

<b>Bath &amp; North East Somerset Council</b>	
MEETING/ DECISION MAKER:	<b>Children and Young People Policy Development &amp; Scrutiny Panel</b>
MEETING/ DECISION DATE:	<b>15th November 2016</b>
TITLE:	<b>School Performance in the 2016 External Tests and Teacher Assessments for maintained and academy schools</b>
WARD:	All
<b>AN OPEN PUBLIC ITEM</b>	
<p><b>List of attachments to this report:</b></p> <p><b>Appendix 1: Guide to the new performance measures at KS1, KS2, KS4 and KS5</b></p> <p><b>Appendix 2: Ofsted Judgements by school</b></p> <p><b>Appendix 3: KS4 Results by school</b></p>	

## **1 THE ISSUE**

- 1.0** This report provides an analysis and summary of overall performance of all pupils and key groups in the 2016 external test and teacher assessments across all key stages in Bath and North East Somerset. The performance data outlined in this report is reported against national comparisons, is unvalidated and publicly available. The report outlines where performance is strong and where there is need to improve performance with recommendations.
- 1.1** This is the first year in which primary age pupils have been assessed without national curriculum levels. The 2016 tests are based on the new more challenging national curriculum against the new primary assessment framework. It is important to note that the interim assessment frameworks were released in September 2016 to guide teacher assessments for the KS1 and KS2 SATS in May. This gave Year 2 and 6 teachers seven months to familiarise themselves with the new assessments, prepare pupils appropriately and apply the new assessment arrangements. In addition there were changes to the Reading, Mathematics and Grammar, Punctuation and Spelling (SPAG) tests.
- 1.2** Significant concerns have been expressed about the implementation of the new primary assessment resulting in the Commons Select Committee launching an inquiry into 'The implementation of the new assessment system' on 23.09.2016. Ofsted has advised inspectors to use caution when interpreting the KS2 teacher assessment in writing when inspecting schools. The DFE has also issued guidance that no Warning Notices should be issued to schools based on writing assessment alone.

- 1.3** The 2016 national KS2 data shows 53% of primary age pupils reached the new expected standard and 5% the high standard in reading, writing and mathematics. This compares with 80% and 24% respectively in 2015. There are substantial differences in teacher assessment of writing across local authorities and this questions the consistency of moderation and teacher confidence in the new assessment system. There is a weak correlation between reading and writing scores. Education Datalab's analysis found the writing assessments has been too harsh in 13 authorities and too generous in 17. In Bath and North East Somerset overall pupil performance in 2016 is at least in line or above the national averages across the primary phases and strong in secondary.
- 1.4** It is worth noting that the Head of Profession for Statistics at the DfE made the following comment about making comparisons of pupil outcomes for this year with previous years; "Children sitting KS2 tests this year were the first to be taught and assessed under the new national curriculum. The expected standard has been raised and the accountability framework for schools has also changed. These changes mean that the expected standard this year is higher and not comparable with the expected standard used in previous year's statistics. It would therefore be incorrect and misleading to make direct comparisons showing changes over time." A short guide to the new assessment and accountability changes is contained in Appendix 1.

## **2 RECOMMENDATIONS**

- 2.0** To raise the teacher expectation in the Reception classes; validate the on entry data and extend EYFS moderation beyond the DfE statutory requirements (to moderate 25% of Reception classes on a four year cycle) to all schools where the proportion of children achieving a good level of development is below the national average.
- 2.1** To work collaboratively with the Bath and Mendip Partnership Teaching School and Bath Spa University to provide a programme of support for teachers to improve boys writing across the primary phase.
- 2.2** As part of our statutory duty for assessment, work in partnership with surrounding local authorities and headteachers in Bath and North East Somerset to ensure consistency in the interpretation and application of the new assessment system, including any recommendations from the Parliamentary Inquiry into the new primary assessment system.

## **3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)**

- 3.0** There are no financial implications arising directly as a result of this report.

## **4 THE REPORT**

- 4.0** The latest national data shows that 95% of pupils attend a Good or Outstanding school in Bath and North East Somerset compared with 88% in the South West and 83% nationally. This is 92% for primary pupils and 98% for secondary pupils. Since March 2016 there have been 6 inspections of primary schools and 1 secondary inspection. Four of the primary schools remained Good, one school moved from Requires Improvement to Good. One

primary academy was judged Inadequate (Special Measures) and one secondary academy was judged Inadequate (Serious Weaknesses). There have been no inspections this term. Appendix 2 contains current Ofsted Judgements by school.

Ofsted Good or Outstanding	Percentage of learners attending			Percentage of schools		
	All	Primary	Secondary	All	Primary	Secondary
<b>B&amp;NES</b>	95	92	98	92	92	92
<b>South West</b>	88	91	86	90	91	83
<b>National</b>	83	86	79	86	87	76

*March 2016 Data – Ofsted Dataview*

#### 4.1 Performance in the Early Years and Foundation Stage (EYFS)

In 2016 the proportion of children achieving a good level of development (GLD) in the EYFS fell slightly (70% to 69%) and this is in line with the national average of 69%.

