

**PUBLICATION OF 2009 TEST AND EXAMINATION RESULTS IN THE
SCHOOL AND COLLEGE ACHIEVEMENT AND ATTAINMENT TABLES:**

STATEMENT OF INTENT – 2009

Overview

This note sets out the Department's plans for the content of the 2009 Achievement and Attainment Tables.

A fuller explanation of the detail, and of the processes involved, will be provided to schools and colleges when they are asked to check their data prior to publication.

Further copies of this note can be downloaded from our website at:

www.dcsf.gov.uk/performanceables

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Summary of changes to the 2009 Achievement and Attainment Tables

1. The Secretary of State intends to make the following changes to the 2009 Tables' publications:
 - a. Introduction of KS1 - KS2 and KS2 - KS4 progress measures (paragraphs 3 to 6)
 - b. A revision to the KS2 - KS4 Contextual Value Added measure, to take greater account of achievement in English and maths (paragraph 7)
 - c. Key Stage 3 Tables will no longer be published (paragraph 8)
 - d. The 5+ A*-C GCSEs (or equivalent) time series will be dropped from the Tables (paragraph 9)
 - e. The time series showing year on year comparison on the performance of pupils achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs will, from this year, be based on pupils at the end of KS4 (paragraph 10)
 - f. Publication of additional national averages covering only the maintained sector, including CTCs and academies, to coincide with introduction of progress measures (paragraph 12)
2. Full details of the contents of the Tables for each key stage are set out in the annexes to this document as follows:
 - Key Stage 2 - Annex A
 - Key Stage 4 - Annex B
 - Key Stage 5 - Annex C

Progress measures

3. National targets require schools to ensure that a specified percentage of pupils make at least expected progress in English and, separately, in maths between KS1 and KS2 and between KS2 and KS4. By expected progress we mean two national curriculum levels of progress between KS1 and KS2. Between KS2 and KS4 the measurement of expected progress is built on the principle that pupils with level 4 at the end of KS2 should be expected to achieve at least a Grade C at GCSE. Primary schools have already set targets for 2009 and 2010 for pupils making two levels of progress from KS1-2 and secondary schools will be asked to set targets for pupils making expected progress from KS2-4 for the first time during the autumn term 2009.
4. Following a successful pilot in 2008 trialling the calculation of progress measures for use in the Achievement and Attainment Tables, the Secretary of

State has decided to publish them in the Tables from 2009. This year's Tables will, therefore, show the percentage of pupils at the end of KS2 and KS4 who have made at least expected progress in English and, separately, in maths. The following paragraphs set out how the measures work.

Measuring progress between KS1 and KS2

5. The chart below shows how numeric and alphabetically coded levels at KS1 are mapped to those at KS2 to determine whether a pupil can be included in the progress measure and, if included in the measure, whether or not they have made at least expected progress.

Measuring expected progress in English KS1-2

(The same table can be applied to progress in maths.)

| | | KS2 test level | | | | | |
|-----------|-----------------------------|----------------|----------------------------|----------------------------|----------------------------|----------------------------|------------------------|
| | | other | B,N | 2 | 3 | 4 | 5 |
| KS1 level | Other or no prior available | Not included | Not included | Not included | Not included | Not included | Expected progress made |
| | W | Not included | Not included | Expected progress made | Expected progress made | Expected progress made | Expected progress made |
| | 1 | Not included | Expected progress not made | Expected progress not made | Expected progress made | Expected progress made | Expected progress made |
| | 2 | Not included | Expected progress not made | Expected progress not made | Expected progress not made | Expected progress made | Expected progress made |
| | 3 | Not included | Expected progress not made | Expected progress made |
| | 4 | Not included | Expected progress not made | Expected progress made |

- All pupils attaining level 5 at KS2 will be treated as having made expected progress. Given that level 5 is the highest National Curriculum level at which a pupil can be assessed, it would be unfair to penalise any pupils who had attained level 4 at KS1.

Measuring progress between KS2 and KS4

6. The chart below shows how numeric and alphabetically coded levels at KS2 are mapped to GCSE grades in English or maths to determine whether a pupil can be included in the progress measure and, if included in the measure, whether or not they have made at least expected progress. The measure of expected progress is built on the principle that pupils achieving a level 4 in English or in maths by the end of KS2 should be expected to achieve at least a C grade GCSE in that subject.

