



Department  
for Education

# **Primary school accountability in 2016**

**A technical guide for primary maintained  
schools, academies and free schools**

**January 2016**

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# Summary

## About this guidance

In March 2014, we announced that a new primary school accountability system would be implemented from 2016<sup>1</sup>.

We are reforming primary accountability to allow better recognition of schools doing well with a challenging intake, and to challenge those that are not doing enough with a high-attaining intake. We want to be able to recognise better the progress that schools make with their pupils, including low, middle and high attainers.

Reforms to primary accountability from 2016 include:

- new headline attainment and progress performance measures
- a new floor standard

We are also reforming [primary assessment](#) in 2016. This will include a new 'expected standard' (a higher standard than in 2015), along with new national curriculum tests in English reading and mathematics, with outcomes reported as scaled scores rather than levels. There are also new interim frameworks for teacher assessment, including pre-key stage standards for pupils who have not completed the relevant programme of study.

The Department recently consulted on a new definition of schools that are 'coasting'. Subject to the passage of the Education and Adoption Bill, a coasting definition will apply for the first time following the 2016 results.

This guide explains more about the primary accountability measures for 2016 including how a school's progress scores will be calculated.

In 2016, a school's progress will be measured from key stage 1 to key stage 2. The assessments used to calculate progress in 2016 will be:

- key stage 1 results in English reading, English writing and mathematics teacher assessments, that took place in summer 2012 when the 2016 Year 6 cohort were aged 7
- key stage 2 results in English reading and mathematics tests, reported as scaled scores, and the English writing teacher assessments that will take place in summer 2016

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<sup>1</sup> This means the measures will first be applied to the 2016 performance tables, which are based on results from academic year 2015/16, and will be published in December 2016.

## **Expiry or review date**

This guide will next be reviewed before January 2017, in relation to primary accountability for 2017.

## **Who is this guidance for?**

This guide is for:

- school leaders, school staff and governing bodies in all primary schools, including maintained schools, academies, free schools and special schools
- local authorities
- multi-academy trusts (MATs)

## Primary school accountability measures

From 2016, there will continue to be a range of forms of accountability in place for primary schools; including published data, floor standards and school inspection.

### 2016 performance tables

The headline measures, which will appear in the performance tables, will include attainment and progress measures. These will be:

- the percentage of pupils achieving the ‘expected standard’ in English reading, English writing and mathematics at the end of key stage 2
- the pupils’ average scaled score:
  - in English reading at the end of key stage 2
  - in mathematics at the end of key stage 2
- the percentage of pupils who achieve at a high standard in English reading, English writing and mathematics
- the pupils’ average progress:
  - in English reading
  - in English writing
  - in mathematics

The percentage of pupils achieving the expected standard is a combined measure across the three subjects. To be counted towards the measure, a pupil must have a scaled score of 100 or more in reading **and** a scaled score of 100 or more in mathematics; **and** have been teacher assessed in writing as ‘working at the expected standard’ or ‘working at greater depth in the expected standard’.

The percentage of pupils achieving at a higher standard is also a combined measure across the three subjects. To be counted towards the measure, a pupil must have a high scaled score in reading **and** a high scaled score in mathematics; **and** have been teacher assessed in writing as ‘working at a greater depth’. We will confirm what constitutes achieving a high scaled score in mathematics and English reading, after the new key stage 2 tests have been sat in summer 2016.

In addition to the headline measures described above, the performance tables will continue to include a range of additional measures, which cover attainment and progress in individual subjects and for various pupil groups. Further details about what will be included in the performance tables are in the Statement of Intent, published on the [DfE](#)

[schools performance tables website](#). This will be updated for 2016, during the summer term.

## The 'expected progress' measure

The system of national curriculum levels is no longer used by the Government to report end of key stage assessment. The current 'expected progress' measure, based on pupils making at least 2 levels of progress between key stage 1 and key stage 2, will no longer be produced. It will not appear in the performance tables in 2016.