- The proportion of boys and girls achieving a good level of development remains the same as 2015 levels. The gender gap has not changed and is in line with national at 14.7%.
- The gap between children in the bottom 20% of scores and the rest increased by 2% from the previous year. However, the overall trend since 2013 has been a narrowing of the gap by 5% to 27%, a good indication that the floor is gradually being lifted. This compares favourably with the national gap of 31%.
- Outcomes in Communication and Language are improving and this remains a key priority for B&NES.

The trend over 4 years for the proportion of children achieving the GLD in the EYFS is improving. However, the percentage of children exceeding the ELGs has fallen, particularly in literacy. The overall impact of this is a lower average point score compared with 2015. Further work with early years practitioners is needed to strengthen communication, language and literacy teaching in the foundation stage.

The EYFS Team continues to use local intelligence to target support, however, not all schools fully engage in external moderation of the on-entry and end of year assessments in reception classes (the statutory requirement is that 25% of schools are moderated on a three year cycle). In addition early years practitioners must raise their expectations of what children can achieve. Strong integrated working with Health Visitors and Children’s Centre Services has been established to support the early identification of children’s additional needs and to develop a holistic approach to supporting families, with an aim to narrow the attainment gap for disadvantaged children.

#### Three year trend for the percentage of children achieving a good level of development at the end of the Foundation Stage

EYFS	2014	2015	2016
LA (National)	63% (60%)	70% (66%)	69% (69%)
Average points score	34.5 (33.8)	35.0 (34.3)	34.2 (34.5)

*National average in brackets*

### FSM gap in the EYFS

GLD %	2013			2014			2015		
	FSM	Other	Gap	FSM	Other	Gap	FSM	Other	Gap
B&NES	29	54	<b>-25</b>	33	67	<b>-34</b>	54	71	<b>-17</b>
National	36	55	<b>-19</b>	45	64	<b>-19</b>	51	69	<b>-18</b>

*NB Data on disadvantaged children in the foundation stage is not available.*

#### 4.2 Year 1 Phonics Performance

The proportion of pupils who achieved the national threshold standard in the Y1 phonics test remained at 79% whilst the national average increased by 4%.

- Girls continue to perform better than boys, the gap has increased by 2% to 6% and this is lower than national.
- The gap between disadvantaged pupils and other pupils has fallen from 22% to 16% due to the rise in the proportion of disadvantaged pupils meeting the threshold. Over three years the proportion of disadvantaged pupils meeting the threshold has improved from 56% (2014) to 65% (2016) and this group has made the biggest improvement over this time.
- Pupils with support for special education needs and disability at the SEN Support level perform better than their peers nationally by 6% but those with statements or Education Health Care Plans (EHC) were 4% below national average.
- The proportion of ethnic minority pupils meeting the year 1 threshold for is just below national figures.
- 91% of pupils who did not meet the Phonics threshold in year 1 achieved the threshold in Year 2 and this is in line with the national figure.

Three year trend for the percentage of children achieving the phonics threshold						
Year 1 Phonics	2014		2015		2016	
	LA	National	LA	National	LA	National
All pupils	74	74	79	77	79	81
Boys	70	70	77	73	76	77
Girls	78	78	81	81	82	84
Disadvantaged	56	63	61	66	65	n/a
Other	78	78	83	80	81	n/a

*NB National data for disadvantaged children is not yet available.*

#### 4.3 Key Stage 1 Performance at the expected standard

Overall attainment at the end of KS1 has fallen to be in line with national having been significantly above in the previous four years. The proportion of pupils achieving the expected standard is almost exactly the same as national.

- The gender gap in the proportion of pupils reaching the expected standard is very similar to national in all three subjects.
- National data for disadvantaged pupils is not yet available and whilst it is not possible to compare the proportions achieving at a particular level with last year, the disadvantaged pupil gap is much higher than last year in reading, writing and mathematics.
- The proportions of pupils from ethnic minority backgrounds reaching the expected standard are also just below national figures.

- Pupils with support for special education needs at the SEN Support level perform better than their peers nationally by 5% but those with statements or Education Health Care Plans (EHC) were 2% below national average.

KS1 Proportion reaching the expected standard	Reading		Writing		Mathematics	
	LA	Nat	LA	Nat	LA	Nat
<b>2016 (2015) %</b>						
<b>All Pupils</b>	74 (87)	74 (82)	64 (76)	65 (72)	73 (86)	73 (82)
<b>Boys</b>	70 (83)	70 (78)	58 (69)	59 (65)	73 (86)	72 (80)
<b>Girls</b>	78 (90)	78 (86)	71 (84)	73 (80)	73 (87)	74 (83)
<b>Gender gap</b>	-8 (-7)	-8 (-8)	-13 (-15)	-14 (-15)	- (-1)	-2 (-3)
<b>Disadv</b>	48 (71)	n/a (72)	39 (55)	n/a (59)	49 (68)	n/a (71)
<b>Non Disadv</b>	79 (90)	n/a (86)	69 (81)	n/a (77)	78 (90)	n/a (85)
<b>Disadv gap</b>	-31 (-19)	n/a (-14)	-30 (-26)	n/a (-18)	-29 (-22)	n/a (-14)

2015 data (in brackets) shows the proportion gaining 2B+.

#### 4.4 KS1 Performance at the higher standard

The proportion of pupils working at greater depth (Higher standard) is now below the national average having been significantly above in previous years.

