

Publication of 2006 Test and Examination Results in the School and College Achievement and Attainment Tables

Overview

1. This document sets out:
 - the Secretary of State's plans for the content of the 2006 Achievement and Attainment Tables; and
 - plans for developing the Tables in the longer term.
2. 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.
3. Further copies of this note can be downloaded from the web at:

<http://www.teachernet.gov.uk>

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BACKGROUND INFORMATION ABOUT SCHOOLS AND PUPILS ON ROLL AT A SCHOOL

Charter mark

1. We will no longer publish an indicator showing which schools have achieved the charter mark award – a scheme designed to help public sector organisations improve their customer service. There are now many other awards that are more directly linked to the performance of a school, and other more suitable routes for sharing this information with parents – for example the School Profile.

Information about pupils with special educational needs

2. The KS2, KS3 and KS4 Achievement and Attainment Tables show information about the numbers of pupils in a school with special educational needs (SEN). In recent years, the information has shown the number and percentage of pupils with statements of SEN; and with SEN but without a statement. We have decided to change the presentation of this information from 2006.

3. We will continue to show information about the two main groups of pupils:

- total pupils with SEN on a school's roll; and
- total pupils with SEN in the cohort being reported on (i.e. the examination/test year group).

However, from this year the information reported for each group of pupils will be split into the following categories:

- the number (and percentage) with statements or supported at School Action Plus; and
- the number (and percentage) supported at School Action.

4. This change in presentation supports the use of SEN data in the contextual value added (CVA) methodology (explained at paragraphs 16-21) and was fully supported by all respondents to our consultation.

PRIMARY SCHOOL (KS2) ACHIEVEMENT AND ATTAINMENT TABLES

5. This year will be the fourth year of publication of the percentage of pupils achieving level 5 in each of the Key Stage 2 (KS2) tests. Now that we have a sufficient time series of results, we will, from 2006, publish year on year comparisons of level 5 attainment.

6. There will be no other changes to the primary school Tables. Details of the content of the primary school Tables can be found in Annex A.

SECONDARY SCHOOL (KS3) ACHIEVEMENT AND ATTAINMENT TABLES

7. From this year, we will include three additional columns showing the percentage of pupils achieving at least level 6 in each of the three Key Stage 3 (KS3) tests. Good KS3 results are the foundation on which good GCSEs are built. The Secretary of State has therefore decided to show how schools have succeeded in helping pupils attain results beyond the level expected at KS3. This will support his commitment to see an increase in the number of young people achieving good GCSE results in English, mathematics and science.

8. There will be no other changes to the KS3 Tables. Details of the content of the secondary school (KS3) Tables can be found in Annex B.

SECONDARY SCHOOL (KS4) ACHIEVEMENT AND ATTAINMENT TABLES

English and maths results

9. As announced in the 14-19 Education and Skills White Paper, and subsequently confirmed in the Driving Forward 14-19 Reform: Implementation Plan published in December 2005, a new 'gold standard' indicator will be included in this year's Tables showing:

- the percentage of pupils at the end of KS4 achieving 5+A*-C GCSE (and equivalent) including English and maths GCSEs.

10. The existing 5+A*-C GCSEs (and equivalent) indicator will continue to be published alongside until 2008.

11. After being asked to do so by respondents to the consultation exercise, we have reviewed the GCSE exams which count toward the English and maths key indicator. That review concluded that all English and maths GCSEs will count except English Literature and statistics.

12. This new indicator will count all those pupils achieving at least a grade C English GCSE, and at least a grade C maths GCSE, and at least the equivalent of another three C+ GCSEs.

13. The 2006 Tables will also include a four year time series for the new English and maths indicator alongside existing 5+A*-C GCSEs (and equivalent) time series. Both time series will be based on the achievements of 15 year old pupils until a time series based on the pupils at the end of KS4 has built up.

14. Respondents to the consultation in the early part of this year were concerned that the new indicator, 5+A*C including English and maths GCSEs measure would not be sufficient on its own. The Secretary of State recognises the need for the Tables to show the achievements of those pupils for whom good GCSEs were not a realistic option. From 2006, the Tables will therefore

include:

- The **percentage achieving at least level 2 in ‘functional English and maths’** (i.e. without necessarily having achieved the equivalent of 5 GCSEs, pupils counted in this indicator must have gained at least:
 - a C+ GCSE in English or a level 2 Key Skill in communication or a level 2 Basic Skill in literacy; and
 - a C+ GCSE in maths or a level 2 Key Skill in application of numbers or a level 2 Basic Skill in numeracy.

