

# Primary school accountability reform in 2016



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# Why have we reformed primary accountability?

- The new primary accountability system is fairer than its predecessor - it better reflects how well schools support pupils to make progress
- The new progress measures allow the department to take account for the performance of all pupils. Comparing pupils with similar starting points ensures every increase in scaled score from every pupil will contribute to a school's overall progress score
- Schools not making good progress with a high performing intake will be identified, and those schools making good progress with lower attaining pupils will be recognised



# Primary school headline measures 2016

## Headline measures in the 2016 performance tables will be:

- percentage of pupils achieving the 'expected standard' in English reading, English writing and mathematics at the end of KS2
- average scaled score:
  - in English reading at the end of KS2
  - in mathematics at the end of KS2
- percentage of pupils who achieve at a high standard in English reading, English writing and mathematics
- average progress:
  - in English reading
  - in English writing
  - in mathematics

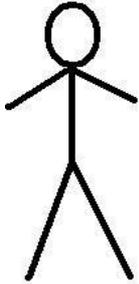
**Performance tables will also continue to include a range of additional measures covering attainment in individual subjects and for various pupil groups**



# Primary progress measure: how does it work?

## Stage 1:

This is Chris



Chris' results are

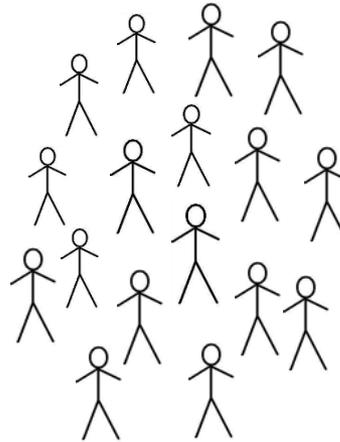
KS1 average point score  
= 14.0 (reading, writing and  
maths – maths score double  
weighted)

KS2 reading  
score = 104



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All other pupils nationally with  
average point score at KS1 of  
14.0



All these pupils' KS2 scores are  
added together and divided by  
the number of pupils in the  
group = average (national  
mean) reading score is 103

Back to Chris

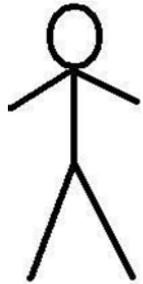


He got 1 point  
more than the  
average for  
those with  
similar starting  
points = +1

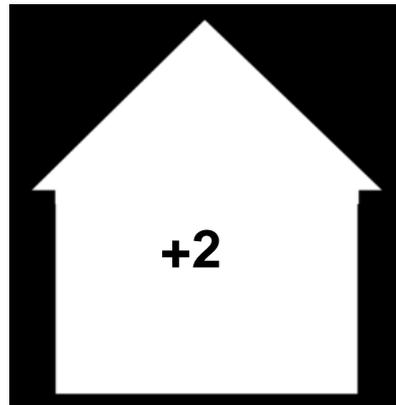
# Progress measure: how does it work

## Stage 2:

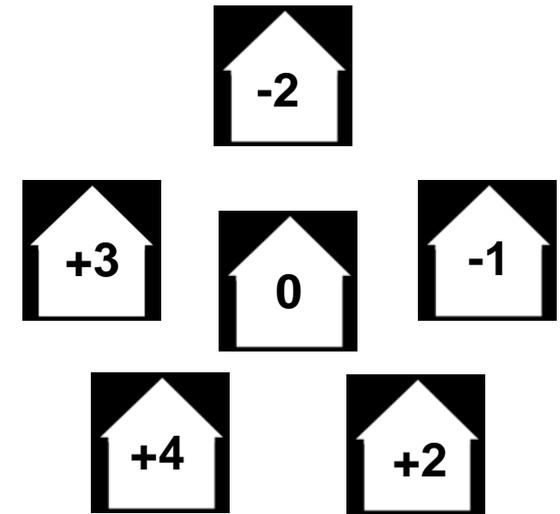
Chris now brings his +1 progress score with him



We put Chris back with his Y6 peers in his school



We add all the Y6 progress scores together and divide by the number of pupils to give mean score = schools progress score – of, say, +2  
So pupils in Chris' school made slightly more progress than those with similar starting points in other schools



Parents can now compare schools to see where pupils with similar starting points make more or less progress

This process is repeated for other subjects. Schools get three scores showing average progress in:  
Reading  
Mathematics  
Writing (nominal points, replace scaled scores)



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# How to interpret progress scores

- Progress scores will be centred around 0, with most schools within the range of -5 to +5
- A score of 0 means pupils in this school on average do about as well at KS2 as those with similar prior attainment nationally
- A positive score means pupils in this school on average do better at KS2 than those with similar prior attainment nationally, while a negative score means pupils in this school on average do worse at KS2 as those with similar prior attainment nationally

## What does a negative score mean?

- A negative score means pupils in that school made less progress than other pupils nationally with similar starting points. It does not mean that pupils did not make any progress
- For example, if a school has a maths score of -4 this would mean that on average pupils in this school achieved 4 scaled score points less than other pupils nationally with similar starting points. School scores should be interpreted alongside their associated confidence intervals



# Primary school floor standard in 2016

## Floor standard:

In 2016, a school will be above the floor standard if:

- at least 65% of pupils achieve the expected standard in reading, writing and maths; or
- the school has sufficient progress scores of -5 in reading, -5 in maths and -7 in writing

**The SoS has committed that no more than 6% of eligible primary schools will be below the floor in 2016.**

## Example – when is a school below the floor standard?

- School A - 61% of pupils meet the 'expected standard' but the school has progress scores of -4.2 in English reading and -4.5 in English writing and 3.1 mathematics. School A is above the floor
- School B - 61% of pupils meet the 'expected standard' and the school has a progress score of -4.2 in English reading and -4.5 in English writing a progress score of -6.0 mathematics and the upper band of the confidence interval is below 0. School B is below the floor



# Primary school coasting schools definition in 2016

In January 2017 the Department published regulations setting out a three year definition of coasting based on the same performance measures that underpin the floor standards. The definition is below:

In **2016** a school will be coasting if it is below these levels in **all** three of these years:

- **2014** – fewer than 85% of pupils achieve L4+ and pupils failed to make expected progress; and
- **2015** – fewer than 85% of pupils achieve L4+ and pupils failed to make expected progress; and
- **2016** – fewer than 85% of pupils achieve the new higher expected standard and average progress made by pupils is less than -2.5 in reading or -2.5 in maths or -3.5 in writing



# Use of data

- In her recent statement the Secretary of State was very clear that no decision on intervention will be made on the basis of 2016 data alone, rather it's the start of a conversation
- She also wrote to Chairs of Governors to reiterate:
  - 2016 data is not comparable to previous years
  - Results should be compared to national averages for attainment and progress in 2016
  - More important this year to take into account a school's performance history and wider contextual factors

**The Secretary of State has been clear that no decisions will be made on intervention on the basis of 2016 data alone.**



# Useful links

- **Primary accountability in 2016 technical guidance:**  
[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496158/Primary\\_school\\_accountability\\_in\\_2016.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496158/Primary_school_accountability_in_2016.pdf)
- **5 July KS2 SFR:**  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/534573/SFR30\\_2016\\_text.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/534573/SFR30_2016_text.pdf)
- **15 December revised primary SFR:**  
<https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2016-revised>