This measure will be replaced by a value-added measure. There will be no 'target' for the amount of progress an individual pupil is expected to make. Any amount of progress a pupil makes will contribute towards the school's progress score.

## Floor standard

The floor standard is the minimum standard for pupil attainment and / or progress that the Government expects schools to meet.

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

- at least 65% of pupils meet the expected standard in English reading, English writing and mathematics or
- the school achieves sufficient progress scores in all of English reading and English writing and mathematics

To be above the floor, the school needs to meet either the attainment **or** all of the progress element.

The attainment element is a combined measure. This means an individual pupil needs to meet the 'expected standard' in English reading, English writing and mathematics, in order to be counted towards the attainment element.

To meet the progress element a school needs to have sufficient progress scores in English reading, and English writing, and mathematics. There is no measure of 'sufficient progress' for individual pupils.

Examples of schools above and below the floor are detailed below.

- School A - 70% of pupils meet the 'expected standard'. School A is above the floor.

- School B - 61% of pupils meet the 'expected standard', but the school has sufficient progress scores in English reading and English writing and mathematics. School B is above the floor.
- School C - 61% of pupils meet the 'expected standard' and the school has sufficient progress scores in English reading and English writing, but not in mathematics. School C is below the floor.

As this is the first year of new accountability measures and new tests, we need to wait until tests have been taken so we know how pupils have done and we can consequently set minimum expectations for a school's progress scores.

This means that we will announce what progress scores a school needs in each subject, in order to meet the progress element of the floor standard, after the tests have been taken in summer 2016. In future years, we will be able to say what the minimum requirement will be in advance of assessments taking place.

## School types and particular circumstances

As in previous years, there will be some types of schools and particular circumstances in which the 2016 floor standards will not apply.

The 2016 floor standards will not apply to infant schools, special schools, independent schools, pupil referral units, alternative provision or hospital schools.

Schools will also be excluded from the 2016 floor standards where:

- there are fewer than 11 eligible pupils in their Year 6 cohort or
- fewer than 50% of pupils have key stage 1 assessments that can be used to establish which prior attainment grouping the pupil should be allocated to

Closed schools, including those which close during 2015 to 2016 and reopen as a sponsored academy<sup>2</sup>, are also excluded from the 2016 floor standards. This means that a school that becomes a sponsored academy during 2015 to 2016 is not subject to the floor standard, until it has been open as the new school for at least one full academic year.

## Coasting schools definition

Subject to the passage of the Education and Adoption Bill (2016), the Department plans to identify schools as 'coasting' where data shows that over a three-year period, the

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<sup>2</sup> Schools which have become converter academies during the 2015 to 2016 academic year are treated as continuing schools and are included in the floor standard calculations.

school is failing to ensure that pupils reach their potential. A school will only be defined as 'coasting' if performance data falls below the 'coasting' bar in all three previous years.

The Department recently consulted on a proposed definition of coasting schools, which is based on the same performance measures that underpin the floor standard, including the new progress measure for 2016.

For further information, see the [consultation documents](#).



# Calculating a school's progress scores

## Overview of the progress measures

The new progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school. They are a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment.

This type of progress measure rewards schools for making progress with all of their pupils, whether they are low, middle or high attainers. Any increase in attainment achieved by each pupil will be reflected in the school's progress scores.

This new measure is a school-level accountability measure. Progress will be calculated for individual pupils solely in order to calculate the school's overall progress scores. There will be no need for schools to share individual pupil progress scores with their pupils or parents.

Schools should continue to focus on improving the attainment of all their pupils and report on their attainment and progress to parents, as specified in the Assessment and Reporting Arrangements for [key stage 1](#) and [key stage 2](#). For more information, including on assessment without levels, see the [Standard and Testing Agency's](#) pages on GOV.UK.

A school's progress scores in English reading, English writing and mathematics will be calculated as the average of its pupils' progress scores. These scores will give an indication of whether, as a group, pupils in the school made above or below average progress in a subject compared with pupils with similar starting points in other schools.