- Gender gaps are similar to national in reading, but above national in both writing and mathematics.
- National data for disadvantaged pupils is not yet available and it is therefore not possible to compare the proportions achieving at a particular level with last year. The disadvantaged pupil gap is much lower than last year in reading, writing and mathematics. Together with the previous expected standard data this would suggest that schools have been more effective at targeting the more able disadvantaged pupils.
- Data for BME groups working at greater depth is not yet available nor is national data for SEND pupils.

KS1 Proportion working at greater depth	Reading		Writing		Mathematics	
	LA	Nat	LA	Nat	LA	Nat
<b>2016 (2015) %</b>						
<b>All Pupils</b>	21 (39)	24 (32)	9 (21)	13 (18)	15 (29)	18 (26)
<b>Boys</b>	18 (33)	20 (27)	5 (15)	10 (13)	17 (32)	19 (28)
<b>Girls</b>	25 (45)	27 (37)	14 (26)	17 (23)	12 (26)	16 (24)
<b>Gender gap</b>	-7 (-12)	-7 (-10)	-9 (-11)	-7 (-10)	-5 (-6)	-3 (-4)
<b>Disadvantaged</b>	7 (15)	n/a (19)	3 (6)	n/a (9)	5 (13)	n/a (15)
<b>Non Disadv</b>	24 (44)	n/a (37)	11 (24)	n/a (21)	17 (33)	n/a (30)
<b>Disadv gap</b>	-17 (-29)	n/a (-18)	-8 (-18)	n/a (-12)	-12 (-20)	n/a (-15)

2015 data (in brackets) shows the proportion achieving level 3+

#### 4.5 Key Stage 2 Performance

Nationally the proportion of pupils reaching the expected and the higher standards has fallen substantially reflecting the more challenging national curriculum and tests. The proportion of pupils in Bath and North East Somerset who achieved the expected standard in reading, writing and mathematics is above the national average. The proportion of children who

achieved the higher standard is the same as national. The gender gap has increased slightly and the disadvantaged gap has also increased at the expected standard when compared to last year. However the gap at the higher standard has fallen for both groups.

Reading, Writing and Mathematics	Expected Standard (Level 4+ 2015)		Higher Standard (Level 5+ 2015)	
	LA	Nat	LA	Nat
2016 (2015) %				
All	54 (82)	53 (80)	5 (25)	5 (24)
Boys	50 (80)	49 (77)	4 (24)	5 (22)
Girls	58 (85)	56 (83)	6 (27)	6 (26)
Gap	8 (5)	7 (6)	2 (3)	1 (4)
Disadv	30 (67)	n/a (70)	2 (10)	n/a (13)
Non Disadv	60 (86)	n/a (85)	6 (29)	n/a (29)
Disadv gap	-30 (-19)	n/a (-15)	-4 (-19)	n/a (-16)

2015 data (in brackets) shows the proportion gaining level 4/5+.

#### 4.6 KS2 performance at the expected standard

The proportion of all pupils attaining the expected standard is the same as national for Grammar, Punctuation and Spelling, slightly below for writing and mathematics, and well above for reading.

- Girls outperformed boys in all core subjects at the expected standard and the gaps between the attainment of girls and boys are all above the national average.
- The gap in the proportion of disadvantaged pupils' achieving the expected standard is higher than national for all subjects.
- National data is not yet available for BME and SEND pupils.

Expected Standard %	Reading		Writing TA		Mathematics		Grammar, Punctuation and Spelling	
	LA	Nat	LA	Nat	LA	Nat	LA	Nat
All	70 (92)	66 (89)	70 (89)	73 (87)	68 (88)	70 (87)	72 (82)	72 (80)
Boys	67 (91)	62 (87)	62 (90)	67 (87)	67 (84)	70 (83)	67 (80)	67 (76)
Girls	75 (93)	69 (91)	78 (88)	79 (87)	68 (92)	70 (91)	78 (85)	77 (84)
Gap	8 (2)	7 (4)	16 (-2)	12 (-)	1 (8)	0 - (8)	11 (5)	10 (6)
Disadv	50 (83)	n/a (83)	47 (76)	n/a (79)	46 (77)	n/a (80)	53 (66)	n/a (71)
Non Disadv	76 (94)	n/a (92)	76 (91)	n/a (90)	73 (92)	n/a (90)	77 (80)	n/a (84)
Disadv gap	-26 (-11)	n/a (-9)	-29 (-15)	n/a (-11)	-27 (-15)	n/a (-10)	-24 (-14)	n/a (-13)

2015 data (in brackets) shows the proportion achieving level 4+

#### 4.7 KS2 performance at the higher standard

The proportion of pupils attaining the higher standard is the above national for Grammar, Punctuation and Spelling, slightly below for writing and mathematics, and well above for reading.

- The gap between boys and girls performance has narrowed for all subjects but is above national for all subjects except Grammar, Punctuation and Spelling.
- The attainment gap for disadvantaged pupils has fallen compared with last year.

