gives school leaders and some governors access to detailed performance data of the school. Formerly called RaiseOnline |

**Attainment measures**

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| **Term** | **Meaning** | **Phase** |
| **EYFSP** | Early Years Foundation Stage Profile | EYFS |
| **Phonics screening** | A check done on most year 1 pupils. Some pupils re-sit the test at the end of year 2 | KS1 |
| **SATs** | National Curriculum tests administered in years 2 and 6 | KS1/KS2 |
| **Teacher assessments** | Pupil attainment is sometimes assessed by teacher assessments - for example when there's no standardised test | KS1/KS2 |
| **GCSEs** | General Certificates of Secondary Education | KS4 |
| **EBacc** | English Baccalaureate - a performance measure based on the percentage of pupils who entered for qualifications in English, maths, sciences, a language and either history or geography  | KS4 |
| **Attainment 8** | The mean average of a pupil's scores across 8 GCSEs - including maths and English (both double weighted), 3 further qualifications that count in the Ebacc and 3 others that can be GCSE qualifications or any other non-GCSE qualification on the DfE approved list | KS4 |

**Progress measures**

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| **Term** | **Meaning** | **Phase** |
| **Progress score (primary)** | As explained above, a pupil's progress score is calculated in order to calculate a progress score for the school in reading, writing and maths. These figures are published in national tables | KS2 |
| **Progress 8 (secondary)** | Much like the progress score but for secondary, progress 8 is the difference between a pupils' **actual**attainment score across the 8 subjects (see attainment 8) and the **average**attainment score of pupils with the same prior attainment. The average of all pupil progress 8 scores gives the school's progress 8 score | KS4 |

**Pupil characteristics**

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| **Term** | **Meaning** |
| **SEN/D** | Special educational needs or disability - A pupil has SEN/D if they need special educational provision due to a learning difficulty or disability |
| **EHC plan** | Education, health and care plan - a statutory document drawn up by the LA, setting out the education, health and social care support to be provided to a child or young person with SEN or a disability |
| **EAL** | English as an additional language  |
| **LAC** | Looked after child - a child who's looked after by the local authority. It means they're subject to a care order (interim or full care order) or who's voluntarily accommodated by the local authority |
| **Post-LAC** | Any pupil who has been adopted from care |
| **FSM (also referred to as 'ever-6')** | Free school meals (usually refers to pupils who've been eligible for FSM at any time during the last 6 years) |
| **SEMH** | Social, emotional and mental health difficulties |
| **Disadvantaged pupils** | Pupils who were eligible for FSM at any time during the last 6 years, or LAC/post-LAC pupils (also referred to as pupils eligible for Pupil Premium) |