Measuring expected progress in English KS2 - 4
(The same table can be applied to progress in maths)

| | | GCSE grade | | | | | | | | | |
|----------------|-----------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| | | no KS4 result | U | G | F | E | D | C | B | A | A* |
| KS2 test level | Other level or no prior available | Expected progress not made | Expected progress not made | Not included | Not included | Not included | Not included | Not included | Expected progress made | Expected progress made | Expected progress made |
| | B,N | Expected progress not made | Expected progress not made | Not included | Not included | Expected progress made |
| | 2 | Expected progress not made | Expected progress made |
| | 3 | Expected progress not made | Expected progress made |
| | 4 | Expected progress not made | Expected progress made |
| | 5 | Expected progress not made | Expected progress made |

- Pupils who have not been entered for GCSEs or are ungraded will be deemed as not having made expected progress, regardless of their starting point.
- Pupils attaining level 5 at KS2 are expected to attain at least a grade B GCSE. Given that level 5 is the highest National Curriculum level at which a pupil can be assessed, all pupils attaining grades A*-B will be deemed to have made the expected progress – whether or not their prior attainment is known.
- Pupils attaining level 2 at KS2 are expected to attain a grade E GCSE. Therefore, pupils known to be assessed at level 2 or below at KS2 – namely those with a 'B' (working below the level assessed by the tests) or 'N' (no test level awarded) will be deemed to have made expected progress if they attain a grade A*-E at GCSE.

Contextual Value Added including English and maths

7. In January and February 2009, we tested with all schools' data, and piloted with a sample of secondary schools and local authorities, a modification to the KS2 - KS4 CVA model which gives "bonuses" for attainment in English and maths. This new CVA *including English and maths* model will be incorporated in the 2009 Tables, replacing the existing model. A fuller explanation of the changes to the CVA model and updated CVA guidance will be available in time for our Tables checking exercise with schools in September 2009. We recognise that these revisions to the CVA model may affect CVA scores, but would remind schools and others that it continues to be inappropriate to compare a school's CVA score for one year against that for another.

KS3 Tables

8. In October 2008, the Secretary of State announced significant changes to the school assessment and accountability system, including the end of compulsory Key Stage 3 tests. Subsequently, and following representations from headteachers, he decided not to proceed with collating and publishing Key Stage 3 performance tables at school-level for 2008, as to do so would place an unnecessary burden on secondary schools. Teacher Assessments will not be used in the Achievement & Attainment Tables. We will, therefore, no longer publish KS3 Tables.

KS4 Year on year comparisons ("time series")

9. Now that schools no longer have to set targets for the proportion of pupils attaining 5+A*-C GCSEs (or equivalent), we will drop the year-on-year comparison of this indicator from the KS4 Tables. The percentage of pupils at the end of KS4 attaining 5+A*-C GCSEs (or equivalent) in the current year will continue to be reported in the main part of the tables because it continues to be an important indicator of a pupil's readiness for sixth form education.

10. In 2005, the KS4 Tables changed from age to stage related reporting in order to reflect and encourage more flexible and personalised learning – that is, we moved to reporting the performance of pupils at the end of KS4 instead of on the performance of pupils aged 15. However, until there was a sufficient "end of KS4" time series available, we continued to provide year on year comparisons on the performance of 15 year old pupils. Now that a full time series is available and targets set by schools are also now based on "stage" not "age", we can cease age related reporting in the Achievement and Attainment Tables. From 2009 we will, therefore, publish year on year comparisons of the percentage of pupils at the end of KS4 attaining 5+A*-C GCSEs (or equivalent) including English and maths GCSEs.

KS5 tables

11. Aside from the change to national averages explained below, there are

no changes to the post-16 (KS5) Tables this year.

Publication of national averages

12. The Tables provide national averages of the performance of all pupils in English schools against which the performance of schools and local authorities can be compared. This year, we are introducing an additional national average for pupils in state schools only (i.e. all maintained schools, City Technology Colleges and academies). This change is being made because independent schools are not included in the new progress measures at KS2 and KS4 and because their inclusion in existing national averages does not provide an accurate picture of performance of all state schools against national targets. Including the additional information will help clarify differences across various indicators at national level and allow readers to make better informed comparisons. For consistency, we will also include an additional “state only” national average in the KS5 Tables (i.e. all maintained schools, City Technology Colleges, academies and FE colleges).

CONTENT OF 2009 ACHIEVEMENT AND ATTAINMENT TABLES:

KEY STAGE 2

| | |
|---|--|
| Background Information | <ul style="list-style-type: none"> - name, address and telephone number - school type/category - age range - number of pupils on roll of all ages - number and percentage of pupils with statements of SEN or supported at School Action Plus - number and percentage of pupils supported at School Action - number of pupils on roll aged 11 |
| Test cohort information | <ul style="list-style-type: none"> - number of eligible pupils on roll at the time of test - number and percentage of eligible pupils with statements of SEN or supported at School Action Plus - number and percentage of eligible pupils supported by School Action |
| Contextual Value Added (CVA) measure | <ul style="list-style-type: none"> - KS1-2 CVA score - CVA confidence intervals - percentage of pupils included in calculation (coverage) |
| Progress Measures | <ul style="list-style-type: none"> - percentage of pupils making at least the expected level of progress in English between the end of KS1 and the end of KS2 - percentage of eligible pupils included in the English progress measure (coverage) - percentage of pupils making at least the expected level of progress in maths between the end of KS1 and the end of KS2 - percentage of eligible pupils included in the maths progress measure (coverage) |
| Key Stage 2 test results | <p>English and maths</p> <ul style="list-style-type: none"> - percentage of eligible pupils achieving level 4 or above in both English and maths <p>English</p> <ul style="list-style-type: none"> - percentage of eligible pupils achieving Level 4 or above - percentage of eligible pupils achieving Level 5 - percentage of eligible pupils who were absent or unable to access the test |

Maths

- percentage of eligible pupils achieving Level 4 or above
- percentage of eligible pupils achieving Level 5
- percentage of eligible pupils who were absent or unable to access the test

Science

- percentage of eligible pupils achieving Level 4 or above
- percentage of eligible pupils achieving Level 5
- percentage of eligible pupils who were absent or unable to access the test

Average point score

- across all subjects

Year on year comparisons

- aggregate of test percentages in 2006, 2007, 2008 and 2009

Absence rates

- percentage of half days missed through absence
- percentage of pupils who are persistent absentees

CONTENT OF 2009 ACHIEVEMENT AND ATTAINMENT TABLES:

KEY STAGE 4

| | |
|--|--|
| Background Information | <ul style="list-style-type: none"> - name, address and telephone number - gender of intake - school type/category - admissions basis - age range <ul style="list-style-type: none"> - number of pupils on roll of all ages - number and percentage of pupils with statements of SEN or supported at School Action Plus - number and percentage of pupils supported at School Action |
| Exam cohort information | <ul style="list-style-type: none"> - number of pupils on roll at end of KS4 - percentage of pupils at end of KS4 aged 14 or lower - percentage of pupils at end of KS4 aged 15 <ul style="list-style-type: none"> - number and percentage of KS4 pupils with statements of SEN or supported at School Action Plus - number and percentage of KS4 pupils supported by School Action |
| Contextual Value Added (CVA) measures | <ul style="list-style-type: none"> - KS2-4 CVA score - CVA confidence intervals - percentage of pupils included in calculation (coverage) |
| Progress measures | <ul style="list-style-type: none"> - percentage of pupils making at least expected progress in English between the end of KS2 and the end of KS4 - percentage of pupils at end of KS4 included in the English progress measure (coverage) <ul style="list-style-type: none"> - percentage of pupils making at least expected progress in maths between the end of KS2 and the end of KS4 - percentage of pupils at end of KS4 included in the maths progress measure (coverage) |
| GCSE or equivalent achievements | <p>English and maths</p> <ul style="list-style-type: none"> - percentage of KS4 pupils achieving 5 or more GCSEs at A*-C (or equivalent) including English and maths - percentage of KS4 pupils achieving English and maths skills at Level 2 - percentage of KS4 pupils achieving English and maths |

skills at Level 1

Science

- percentage of KS4 pupils achieving 2 or more GCSEs at A*-C (or equivalent) in science

Modern foreign languages

- percentage of KS4 pupils achieving at least 1 full GCSE at A*-C (or equivalent) in a modern foreign language
- percentage of KS4 pupils achieving at least 1 short course GCSE at A*-G (or equivalent) in a modern foreign language

Other

- percentage of KS4 pupils achieving 5 or more GCSEs at A*- C (or equivalent)
- percentage of KS4 pupils achieving 5 or more GCSEs at A*-G (or equivalent)
- percentage of KS4 pupils with at least one qualification

- average total point score per pupil

Year on year comparisons

- percentage of students at the end of KS4 achieving 5 or more A*-C grades (or equivalent) including English and maths GCSE in 2006, 2007, 2008 and 2009

Absence rates

- percentage of half days missed through absence
- percentage of pupils who are persistent absentees

CONTENT OF 2009 ACHIEVEMENT AND ATTAINMENT TABLES:

KEY STAGE 5

| | |
|---|--|
| Background Information | <ul style="list-style-type: none">- name, address and telephone number- gender of intake- institution type/category- admissions basis- age range- number of students on roll aged 16-18 |
| Contextual Value Added (CVA) measure | <ul style="list-style-type: none">- KS4-5 CVA score- CVA confidence intervals- percentage of pupils included in calculation (coverage) |
| A level or equivalent achievements | <ul style="list-style-type: none">- number of students entered- average point score per student- average point score per entry |
| Year on year comparisons | <ul style="list-style-type: none">- average point score per student in 2006, 2007, 2008 and 2009- average point score per entry in 2006, 2007, 2008 and 2009 |