The school level scores will be used to judge whether a school has met the progress element of the floor standard. Further detail is on page 6.

## Calculating an individual pupil's progress scores

Progress scores will be calculated for individual pupils for the sole purpose of constructing a school progress score. Pupil scores are calculated separately for English reading, English writing and mathematics.

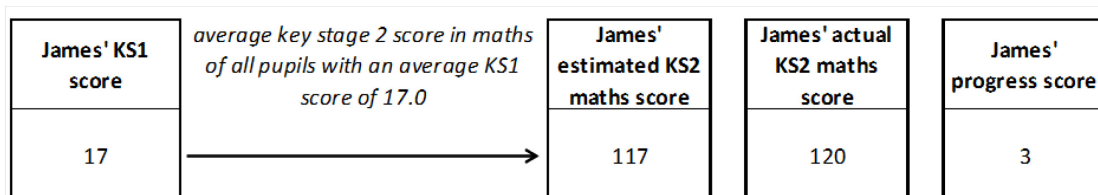
The first step is to assign pupils into groups with other pupils nationally, who had similar starting points (key stage 1 achievement, see page 14).

The second step is to work out the average key stage 2 score for each prior attainment group. This is worked out as the mean average of the actual key stage 2 scores of all the pupils in the prior attainment group.

Finally, a pupil's progress score is calculated. This is by working out the difference between their actual key stage 2 outcome and the average key stage 2 outcome for the other pupils nationally, who are in the same prior attainment group.

For example:

- James has an average key stage 1 score of 17
- His result in the key stage 2 mathematics test is a scaled score of 120
- The national average scaled score in mathematics for pupils with an average key stage 1 score of 17 is 117
- James, therefore, has a mathematics progress score of +3



In this example, James has met the 'expected standard' (a scaled score of 100 or more). He has done better than other pupils with the same key stage 1 attainment and, therefore, has a positive progress score. This will not necessarily be the case for all pupils.

Some pupils will meet the 'expected standard', but will make less progress compared to other pupils in their prior attainment group.

Other pupils will fail to meet the 'expected standard', but will make more progress than the other pupils in their prior attainment group.

## Calculating a school's progress scores

A school's progress score, for a subject, is the mean average of its pupils' progress scores in that subject.

For example,

James is one of 60 pupils in his school's key stage 2 cohort. These pupils have mathematics progress scores as follows:

<b>Pupil #</b>	<b>Pupil name</b>	<b>Mathematics Progress score</b>
1	James	+3
2	Chloe	+1
...		
59	Harry	-4
60	Ebony	-1
<b>Sum</b>		<b>+132</b>

The school's mathematics progress score will be  $132 / 60 = +2.2$

This process is then repeated for each subject.

Schools are then allocated three progress scores:

- one for English reading
- one for English writing<sup>3</sup>
- one for mathematics

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<sup>3</sup> See page 15 for an explanation of how we intend to calculate writing progress scores.

## Interpreting a school's progress scores

Individual pupil level progress scores are calculated by a comparison to other pupils nationally. For all pupils nationally, the average progress score will be zero.

A school's progress scores for English reading, English writing and mathematics are calculated as its pupils' average progress scores. This means that school level progress scores will be presented as positive and negative numbers either side of zero.

- A score of 0 means pupils in this school, on average, do about as well at key stage 2 as those with similar prior attainment nationally.
- A positive score means pupils in this school on average do better at key stage 2 than those with similar prior attainment nationally.
- A negative score means pupils in this school on average do worse at key stage 2 than those with similar prior attainment nationally. A negative score will not necessarily mean a school is below the floor.

For example, a school with a mathematics progress score of +3 would mean that, on average, pupils in this school achieved 3 scaled score points higher in the key stage 2 mathematics test than other pupils with similar prior attainment nationally.

A negative reading score does not mean that pupils did not make any progress between key stages 1 and 2. A negative score means that they made less progress than other pupils nationally with similar prior attainment.