Higher Standard %	Reading		Writing		Mathematics		Grammar, Punctuation and Spelling	
	LA	Nat	LA	Nat	LA	Nat	LA	Nat
All	27 (56)	19 (48)	12 (37)	14 (36)	16 (43)	17 (41)	24 (59)	22 (55)
Boys	22 (51)	16 (44)	7 (29)	11 (28)	20 (51)	18 (45)	20 (54)	18 (50)
Girls	31 (61)	22 (53)	18 (44)	19 (44)	13 (35)	15 (37)	29 (65)	27 (61)
Gap	9 (10)	6 (9)	11 (15)	8 (16)	-7 (-16)	-3 (-8)	9 (9)	9 (11)
Disadv	11 (34)	n/a (34)	6 (17)	n/a (22)	5 (27)	n/a (28)	12 (42)	n/a (43)
Non Disadv	31 (61)	n/a (55)	14 (41)	n/a (42)	19 (47)	n/a (48)	28 (63)	n/a (61)
Gap	-20 (-27)	n/a (-21)	-8 (-24)	n/a (-20)	-12 (-20)	n/a (-20)	-16 (-21)	n/a (-18)

2015 data (in brackets) shows the proportion achieving level 5+

#### 4.8 Progress from Key Stage 1 to Key Stage 2

Expected progress is no longer reported and value added scores are now used to show progress in each core subject separately. A score of 0 means that pupils have made the progress that they should from their starting points; a positive score means that on average pupils have made more progress than similar pupils nationally; whilst a negative score means that pupils have made less progress than similar pupils nationally. National and local authority data for groups will be published in December but local analysis is shown in the table below.

- Overall progress is below national for writing and mathematics.
- There is low progress for boys' writing and girls' mathematics.
- FSM pupils have made lower progress than other pupils.
- Progress of SEND pupils continues to be low.
- There is a correlation between prior ability and progress, with lower prior ability pupils making less progress.

Key Stage 1 to Key Stage 2 Value Added (Progress)			
	Reading progress	Writing progress	Maths progress
All pupils	0.1	-2.1	-1.4
Boys	-0.5	-3.3	-0.8
Girls	0.7	-0.9	-2.0
Gender gap	1.2	2.4	-1.3
FSM6	-2.4	-4.5	-3.4
Not FSM6	0.8	-1.5	-0.9
All pupils	-3.2	-3.0	-2.5
EHC Plan	-4.6	-7.8	-6.9
SEN Support	-2.1	-5.2	-3.1
Not SEN	0.8	-1.2	-0.8
Low prior attainment	-1.6	-4.5	-3.1
Middle prior attainment	0.1	-2.2	-1.4
High prior attainment	0.6	-1.4	-1.0

#### **P4.9 Primary schools that are below the floor or coasting**

There are 3 maintained primary schools and 4 primary academies that are below the floor standard in 2016. There are 3 maintained primary schools and 1 primary academy that meet the new coasting definition.

#### **4.10 KS2 summary**

Overall attainment at the end of KS2 remains above the national average but progress across KS2 in mathematics and writing is low, especially for girls in mathematics and boys in writing. There is low progress for disadvantaged pupils, lower ability pupils and those with SEND.

#### **4.11 Moderation**

Headteachers have questioned the impact of local authority moderation of writing. As a result officers have carried out a full investigation of the moderation of writing teacher assessments to identify if there was any discrepancy between the results of moderated and non-moderated schools. This analysis found no effect on the results of moderated schools and this was shared with all primary headteachers. We will work with headteachers to ensure that updated guidance is carefully disseminated.

#### **4.12 Mathematics**

Low progress across KS2 and more able girls' attainment in mathematics was identified as a key area for improvement in 2015. The Better Maths Project was launched in September with 23 schools participating. The project has been commissioned from the Bath and Mendip Partnership Teaching School with a clear focus on effective strategies to build teachers' confidence and help pupils achieve the higher standard. Officers have also organised a one day mathematics conference for primary and secondary school teachers; 'Deepening Mathematical Understanding', on the 9<sup>th</sup> December. This conference seeks to strengthen teachers' subject knowledge and skills in delivering the new, more challenging, mathematics curriculum in schools. Senior School Improvement Advisers visits will focus on challenging those schools with low progress in mathematics.

#### **4.13 Boy's writing**

Boy's attainment and progress in writing is below national particularly at the higher standard. Officers have identified those schools with the biggest gap to participate in a writing project jointly with the Bath and Mendip partnership Teaching school and Bath Spa University to develop strategies to support teachers to improve outcomes for boys.

#### **4.14 Performance of vulnerable groups**

Attainment and progress for disadvantaged pupils, those with SEND and lower ability pupils continue to be low and a challenge for the local authority. The Achievement for All project will provide an interim report on the impact of its work on narrowing the gap for disadvantaged pupils once data becomes available. The school improvement team are working more



closely with the Education Inclusion service to improve outcomes for pupils with SEND.

#### 4.15 KS4 (GCSE) Performance

Pupil attainment at KS4 as shown by the Attainment 8 measure remains well above the national average at 51.9 compared to 49.8. The average grade point score is 5.2 which is just above a grade C at GCSE. On average pupils achieved a fifth of a GCSE grade above the national figure in all of their subjects. The proportion of pupils achieving 'The Basics', (at least a C grade in both English and mathematics) has risen for the past 3 years and now stands at nearly 70%. This is a substantial increase over the past three years. Information for groups of pupils has not yet been published. The table in Appendix 3 shows the school by school results for these attainment indicators and for Progress 8.