- The **percentage achieving at least level 1 in ‘functional English and maths’** (i.e. without necessarily having achieved the equivalent of 5 GCSEs, pupils counted in this indicator must have gained at least:
 - a G+ GCSE in English or a level 1 Key Skill in communication or a level 1 Basic Skill in literacy; and
 - a G+ GCSE in maths or a level 1 Key Skill in application of numbers or a level 1 Basic Skill in numeracy.

15. Given that the Tables will continue to report general attainment at level 2 (5+A*-C GCSE and equivalent) and level 1 (5+A*-G and equivalent), the majority of respondents to the consultation supported this change.

Contextual Value Added (CVA)

16. In January 2004, David Miliband signalled his intention that a more sophisticated value added methodology be used for all Departmental and Ofsted purposes. We have since developed the CVA measure which adjusts predicted achievement to take account of not only prior attainment, but also a range of other factors observed to impact on performance which are outside a school’s control.

17. The factors included in the model are: prior attainment, gender, ethnicity, age in year, special educational needs (SEN) status, first language, mobility, whether a pupil is or has been in care, free school meals and a rating from the Income Deprivation Affecting Children Index (IDACI) provided by the Office of the Deputy Prime Minister. More information about CVA and the way it is calculated can be found in the document ‘Guide to CVA’ at www.standards.dfes.gov.uk/performance

18. 430 secondary schools participated in the 2005 CVA Pilot. These schools informed the development of the methodology and tested the necessary data checking procedures for the inclusion of CVA in the Tables. The pilot evaluation has shown that the systems are robust enough to be incorporated into the main Tables' processes and there was overwhelming support for the introduction of CVA in the Tables as soon as possible.

19. We will therefore include a KS2-4 CVA measure in the 2006 Tables and will cease to publish the 'old' KS2-4 and KS3-4 VA measures which are based on prior attainment only. The CVA methodology tested in 2005 will be subject to further minor refinements which will be announced later in the year.

20. The publication of a KS3-4 CVA measure will be delayed until next year when we expect to introduce a KS2-3 CVA measure. We believe it is important that neither of these two complementary measures be shown in isolation because to do so can give rise to misleading interpretation of a school's performance. This proposal was supported in the consultation.

21. The CVA calculations rely on detailed information about individual pupils which are not provided by independent schools. This means that we cannot calculate CVA for the independent sector. Since it would be wrong to include value added calculated on a different basis for maintained schools from that for independent schools, we will no longer publish any value added information for independent schools.

22. Details of the content of the secondary (KS4) Tables can be found in Annex C.

POST-16 TABLES

23. Following a commitment to do so in the 14-19 Green Paper, coverage of the KS4 Tables was successfully extended in 2004 to include all approved qualifications equivalent to GCSE. Phase 2 of this work was piloted in 2005 testing the feasibility of reporting all approved Level 3 qualifications in the Post-16 Tables, on the basis of their equivalence to A Levels. Evaluation found that the pilot was successful, and there was overwhelming support for the introduction of equivalences as soon as possible.

24. From 2006, we will therefore extend the range of qualifications reported in the Post-16 Tables to include all Level 3 qualifications approved under Section 96 of the Learning and Skills Act (2000). In order to do so, the Tables will now adopt the new QCA tariff for level 3 qualifications. The QCA points allocated to a sample of qualifications can be viewed at <http://www.dfes.gov.uk/performancetables/> (This list of sample qualifications is for illustrative purposes only and is in no way a definitive list of qualifications).

25. The Post-16 Tables previously used the UCAS tariff to calculate the average point scores; however this does not extend to all approved qualifications. The Qualifications and Curriculum Authority (QCA) have, therefore, developed a scoring system for all qualifications so that they can be included in the Tables. (It is important to note that the point scoring system developed by the QCA is designed for use as a means of institutional performance measurement. It is not intended that the figures replace national systems used for other purposes).

26. Now that we will be able to include all qualifications in the two main indicators (average point score per student and average point score per exam), there will no longer be any need to publish separate columns showing the proportions achieving: International Baccalaureate, Advanced Extension Awards, Other Vocational Qualifications and Intermediate Vocational Qualifications.