## What we publish for progress

Each school will have three published progress scores:

- average progress in English reading
- average progress in English writing
- average progress in mathematics

Pupil level progress scores will be made available to schools through RAISE online in the autumn term.

## Progress sufficient to be above the floor standard

After the first set of tests and assessments have taken place in summer 2016, we will confirm what progress scores a school needs to achieve in English reading, English writing and mathematics in order to be above the progress element of the floor standard.

The floor standard identifies the minimum level of acceptable school performance, not average performance. This means that the progress scores that a school needs in each subject to meet the progress element of the floor standard will be a negative number.

The floor standard for secondary schools, for example, is set at a school having a Progress 8 score of less than -0.5. This means that, on average, pupils gain half a GCSE grade less than those with similar prior attainment<sup>4</sup>.

## Confidence intervals

School scores should be interpreted alongside their associated confidence intervals.

If the lower bound of the school's confidence interval is greater than zero it can be interpreted as meaning that the school has achieved greater than average progress compared to pupils with similar starting points nationally. Similarly, if the upper bound is below zero, then the school has made less than average progress. Where a confidence interval overlaps zero, this means that the school's progress score is not significantly different from the national average.

The results of schools with small cohorts tend to have wider confidence intervals. This reflects the fact that performance of a small number of pupils taking key stage 2 tests can have a disproportionate effect on the school's overall results. Both the progress score and the confidence interval for a school should be taken into account when comparing with other schools or pupil groups.

Confidence intervals will be taken into account when determining whether a school is below the floor standard. Further information is available in annex A.

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<sup>4</sup> A secondary school is below the floor standard if they have a Progress 8 score of less than -0.5 and the upper band of the 95% confidence interval is below zero.

# Allocating points scores

## Key stage 1 prior attainment groupings

To calculate progress scores, pupils will be allocated into prior attainment groupings with all other pupils nationally with similar key stage 1 attainment.

In 2016, pupils' prior attainment will be based on their teacher assessments at the end of key stage 1. These teacher assessments took place in 2012 and were reported in levels.

Individual key stage 1 subject teacher assessments will be converted into points. We will use the same point score equivalents as those used to calculate prior attainment in the current performance tables.

<b>Key stage 1 point scores for all subjects</b>	
<b>National curriculum teacher assessment level</b>	<b>Point score equivalent</b>
Level 4	27
Level 3	21
Level 2A	17
Level 2B or undifferentiated Level 2	15
Level 2C	13
Level 1	9
W – Working towards Level 1	3
M – Missing	Disregard
D – Disapplied	Disregard
A – Absent	Disregard

A pupil's key stage 1 point scores for English reading, English writing and mathematics will then be combined to give them a key stage 1 average point score (APS).

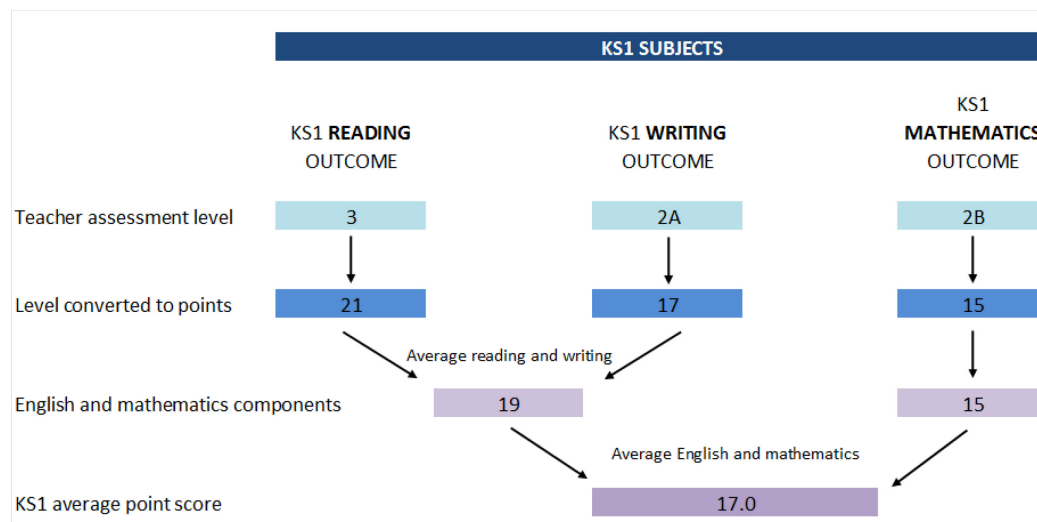
The average point score will be weighted 50:50 for English and mathematics, as this provides a strong correlation to key stage 2 results in all three subjects - reading, writing and mathematics.