<b>Attainment 8</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Bath & North East Somerset	NA	50.4	51.9
Average Grade Points	NA	5.4	5.2
National	NA	48.6	49.9
National average grade points	NA	4.9	5.0
<b>A*- C in English and Maths (The Basics) %</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Bath & North East Somerset	63.6%	65.6%	69.5%
National	58.9%	59.5%	62.8%

*NB Attainment 8 is equivalent to 10 GCSEs using a point score where 5 = C, 6 = B etc*

#### 4.16 English Baccalaureate

This measure of performance identifies success at A\*-C level in all of English, mathematics, science, a modern or classical language, and either history or geography as qualifying subjects. Pupils' in the local authority outperform the South West, statistical neighbours and national for the proportion of pupils who achieve the English Baccalaureate (EBacc). There has been a slight fall in the proportion of pupils entered for the EBacc in contrast to the national picture where the proportion of pupils being entered has risen. This national change is due to schools adjusting their curricula to match the headline measures and has resulted in a particular increase in lower ability pupils being entered for the EBacc. However, these pupils have lower performance in the EBacc this year compared to last year.

	England	South West	Statistical Neighbours	B&NES
2014	24.3	23.7	25.3	30.7
2015	24.4	23.5	25.3	33.3
2016	24.6	22.4	24.1	33.3

*Proportion achieving the EBacc*

	England	South West	Statistical Neighbours	B&NES
2014	38.8	38	39	47.7
2015	38.8	38.1	39.5	53.9
2016	39.7	37.6	39.5	52.3

*Proportion entered for the EBacc*

#### 4.17 Progress 8

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. There has been a steady rise in the

progress achieved in the secondary phase so that it is now in line with national. Two years ago pupils in this area on average achieved a seventh of a GCSE grade below what they should have, given their prior attainment in all their subjects. They now achieve the grade they should achieve given their prior attainment.

Progress 8 (Best 8 VA 14, 15)	2014	2015	2016
Bath and North East Somerset	-0.14	-0.07	-0.02
National (state funded schools)	0	0	-0.03

*NB For 2014 and 2015 the Best 8 VA scores have been rescaled to match the Progress 8 definition.*

#### 4.18 Secondary schools below the floor or coasting

There are two secondary academies that are below the floor. There is one secondary academy and one maintained school that are below the coasting standard over three years.

#### 4.19 Secondary summary

Overall pupils' performance at KS4 is very strong and this has been maintained over a sustained period of time. Figures for groups of pupils, including disadvantaged and SEND are not available at this time and will be reported in the updated report in the Spring.

#### 4.20 Post 16 (A level) performance

The point score data shown in the table below uses the new point scores where 30 points is a grade C and 40 points a grade B (See Appendix 1). Due to changes in point scores and other technical changes it is not possible to directly compare 2016 data with previous years. However, the overall data for this year shows that performance of students in this area is broadly the same as national. The proportion achieving the highest grades (3 A\* - A grades) is now very close to the national figure whilst in 2015 it was well below. This data does not include the college results and information about progress and destinations is not available at this time. This information will be provided for the report using validated data in the Spring.

	Level 3		A level students				
	Number of students	APS per entry	Number of students	APS per entry	APS per entry as a grade	Percentage of students achieving 3 A* - A grades or better at A level	Percentage of students achieving grades AAB or better at A level
State-funded schools	226,048	31.9	206,076	30.7	C	11.3	19.5
South West	22,568	31.9	21,075	31.0	C	11.6	19.7
Bath & North East Somerset	1,124	31.7	1,062	30.7	C	11.2	19.5

## 5 RISK MANAGEMENT

A risk assessment related to the issue and recommendations has been undertaken, in compliance with the Council's decision making risk management guidance.

<b>Contact person</b>	<i>Margaret Simmons-Bird, Head of Education Improvement Tom Morrison, Senior School Improvement Advisor</i>
<b>Background papers</b>	<i>All appendices are included in the report.</i>
<b>Please contact the report author if you need to access this report in an alternative format</b>	

## Appendix 1 Guide to the new performance measures including revised floor and coasting standards.

### Key Stage 1

Teachers are required to make a teacher assessment at key stage 1 for all eligible pupils for reading, writing mathematics and science. Schools are required to use the key stage 1 tests for reading and mathematics to inform their judgement. For this year only schools were not required to use the Spelling, Punctuation and Grammar test. Possible teacher assessment judgements are shown in the table below.

	<b>Writing</b>	<b>Reading</b>	<b>Maths</b>	<b>Science</b>
<b>Lower Attaining</b>	<b>BLW (Below, including P Scales)</b>			<b>HNM (Has not met)</b>
	<b>PKF (pre-key stage foundation)</b>			
	<b>WTS (Working towards the standard)</b>			
<b>Expected</b>	<b>EXS (Expected Standard)</b>			
<b>Higher Attaining</b>	<b>GD (greater depth)</b>			

Table 1: Teacher Assessments at KS1

### Key Stage 2

At key stage 2 there are tests for reading, mathematics and for grammar, punctuation and spelling. Scaled scores are reported for each of these subjects (see Table 2). A scaled score of 100 is needed to reach the expected standard, whilst a score of 110 (for this year) is needed to reach the high standard. Teachers will also make teacher assessments for reading, writing, mathematics and science (Table 3).