27. Details of the content of the Post 16 Tables can be found in Annex D.

FUTURE DEVELOPMENTS

Key Stage 1 to Key Stage 2 Contextual Value Added (CVA)

28. Building on the successful development and testing of a KS2-4 CVA measure during 2005, this year we will work with primary schools on a KS1-2 CVA pilot exercise. A sample of around 500 schools will test the data collection and checking procedures and comment on the appropriateness of the methodology for the primary school Tables. We will work with Ofsted to build on the methodology already used in the 2005 PANDAs to ensure a common, shared approach between the two organisations in 2006. KS1-2 CVA Pilot Tables will be published alongside the main Tables toward the end of this year. Subject to successful evaluation, we plan to roll out the KS1-2 CVA measure in the 2007 primary school Tables.

Key Stage 2 to Key Stage 3 CVA

29. In association with a working party of schools, we will also this year, develop systems which will enable the publication of a KS2-3 CVA measure based on the 2007 KS3 test results.

Post-16 Contextual Value Added

30. As part of the new measures of success work, the LSC have developed subject level VA measures for 16 to 19 year olds which are provided to schools, colleges and inspectorates via the Learner Achievement Tracker (LAT). Further information about the LAT can be found at www.lsc.gov.uk/nms

31. This is the second year of the Achievement and Attainment Tables Post-16 VA pilot. Throughout 2005 we and the LSC focussed our attention on resolving technical issues to enable the calculation and dissemination of a 16-19 VA measure. We sought to develop a methodology which would meet the needs of both LSC and the Tables. Initially we hoped to find a means of

aggregating the VA scores produced by the LAT to produce single institution level scores for publication in the Tables.

32. However, it became clear towards the end of last year that the aims of the LAT and the Tables were such that a single common methodology could not meet the needs of both publications. It is important to the LSC and the Inspectorates that the LAT provides a means of assessing the progress made by students studying a particular qualification or subject – for example BTEC business studies or AS level mathematics – within the given academic year. For the Tables we want to look at the total achievements of each student by the time they complete their sixth form education. These differences mean that, though a common examination data-set can be used, different cohorts of students will be recorded in each measure and a separate methodology must be developed.

33. The focus of the second year of the Tables pilot will be to develop and test a separate institution level VA methodology. This will be piloted with a sample of approximately 180 schools and colleges in 2006. Rather than deriving the institution VA score by aggregating across each subject or qualification, the DfES VA measure will reflect the total achievements of each student and consider the VA contribution per student, taking account of their prior attainment and a selection of other factors including their gender, the volume of the level 3 study they attempt and the qualification route they follow.

CONTENT OF 2006 PRIMARY SCHOOL (KEY STAGE 2) ACHIEVEMENT AND ATTAINMENT TABLES

Background Information

- name, address and telephone number
- school type/category
- age range
- total number of pupils on roll (all ages)
- total number and percentage of pupils with statements of SEN or supported at School Action Plus
- total number and percentage of pupils supported at School Action
- number of pupils on roll aged 11

Value Added Measure

- KS1-KS2 value added measure based on prior attainment only
- percentage of eligible pupils included in the value added measure (coverage indicator)

Key Stage 2 Test Results

- total number of pupils eligible for assessment under the 2006 KS2 arrangements on roll at the time of the tests
- percentage of pupils in the school for the whole of their KS2 education (mobility indicator)
- total number and percentage of pupils eligible for KS2 assessment with statements of SEN or supported at School Action Plus
- total number and percentage of pupils eligible for KS2 assessment supported at School Action

- **English**
 - 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
- **Mathematics**
 - 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

- the average total points score achieved by eligible pupils (those absent or unable to access the tests are not included)

Level 4+ Year on Year Comparison

- aggregate of the three test percentages for 2003
- aggregate of the three test percentages for 2004
- aggregate of the three test percentages for 2005
- aggregate of the three test percentages for 2006

Level 5 Year on Year Comparison

- aggregate of the three test percentages for 2003
- aggregate of the three test percentages for 2004
- aggregate of the three test percentages for 2005
- aggregate of the three test percentages for 2006

Absence Rates

- total number of pupils of compulsory school age on roll for at least one session
- percentage of pupil sessions (half days) missed through authorised absence
- percentage of pupil sessions (half days) missed through unauthorised absence

CONTENT OF 2006 SECONDARY SCHOOL (KEY STAGE 3) ACHIEVEMENT AND ATTAINMENT TABLES

Background Information

- name, address and telephone number
- school type/category
- specialist school indicator (if applicable)
- admissions basis
- gender of intake
- age range
- total number of pupils on roll (all ages)
- total number and percentage of pupils with statements of SEN or supported at School Action Plus
- total number and percentage of pupils supported at School Action
- Number of pupils on roll aged 14

