

Headline Performance Measures and Floor/Minimum Standards in Primary, Secondary and 16-19 phases 2013-2016

The floor standard for a school defines the minimum standards for pupil achievement and/or progress that the Government expects schools in that particular phase of education to meet. If a school's performance falls below this floor standard, then the school will come under scrutiny through inspection.

The Government defines the minimum levels of academic and vocational achievement that it expects of a school sixth form or college, currently expressed in terms of average point scores. If a school sixth form or college falls below either the vocational or the academic point score thresholds the DfE will give notice to the school or college that their performance is inadequate and needs to improve.

| PRIMARY | | |
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| Academic year | Headline performance measures | Floor standard |
| 2012/13 | <ul style="list-style-type: none"> • Percentage of pupils achieving level 4 or above in reading, writing and maths • Percentage of pupils making expected progress in reading • Percentage of pupils making expected progress in writing • Percentage of pupils making expected progress in maths | <p>A school was below the floor in 2012/13 if:</p> <ul style="list-style-type: none"> • fewer than 60% of pupils at the end of Key Stage 2 (KS2) achieved level 4 or above in reading, writing and maths and • below the average percentage of pupils at the end of KS2 made expected progress in reading (2013 national median = 91%) and • below the average percentage of pupils at the end of KS2 made expected progress in writing (2013 national median = 95%) and • below the average percentage of pupils at the end of KS2 made expected progress in maths (2013 national median = 92%) |
| 2013/14 and 2014/15 | <ul style="list-style-type: none"> • Percentage of pupils achieving level 4 or above in reading, writing and maths • Percentage of pupils making expected progress in reading • Percentage of pupils making expected progress in writing • Percentage of pupils making expected progress in maths | <p>The primary school floor standard for 2013/14 and 2014/15 will be the same.</p> <p>A school will be below the floor in 2014 or 2015 if:</p> <ul style="list-style-type: none"> • fewer than 65% of pupils at the end of Key Stage 2 (KS2) achieved level 4 or above in reading, writing and maths and • below the average percentage of pupils at the end of KS2 made expected progress in reading (compared with the 2014 or 2015 national median) and |

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| | | <ul style="list-style-type: none"> • below the average percentage of pupils at the end of KS2 made expected progress in writing (compared with the 2014 or 2015 national median) and • below the average percentage of pupils at the end of KS2 made expected progress in maths (compared with the 2014 or 2015 national median) <p>The 2014 national medians were 94% in reading, 96% in writing and 93% in maths.</p> <p>Results of the English grammar, punctuation and spelling tests (GaPS) do not form part of the floor standard.</p> |
| 2015/2016 | <ul style="list-style-type: none"> • Average progress made by pupils in reading, writing and mathematics; • Percentage of pupils achieving the national standard in reading, writing and mathematics at the end of key stage 2; • Average score of pupils in their end of key stage 2 assessments; and, • % of pupils who achieve a high score in all areas at the end of key stage 2. <p>The 'high score' will not be set until the first new KS2 tests are sat in summer 2016.</p> | <p>Schools will be above the floor if pupils make sufficient progress across all of reading writing and maths or if more than 85% of them achieve the national standard in reading, writing and mathematics.</p> <p>Sufficient progress will be calculated using as a value-added measure from KS1 to KS2. The precise level of 'sufficient progress' will not be set until the first new KS2 tests are sat in summer 2016.</p> |

SECONDARY

| Academic year | Headline performance measures | Floor standard |
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| <p>2012/13, 2013/14 and 2014/15</p> | <ul style="list-style-type: none"> • Percentage of pupils achieving 5 or more GCSEs grades A*-C (or equivalent) including English and maths • Percentage of pupils making expected progress in English • Percentage of pupils making expected progress in maths | <p>The secondary school floor standard is the same for 2012/13, 2013/14 and 2014/15.</p> <p>A school will be below the floor standard if:</p> <ul style="list-style-type: none"> • fewer than 40% of pupils achieve five or more GCSEs at grade A*-C or equivalent, including GCSEs (or iGCSEs) in both English and mathematics and • the school has a below median score for the percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in English and • the school has a below median score for the percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in mathematics <p>The median school score for pupils making expected progress in English and in mathematics was 73% for each in 2013.</p> <p>The median school score in 2014 for pupils making expected progress in English was 74% and in mathematics was 67%.</p> <p>Schools are only included in these calculations if they have 11 or more pupils and if they have published results for <u>all</u> measures above.</p> <p>A school must miss all measures to be below the floor standard.</p> <p>The recommendations of the Wolf Review will be implemented for performance measures based on 2014 results. This means that, for example, no vocational qualification can count for more than one GCSE and a maximum of two vocational qualifications per pupil can count in performance table measures. These changes will make the floor standard more demanding in 2014 than in previous years.</p> |