This is done by working out an average score for English (reading and writing) and giving this equal weight alongside mathematics.

For example,

James' key stage 1 assessment results were Level 3, Level 2A and Level 2B in English reading, English writing and mathematics respectively.

The diagram below sets out how these are converted into an average point score for James.



Pupils stay in the same prior attainment group, which is based on their average point score at key stage 1, when we calculate their separate progress scores in English reading, English writing and mathematics.

## Key stage 2 points scores

### English reading and mathematics tests

For English reading and mathematics, key stage 2 test results will be reported as scaled scores, with 100 as the 'expected standard'. The scaled scores for each subject will be used as the pupil's key stage 2 outcome in the progress score calculation.

### English writing teacher assessment

In 2016, key stage 2 English writing results will be reported as teacher assessments. Most pupils will be assessed against the interim framework for teacher assessment, which puts pupils into one of three categories.

Pupils will be allocated nominal points, based on their key stage 2 writing teacher assessment, which will be used in the progress calculation. This is done only in order to

calculate a school's progress scores. Pupils will still receive their teacher assessment as their key stage 2 outcome and no pupil will receive our nominal point score as their key stage 2 outcome. We will confirm the exact numbers that will be assigned to teacher assessment categories after the first set of assessments have been completed in the 2016 summer term.

## **Pupils below the standard of the test or assessment**

There will be a small percentage of the key stage 2 pupil population who will not have completed the relevant key stage 2 programme of study when they are aged 11. As a result, these pupils will be working below the standard of both the national curriculum tests and the interim teacher assessment framework for the particular subject. In 2016, these pupils will be assessed against the interim pre-key stage standards in English reading, English writing and mathematics at key stage 2 as recommended by the [Rochford Review](#).

It is important that schools are held to account and given recognition for the progress made by all of their pupils. We intend to reflect the progress made by pupils who are below the standard of the test, or assessment at key stage 2, within the new headline progress measures. We will confirm our exact approach to recognising the progress of these pupils after the first set of assessments have been completed.

## **Pupils in particular circumstances**

Schools will continue to be able to request that a pupil's results be omitted from performance measures, both in terms of attainment and progress measures, through the annual performance tables data checking exercise, in certain circumstances.

There are also a number of circumstances where a pupil's results would not be included in the progress measures, but would be included in the attainment measure as 'not meeting' the expected standard.

These include:

- pupils who are working at the standard of the tests, but who have no test data in reading or mathematics, e.g. due to absences
- pupils who are working at the standard of the test and are entered into the test, but gain too few marks to be allocated a scaled score

Where pupils have moved schools between key stage 1 and key stage 2, we will retrieve their key stage 1 data and include them in the progress calculation for their current school.



Where pupils have no key stage 1 data, their results will not be included in the school's progress measures, but will be included in the attainment measures.

## Annex A: Confidence intervals

Progress results are calculated for a school based on a specific cohort of pupils. A school may have been just as effective, but have performed differently with a different set of pupils. Similarly some pupils may be more likely to achieve high or low results independently of which school they attend. To account for this natural uncertainty 95% confidence intervals around progress scores are provided as a proxy for the range of scores within which each school's underlying performance can be confidently said to lie.

