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

**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

**Secondary phase**

At the end of **KS4**, attainment is measured by GCSEs or equivalent qualifications - this measure is also called attainment 8.

**How progress is measured**

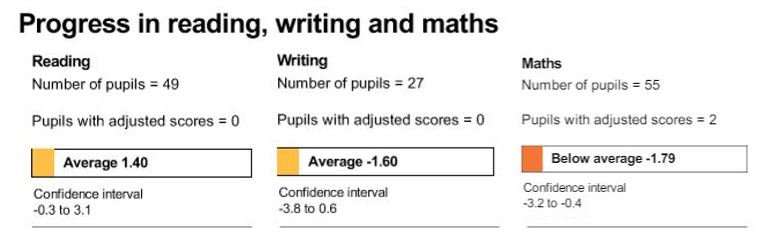
Measuring progress isn't straightforward.

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](https://schoolgovernors.thekeysupport.com/curriculum-and-pupils/pupil-achievement/pupil-progress-and-attainment/improving-the-attainment-of-more-able-pupils/?marker=content-body). 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

**Whichever your situation**

You and your governing board should hold your headteacher to account for pupil progress throughout the year. Use our article on [questions to ask about pupil progress](https://schoolgovernors.thekeysupport.com/curriculum-and-pupils/pupil-achievement/pupil-progress-and-attainment/analysing-pupil-progress-questions-to-ask/?marker=content-body) to help you do that.

**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.

**What is progress 8?**

It measures students’ performance across 8 qualifications in order to see how students in one school have progressed in comparison to similar students in other schools. The government introduced it as a new performance measure for secondary schools in 2016.

**How is it calculated?**

**Step 1: calculating a student's year 11 attainment**

The first step is to look at a student’s performance across 8 GCSEs (or equivalent qualifications). Their grades are given point scores and adding these together will give the student’s **attainment 8 score.**

**Step 2: calculating a student's progress from year 6**

To calculate the student’s progress, their attainment 8 score is compared to the attainment 8 scores of similar pupils. By similar, we mean those who got similar results in year 6. So, there’s two stages to this step - putting students into groups with ‘similar’ students, and then comparing their year 11 results.

**Step 2.1: sorting students into groups**

This is done by taking the average score of a student’s year 6 SATs in reading and maths (i.e. Key Stage 2 (KS2) results). This average is shown as a 'fine level' (also known as 'fine score'), and pupils are sorted into ‘prior attainment groups’ depending on their fine score. For example, all pupils who got a fine score of 4.6 are grouped together, and all pupils who got 4.7 are grouped together, and so on.

**Step 2.2: comparing the year 11 results**

Now that students are grouped together, their individual score can be compared to the average score of all the students in the group.

**Step 3: calculate a school's progress 8**

The school's progress 8 score is the average of its students' progress 8 scores. This is why individuals’ progress 8 scores are calculated - it's only for the purposes of getting a school's progress 8 score. Students don't receive their individual progress scores. The calculation policy has a built-in ‘confidence interval’ to account for natural variations between schools. For example, some pupils are outliers and will tend to get higher or lower scores regardless of which school they attend.

**Why does it matter?**

Because it's one of the headline measures that'll be used to determine your academic performance for the year. It's published in [performance tables](https://www.compare-school-performance.service.gov.uk/) and your school's Analyse School Performance (ASP) - find out how to [analyse your data using ASP](https://schoolgovernors.thekeysupport.com/curriculum-and-pupils/pupil-achievement/performance-data/asp-analysing-your-data-secondary/?marker=content-body).  A school's progress 8 is meant to show whether, as a group, pupils in your school made above or below average progress compared to similar pupils in other schools across England.

**Progress 8 no longer used to determine if a school needs 'further support'**

Until September 2019 the Department for Education (DfE) used progress 8 to identify schools that required further support. The level of support a school was eligible for depended on the combination of its progress 8 score and its last Ofsted inspection judgement. Instead, the DfE will now use 'requires improvement' judgements to determine 'educational underperformance.' Schools judged 'requires improvement' will be offered optional support, and those with 2 consecutive 'requires improvement' judgements will be offered 'more intensive support.'

**FAQs**

**Which 8 qualifications are included?**

* **Maths**
* **English language and/or English literature**
* **EBacc subjects**: the 3 highest point scores from any of these subjects - sciences, computer science, geography, history and languages (referred to as the 'EBacc element')
* **3 other GCSEs (including EBacc subjects) or other non-GCSE qualifications on the DfE approved list**: the 3 highest scores (referred to as the 'open element')

**What if a pupil doesn't take all 8 qualifications?**

Progress 8 is meant to encourage pupils to take at least 8 subjects, but it's not compulsory.

If a pupil takes fewer than 8, they will score 0 points in each unfilled slot. The total points will always be divided by 10, regardless of how many qualifications a pupil takes or in which subjects.

**What about pupils that don't have KS2 scores?**

* **No KS2 data**: pupils who have no KS2 assessment results and no teacher assessments, such as those who arrive from abroad, will not be included in a school’s progress 8 score. They will also not be included in the denominator when calculating the school's progress 8 score
* **Incomplete KS2 data**: if a pupil has assessment information for one subject only, this subject will be used as the baseline
* **Teacher assessments**: pupils who received a level 2 in their KS2 tests, or were marked with a letter code on their SATs register, will have their teacher assessment used

**Does progress 8 apply to special schools, PRUs or AP academies?**

Yes, but the floor standard doesn't.

**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' |
| **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 |
| **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) |
| **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) |