

## Policy and Scrutiny

<b>Open Report on behalf of Debbie Barnes, Executive Director of Children's Services</b>
--

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>24 July 2015</b>
Subject:	<b>New Key Stage 4 Performance Measures</b>

### Summary:

This report outlines the new performance measures to be introduced in 2016 for all secondary schools and its potential impact on Lincolnshire schools. This is intended to aid future discussions about secondary education in the county.

### Actions Required:

The Children and Young People Scrutiny Committee is asked

- To receive the report and ask questions for clarification.
- To take this information into account when forming judgements or making recommendations about secondary schools.

## 1. Background

- 1.1. The principal indicator used by central government and by the media to judge the performance of an individual mainstream secondary school or academy is the percentage of pupils attaining five or more GCSEs at grades A\*-C including English and mathematics (5ACEM). This is an "attainment" measure.
- 1.2. The 5ACEM measure takes no account of the ability of the students taking the examinations or of their prior attainment when they entered a school.
- 1.3. Schools that fall below 40% 5ACEM are considered to be below the national "Floor Standard" for this measurement. This is much more likely to happen in our secondary modern schools as the most able students tend to take up places at grammar schools in the selective areas of the county.
- 1.4. The 5ACEM measure also concentrates on just five subject areas rather than attainment across a broader range of subjects judged to be important for a rounded education. Consequently, it is no longer considered to be a fair indicator to use to judge the success of a school or the potential of its Year 11 students.

- 1.5. In 2016 the principal measure, and only floor standard, will change to a “progress” measure spanning eight subjects rather than five. It will be called “Progress 8”. It will also recognise the importance of English and mathematics above all other subjects and these subjects will have double weighting in the calculations.
- 1.6. There will also be an “attainment” measure that will be called “Attainment 8” but the Floor Standard will be based on the Progress measure spanning the same eight subjects (Progress 8).
- 1.7. Appendix A is a set of slides that give a more detailed explanation of the way in which these measures will be calculated. These will be explained further at the meeting of Children and Young People Scrutiny Committee on 24 July 2015.
- 1.8. From 2016 onwards, mainstream (not necessarily Special Schools) will be deemed to be below the “Floor Standard” if their “Progress 8” score falls below **-0.5**.
- 1.9. In 2017 a new grading system will be introduced that will use grades 1 to 9 rather than G to A\*. The current grade C is expected to correspond to a numerical grade of 4 but grade 9 will be reserved for the highest scoring 3% of students nationally. However, Grade 5 will be the ‘Gold Standard’, threshold equivalent to a current grade C expectation. Therefore, the demand to achieve the new Gold Standard has increased for students.
- 1.10. The new grading system will not affect the fundamental mechanism by which Progress 8 is calculated and the Floor Standard is expected to remain at -0.5.
- 1.11. Members may also wish to note that new measures and minimum standards for 16-19 education (including sixth forms) will also be introduced in 2016. These measures will span: progress (from Key Stage 4); attainment; progress in English and mathematics; retention and destinations.

## **2. Conclusion**

2.1 There are three implications of the changes to the Key Stage 4 performance measures of which Members should be aware:

2.1.1. As the principal measure will be based on progress rather than attainment, very few schools that have been above the existing Floor Standard (5ACEM) are at risk of falling below it. Some secondary modern schools that have been below the existing Floor Standard may well find it easier to rise above it.

2.1.2. As the new measure is based on performance across eight subjects rather than five, our smallest secondary schools will find Progress 8 particularly challenging. Finding and funding specialist teachers to deliver across a wider range of subjects will be more difficult and there is a greater likelihood that teachers will have to teach outside their specialism. The

average size of secondary school in England is almost 1000. The Department for Education regards a school as “small” if it has fewer than 600 pupils. Nationally, 15% of secondary schools can be classified as ‘small’. In Lincolnshire the figure is close to 30%, almost twice the National figure. Three of our secondary schools have fewer than 300 students.

- 2.1.3. Only certain qualifications will count in the Progress 8 measure. Schools are having to adjust their curriculum on a continuous basis to make sure that they can prove themselves against the new national benchmark. There is a least a two year lead time before the impact of such changes shows itself in a school’s headline performance measure.

### **3. Consultation**

#### **a) Policy Proofing Actions Required**

N/A

### **4. Appendices**

These are listed below and attached at the back of the report	
Appendix A	Presentation: Progress 8 and Lincolnshire

### **5. Background Papers**

**Progress 8 measure in 2016 and 2017-** Guide for maintained secondary schools, academies and free schools, March 2015

Available at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/415486/Progress\\_8\\_school\\_performance\\_measure.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/415486/Progress_8_school_performance_measure.pdf) )

**16-19 Accountability Headline Measures: Technical Guide, October 2014**

Available at:

<https://www.gov.uk/government/publications/16-to-19-accountability-headline-measures-technical-guide>

This report was written by Keith Batty, who can be contacted on 01522 553288 or kbatty@cfbt.com.

**This page is intentionally left blank**