Value Added Measure

- KS2-KS3 value added measure based on prior attainment only
- Percentage of eligible pupils included in the value added measure (coverage indicator)

Key Stage 3 Test Results

- total number of pupils eligible for assessment under the 2006 KS3 arrangements on roll at the time of the tests
- total number and percentage of pupils eligible for KS3 assessment with statements of SEN or supported at School Action Plus
- total number and percentage of pupils eligible for KS3 assessment supported at School Action
- **English**
 - percentage of eligible pupils achieving level 5 or above
 - percentage of eligible pupils achieving level 6 or above
 - percentage of eligible pupils who were absent or unable to access the test
- **Mathematics**
 - percentage of eligible pupils achieving level 5 or above
 - percentage of eligible pupils achieving level 6 or above
 - percentage of eligible pupils who were absent or unable to access the test

- **Science**
 - percentage of eligible pupils achieving level 5 or above
 - percentage of eligible pupils achieving level 6 or above
 - percentage of eligible pupils who were absent or unable to access the test

Average point score

- The average total point score achieved by eligible pupils (those absent or unable to access the tests are not included)

Level 5+ Year on year comparisons

- aggregate of the three test percentages for 2003
- aggregate of the three test percentages for 2004
- aggregate of the three test percentages for 2005
- aggregate of the three test percentages for 2006

CONTENT OF 2006 SECONDARY SCHOOL (KS4) ACHIEVEMENT AND ATTAINMENT TABLES

Background Information

- name, address and telephone number
- school type/category
- specialist school indicator (if applicable)
- admissions basis
- gender of intake
- age range
- total number of students on roll (all ages)
- total number and percentage of students with statements of SEN or supported at School Action Plus
- total number and percentage of students supported at School Action
- number of pupils on roll aged 15

KS2 – KS4 Contextual Value Added Measure for maintained schools

- KS2-4 contextual value added measure capped at equivalent of 8 GCSEs
- CVA confidence intervals
- percentage of eligible students included in CVA calculation (coverage indicator)
- average number of qualifications taken by students in CVA calculation

GCSE and equivalent achievements of students at the end of KS4

- number of students at the end of KS4
- percentage of students at the end of KS4, aged 14 or less
- percentage of students at the end of KS4, aged 15
- total number and percentage of KS4 students with statements of SEN or supported at School Action Plus
- total number and percentage of KS4 students supported at School Action
- percentage of KS4 students achieving 5+A*-C GCSE (and equivalent) including English and maths GCSEs
- percentage of KS4 students achieving Level 2 in 'functional English and maths'¹
- percentage of KS4 students achieving Level 1 in 'functional English and maths'²

¹ The functional level 2 in English equates to achieving C+ English GCSE or level 2 key skill in communication or level 2 basic skill in literacy. The functional level 2 in Maths equates to achieving C+ maths GCSE or level 2 key skill in application of numbers or level 2 basic skill in numeracy.

² The functional level 1 in English equates to achieving G+ GCSE English or level 1 key skill in communication or level 1 basic skill in literacy. The functional level 1 in maths equates to achieving G+ maths GCSE or level 2 key skills in application of numbers or level 1 basic skill in numeracy.

- percentage of KS4 students achieving 5+A*-C GCSEs (and equivalent)
- percentage of KS4 students achieving 5+A*-G GCSEs (and equivalent)
- percentage of KS4 students with at least one entry level qualification
- average total point score per student

Year on year comparisons based on students aged 15

- percentage of 15 year old³ students achieving 5+A*-C (and equivalent) including English and maths GCSEs in 2003, 2004, 2005 and 2006
- percentage of 15 year old students achieving 5+A*-C (and equivalent) in 2003, 2004, 2005 and 2006

Absence record for day pupils of compulsory school age

- total number of day pupils of compulsory school age on roll for at least one session
- percentage of pupil sessions (half days) missed through authorised absence
- percentage of pupil sessions (half days) missed through unauthorised absence

³ Year on year comparisons will be published on an age 15 basis ie pupils who have reached the age of 15 by 31st August rather than for students at the end of KS4 for 2003 – 2006.

CONTENTS OF 2006 POST-16 ACHIEVEMENT AND ATTAINMENT TABLES

Background Information

- name, address and telephone number
- institution type
- specialist school indicator (if applicable)
- admissions basis
- gender of intake
- age range
- number of 16-18 year olds on roll

A level and equivalent achievements of 16-18 year old students

- number entered
- average point score per student (on basis equivalent to A-level)
- average point score per exam (on basis equivalent to A-level)

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