The confidence interval, denoted  $[LowCI_s, UppCI_s]$ , is given by the formula:

$$[LowCI_s, UppCI_s] = [P_s - CI_s, P_s + CI_s],$$

where:

$LowCI_s$	is the lower confidence limit for the school's progress score
$UppCI_s$	is the upper confidence limit for the school's progress score
$P_s$	is the school's progress score
$CI_s$	is the size of the confidence interval for the school's progress score

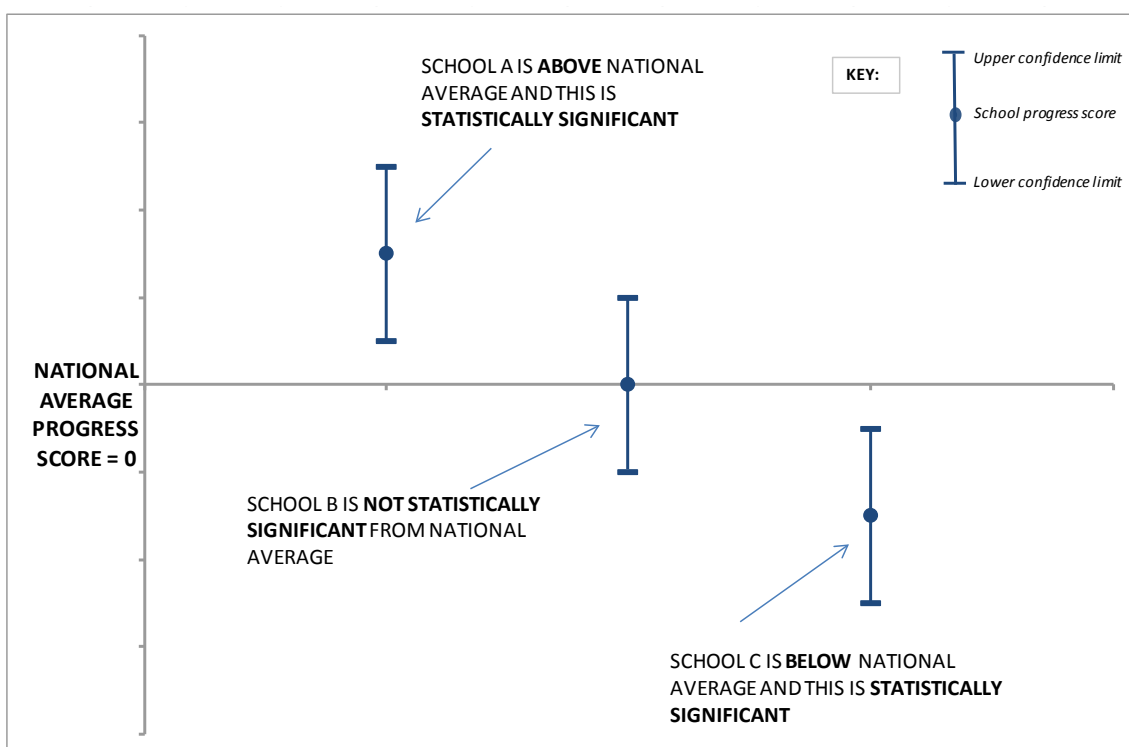
$$CI_s = 1.96 \times \frac{\sigma_N}{\sqrt{n_s}}$$

where:

1.96	is the critical value for a 95% confidence interval
$\sigma_N$	is the standard deviation of the progress scores for all eligible pupils <u>nationally</u> ;
$n_s$	is the number of eligible pupils that belong to the school

The national average progress score of all state-funded mainstream school scores will be 0:

- When a school has their lower confidence interval limit higher than zero ( $LowCI_s > 0$ ), the school's progress score is above average and the result is statistically significant.
- When a school has their upper confidence interval limit lower than zero ( $UppCI_s < 0$ ), the school's progress score is below average and the result is statistically significant.
- In the other cases when the confidence interval straddles zero ( $LowCI_s < 0 < UppCI_s$ ), we cannot say with confidence whether the school's progress score is above or below average, and say the result is not statistically significantly different from average.





Department  
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Reference: DFE-00043-2016



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