The headline accountability measures that are published are:

- Percentage achieving the expected standard in reading, writing and mathematics
- Percentage achieving the high standard in reading, writing and mathematics
- Progress score in each of reading, writing and mathematics
- Average scaled score in each of reading and mathematics (for those with scaled scores)

Subject	High score	% of pupils achieving		Average scaled score
		expected standard	high standard	
reading	110	66%	19%	103
writing	n/a	74%	15%	n/a
mathematics	110	70%	17%	103
reading, writing and mathematics	n/a	53%	5%	n/a
grammar, punctuation and spelling	110	72%	23%	104

*Table 2: 2016 KS2 national proportions achieving the expected standard (Scaled Score of 100) and the high standard (Scaled score of 110, or greater depth in the writing teacher assessment)*

## Floor standard – Primary Schools

A school will be **above** the floor standard if:

- 65% of pupils meet the expected standard in reading, writing and mathematics (i.e. achieve the expected standard in all three subjects) or
- the school achieves sufficient progress scores in **all three** subjects: at least -5 in reading, -7 in writing and -5 in mathematics. (If the school has one progress score that is less than sufficient in one subject, the school will only be below the floor if the progress score for that subject is significantly below average – the upper band of its confidence interval is below zero.)

A school with fewer than 65% of pupils that meet the attainment element can be above the floor standard if its progress score is sufficient in each subject. On 19 October 2016, the Secretary of State reaffirmed the commitment that no more than 6% of schools would be below the floor standard.

Floor standards do **not** apply to infant schools, special schools, independent schools, pupil referral units, alternative provision or hospital schools.

Schools are excluded from the floor standard 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 or
- there is not sufficient key stage 2 attainment information to produce progress scores because there are fewer than 6 pupils with key stage 2 results for a particular subject or
- a figure is not published for any of the floor standard measures due to small numbers or other reasons (including malpractice)
- they have been open for less than one full academic year.

## Coasting schools definition – Primary Schools

The definition applies to schools that meet the following in **all** three years.

In 2014 and 2015:

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- fewer than 85% of pupils achieved level 4 in reading, writing and mathematics; and
- below the median percentage of pupils made expected progress in all of reading, writing and mathematics

In 2016:

- fewer than 85% of pupils meet the expected standard in reading, writing and mathematics (in all three subjects); and
- average progress is below -2.5 in reading or -3.5 in writing or -2.5 in mathematics. (If the school has one progress score that is below the coasting threshold in one subject, the school will only be below the threshold if the progress score for that subject is significantly below average – the upper band of its confidence interval is below zero.)

Schools will be excluded from the coasting measure if:

- they have fewer than 11 pupils at the end of key stage 2; or
- less than 50% of pupils have key stage 1 assessments that can be used to establish prior attainment; or
- the school closes within the academic year (except if they reopen as a converter academy).

Any school that is excluded from the coasting measure in a particular year, for one of the reasons above, cannot be defined as coasting until it has three consecutive years of data that meets the coasting definition.

Schools that have become a sponsored academy during any point within the three year coasting period will not be subject to the coasting standard until the school has three years of consecutive data as a sponsored academy.

The coasting standard will not apply to PRUs, special schools and academies, alternative provision academies or maintained nursery schools.

The coasting definition for 2016 was announced on 19 October 2016. Subject to Parliament agreeing to the Regulations, the coasting definition will apply to all mainstream maintained schools and academies with the relevant key stage 2 data.

	Writing	Reading	Maths	Science
Lower Attaining	BLW (Below, including P Scales)			HNM (Has not met)
	PKF (pre-key stage foundation)			
	PKE (pre-key stage early development)			
	PKG (pre-key stage growing)			
	WTS	HNM		
Expected	EXS (Expected Standard)			
Higher Attaining	GD (greater depth)			

Table 2: Teacher Assessments at KS2

### Key Stage 4 (GCSE) Accountability

There are now five key performance indicators at KS4:

- Progress 8 (progress in 8 qualifications)

- Attainment 8 (attainment in 8 qualifications)
- Percentage achieving A\*-C in English and mathematics
- Percentage achieving the EBacc (A\*-C in English, mathematics, two sciences, a modern or ancient language, and history or geography) and the percentage entering the EBacc
- Destinations (percentage staying in education or employment after KS4)

Progress 8 and Attainment 8 are based on eight qualifications in four elements:

- English (double weighted)
- mathematics (double weighted)
- three EBacc slots for other EBacc subjects
- three open slots for further EBacc subjects or other approved high-value arts, academic, or vocational qualifications.

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is zero.

GCSEs have been reformed so that there are higher standards, and new grades and point scores. Whilst the new GCSEs will not be reflected in results until next year, the effect of previous changes to early entry and approved qualifications, mean that there will be variability in the data at KS4. This will affect comparability with previous years.

<b>GCSE (BTEC) grade</b>	<b>2016 points</b>	<b>2017 points</b>
A*(Distinction*)	8	8.5
A (Distinction)	7	7
B (Merit)	6	5.5
C (Pass)	5	4
D	4	3
E	3	2
(BTEC L1 Pass)	2.5	1.75
F	2	1.5
G	1	1

*Table 3 – GCSE and BTEC point Scores for 2016 and 2017*

## **Floor standard – Secondary Schools**

In 2016 a school will be below the floor standard if its Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero.

Floor standards do not apply to special schools, independent schools, pupil referral units, alternative provision or hospital schools. Schools will be excluded from a Progress 8 floor standard in a particular year where they have fewer than 6 pupils at the end of key stage 4, or where less than 50% of pupils have key stage 2 assessments that can be used as prior attainment in the calculations of Progress 8.

## **Coasting schools definition – Secondary Schools**

In 2016, a secondary school will be coasting if:

- In 2014 fewer than 60% of pupils achieved 5 A\*-C at GCSE (including English and maths) and less than the national median achieved expected progress in English **and** in maths **and**;
- In 2015, fewer than 60% of pupils achieved 5 A\*-C at GCSE (including English and maths) and less than the national median achieved expected progress in English **and** in maths; **and**
- In 2016, the school's Progress 8 score is below -0.25

A school will have to be below the coasting definition in three consecutive years to be defined as coasting.

Schools will be excluded from the coasting measure in 2016 if:

- they have fewer than 6 pupils at the end of key stage 4; or
- less than 50% of pupils have key stage 2 assessments that can be used as prior attainment in the calculations of Progress 8; or
- the school closes within the academic year (except if they reopen as a converter academy2).

Schools will be excluded from the coasting measure in 2014 and 2015 if:

- they have fewer than 11 pupils at the end of key stage 4; or
- less than 50% of pupils have key stage 2 assessments that can be used as prior attainment in the calculations of expected progress; or
- the school closes within the academic year (except if they reopen as a converter academy).

## KS5 (A Level) Accountability

There are five accountability measures at KS5.

- **Progress** - a value added progress measure to show how well students have progressed when compared with students with the same prior attainment for students taking Level 3 academic and Applied General qualifications. A completion and attainment measure which compares the attainment of students with the national average attainment for each qualification and treats non-completion as a fail for students taking Tech Levels (and Technical Certificates from 2017);
- **Attainment** – continuing the average point score per entry measure and removing the average point score per student measure;
- **Retention** - a measure showing the proportion of students being retained in their core aim and aligned as far as possible with the retention element of the funding formula;
- **English and maths** – an average change in grade measure for students who did not get a good pass (currently a grade C) in these subjects at GCSE;
- **Destinations** –the measure shows the percentage of students going to or remaining in a sustained education or employment destination in the academic year after taking A levels or other Level 3 qualifications.

This year the progress and attainment measures are calculated using a new set of point scores, examples of these are shown in tables 4 and 5 below.

A level and applied A level; AS level, applied AS level and core maths:

Grade	AS level or core maths Size: 0.5		A level Size: 1	
	Current points	New points	Current points	New points
<b>A*</b>			300	60
<b>A</b>	135	25	270	50
<b>B</b>	120	20	240	40
<b>C</b>	105	15	210	30
<b>D</b>	90	10	180	20
<b>E</b>	75	5	150	10
<b>Fail</b>	0	0	0	0

Table 4 – Point scores for A level and AS level qualifications

Applied A level Double Award, AS level Double Award and combined A and AS level:

Grade	Double AS level Size: 1		Combined A and AS level Size: 1.5		Double A level Size: 2	
	Current points	New points	Current points	New points	Current points	New points
<b>A*A*</b>					600	120
<b>A*A</b>			435	85	570	110
<b>AA</b>	270	50	405	75	540	100
<b>AB</b>	255	45	382.5	67.5	510	90
<b>BB</b>	240	40	360	60	480	80
<b>BC</b>	225	35	337.5	52.5	450	70
<b>CC</b>	210	30	315	45	420	60
<b>CD</b>	195	25	292.5	37.5	390	50
<b>DD</b>	180	20	270	30	360	40
<b>DE</b>	165	15	247.5	22.5	330	30
<b>EE</b>	150	10	225	15	300	20
<b>Fail</b>	0	0	0	0	0	0

Table 5 – Point scores for double award A level and AS level qualifications

## Appendix 2: School Ofsted grades

NB If schools convert to become an academy then they are a new legal entity and will be inspected as a new school even if they were previously outstanding.

### PRIMARY

Date Inspected	Name of School	Ofsted Category
09/01/2007	Widcombe Infant	Outstanding
28/01/2009	Bathwick St Mary C of E Primary	Outstanding
08/02/2010	Bathampton Primary	Outstanding
09/06/2010	Weston All Saints C of E Primary	Outstanding
17/05/2012	St Julian's C of E Primary	Outstanding
04/07/2012	Bishop Sutton Primary	Outstanding



04/07/2012	Stanton Drew Primary	Outstanding
13/12/2012	Marksbury C of E Primary	Outstanding
16/01/2013	Farnborough C of E Primary	Outstanding
30/04/2013	St John's C of E Primary Keynsham	Outstanding
23/01/2014	High Littleton C of E Primary	Outstanding
21/10/2014	Widcombe C of E Junior	Outstanding
29/01/2015	Paulton Junior	Outstanding
06/05/2015	Bathford C of E Primary	Outstanding

12/10/2010	St John's C of E Primary MSN	Good
08/02/2011	Paulton Infant	Good
25/05/2011		
03/10/2012	Oldfield Park Junior	Good
17/10/2012	Chandag Junior	Good
28/11/2012	St Saviours Infant	Good
05/12/2012	Peasedown St John	Good
07/02/2013	Midsomer Norton Primary	Good
07/03/2013	St Saviours C of E Junior	Good
30/04/2013	East Harptree C of E Primary	Good
14/05/2013	Saltford C of E Primary	Good
12/06/2012	Ubley C of E Primary	Good
09/07/2013	Camerton Church School	Good
18/09/2013	Batheaston C of E Primary	Good
19/09/2013	Combe Down C of E Primary	Good
26/09/2013	Chew Magna Primary	Good
22/01/2014	Clutton Primary	Good
04/02/2014	St Andrew's C of E Primary	Good
05/02/2014	St John's Catholic Primary	Good
11/02/2014	St Mary's C of E Primary Radstock	Good
21/05/2014	Cameley C of E Primary	Good
21/05/2014	Shoscombe C of E Primary	Good
22/07/2014	Freshford C of E Primary	Good
14/10/2014	Moorlands Infant	Good
09/10/2014	Chandag Infant	Good
16/10/2014	Chew Stoke C of E Primary	Good
25/11/2014	Newbridge Primary	Good
08/01/2015	St Michael's C of E Junior	Good
03/02/2015	St Mary's Catholic Primary Bath	Good
05/03/2015	Moorlands Junior	Good
11/03/2015	St Stephen's C of E Primary	Good
22/04/2015	Westfield Primary	Good
29/04/2015	Twerton Infant	Good
24/06/2015	St Nicholas' C of E Primary	Good
08/07/2015	Oldfield Park Infant	Good
22/10/2015	Longvernal Primary	Good
06/10/2015	Welton Primary	Good
23/02/2016	Swainswick C of E Primary	Good
01/03/2016	St Philip's C of E Primary	Good
15/03/2016	St Keyna	Good
11/05/2016	Farrington Gurney C of E Primary	Good

13/06/2013	Pensford Primary	Requires Improvement
26/02/2014	St Martins Garden Primary	Requires Improvement
08/01/2015	Whitchurch Primary	Requires Improvement
10/06/2015	Castle Primary	Requires Improvement
29/09/2015	St Mary's C of E Primary Timsbury	Requires Improvement

17/04/2013	Southdown Junior now Roundhill	Requires Improvement
30/06/2009	Southdown Infant now Roundhill	Outstanding
	Roundhill	Uninspected

NB Roundhill had an unannounced section 8 safeguarding inspection which concluded that safeguarding is effective.

25/04/2016	Academy of Trinity C of E Primary	Inadequate
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### SECONDARY

Date Inspected	Name of School	Ofsted Category
16/07/2013	St Gregory's Catholic School	Outstanding
19/03/2014	Beechen Cliff	Outstanding
12/09/2012	Oldfield School	Outstanding

28/02/2007	Writhlington School	Good
22/06/2011	Ralph Allen School	Good
17/01/2013	Norton Hill School	Good
17/01/2013	Somervale	Good
11/04/2013	Hayesfield	Good
12/02/2014	Wellsway School	Good
07/05/2015	Chew Valley School	Good
13/05/2015	St Mark's C of E School	Good
19/01/2016	Broadlands School	Good

08/10/2014	Bath Community Academy	Inadequate
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	The Bath Studio School	Uninspected
	The IKB Studio School	Uninspected
	The Mendip Studio School	Uninspected

### SPECIAL

08/07/2014	Fosse Way	Outstanding
11/06/2015	Three Ways	Outstanding
	Aspire Academy (The Link)	Uninspected

## Appendix 3: KS4 Provisional Results by school

Name	No. of pupils	Attainment 8	Progress 8	P8 Lower confidence interval	P8 Upper confidence interval	EBacc %	EBacc entry %	The Basics	5+ A*-C inc En & Ma
Bath Community	34	41	-0.72	-1.08	-0.35	9%	9%	59%	50%
Bath Studio School	21	40	-0.44	-0.91	0.03	10%	5%	29%	14%
Beechen Cliff	177	56	0.2	0.04	0.36	64%	51%	80%	66%
Broadlands	91	46.6	-0.43	-0.65	-0.21	29%	10%	58%	53%
Chew Valley	198	51.5	-0.25	-0.4	-0.1	65%	38%	74%	66%
Hayesfield	170	56.1	0.21	0.05	0.38	54%	39%	78%	74%
Norton Hill	247	57.3	0.56	0.43	0.7	71%	36%	76%	75%
Oldfield	118	53	0.03	-0.16	0.23	24%	18%	64%	60%
Ralph Allen	172	55.1	0.03	-0.13	0.19	52%	33%	71%	70%
St Gregory's	157	53.5	0.02	-0.16	0.2	73%	46%	68%	60%
St Mark's	44	46.1	-0.43	-0.76	-0.09	7%	0%	61%	50%
Somervale	96	52.5	0.41	0.19	0.62	51%	32%	66%	60%
Wellsway	208	57.8	0.3	0.16	0.45	58%	47%	91%	84%
Writhlington	245	45.3	-0.62	-0.75	-0.48	45%	25%	54%	50%
Aspire	3	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP
Fosse Way	23	11.7	-1.13	-1.59	-0.66	0%	0%	4%	4%
Three Ways	18	1.1	-1.83	-2.35	-1.31	0%	0%	0%	0%
<b>Bath and NES</b>	<b>2022</b>	<b>51.9</b>	<b>-0.02</b>	<b>-0.06</b>	<b>0.03</b>	<b>52%</b>	<b>33%</b>	<b>70%</b>	<b>64%</b>

Source: Performance Tables – Provisional Data.