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| <p>Progress 8 opt-in: 2014/15</p> | <p>In 2014/15, school can choose to opt in to the new Progress 8 accountability system, in which case they will be judged against Progress 8 instead (see 2016 below).</p> | <p>Schools can choose to opt in to Progress 8 a year early, in which case the school agrees to be subject to new floor standards based on Progress 8. See 2015/16 below.</p> <p>More information about opting in is in Progress 8 early opt-in: terms and conditions for schools.</p> |
| <p>2015/16</p> | <ul style="list-style-type: none"> • Progress across 8 subjects, including English (double-weighted), maths (double-weighted), 3 English Baccalaureate qualifications and 3 other qualifications which can include English Baccalaureate subjects and other high value academic, arts and vocational qualifications from the DfE approved list. • Attainment across the same 8 subjects. • Percentage of pupils achieving a C grade or above in English and maths. • Percentage of pupils achieving the English Baccalaureate <p>Further information about Progress 8 is in Progress 8 measure in 2016: Technical guide for maintained secondary schools, academies and free schools. RAISEOnline has a list of the DfE approved qualifications which can be included in Progress 8.</p> | <p>A school will be below the floor standard if its Progress 8 score is below -0.5¹, unless the confidence interval² suggests that the school's underlying performance may not be below average.</p> <p>¹ A Progress 8 score of -0.5 indicates that the average achievement of a school's pupils is half a grade worse per subject than other pupils with the same prior attainment.</p> <p>² Information about how confidence intervals will be calculated is described in Annex B of Progress 8 measure in 2016: Technical guide for maintained secondary schools, academies and free schools</p> <ul style="list-style-type: none"> • Further details of the floor standard based on Progress 8 can be found in Progress 8 measure in 2016: Technical guide for maintained secondary schools, academies and free schools • RAISEOnline has a list of the DfE approved qualifications which can be included in Progress 8. |

| 16-19 | | |
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| Academic year | Performance measures | Minimum standards |
| 2012/2013 | <p>The Performance Tables Annual Statement of Intent sets out the measures that have been published in previous years. Historical information can be found here:</p> <p>School and college performance tables</p> | <p>The minimum standards cover A levels and Level 3 vocational qualifications at all schools and colleges.</p> <p>In the 2012/13 academic year, a school sixth form or college will be seen as underperforming if its results show that:</p> <ul style="list-style-type: none"> • Fewer than 40% of students achieve an average point score per entry in vocational qualifications set equal to the 5th percentile of students nationally. In 2011/12 the 5th percentile was 194 points per entry. • Fewer than 40% of students achieve an average point score per entry in academic qualifications set equal to the 5th percentile of students nationally In 2011/12 the 5th percentile was 172 points per entry. <p>It is possible for a provider to fail the vocational minimum standard or the academic minimum standard or both.</p> |
| 2013/14 | <p>Information on 2013/14 16-19 Tables can be found in the Statement of Intent 2014.</p> | <p>In the 2013 to 2014 academic year, a school sixth form or college will be seen as underperforming if its results show that:</p> <ul style="list-style-type: none"> • fewer than 45% of students achieve an average point score per entry in vocational qualifications of 194 points • fewer than 45% of students achieve an average point score per entry in academic qualifications of 172 points <p>It is possible for a provider to fail the vocational minimum standard or the academic minimum standard or both.</p> |
| 2014/15 | <p>Information on the 2014/15 16-19 tables will be published in the Statement of Intent for 2015.</p> | <p>2014/15 minimum standards will be set in autumn 2015.</p> |

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| <p>2015/16</p> | <p>Headline performance measures for 2015/16 will be:</p> <ul style="list-style-type: none"> • Destinations of 2013/14 cohort - what students do when they leave the provider • Retention – the percentage of students who complete their core aim • English and maths – showing the <i>progress</i> of those who did not achieve a GCSE C grade at Key Stage 4 • Progress – the progress students make while at school/college • Attainment – how well students attain on average | <p>The new minimum standards will be based on the progress measures. It is proposed that new minimum standards will apply to:</p> <ul style="list-style-type: none"> • Level 3 outcomes from the 2015/16 academic year. • Level 2 substantial vocational qualification outcomes from the 2016/17 academic year. <p>More information about the new standards will be available from autumn 2014 onwards.</p> <p>Details of the levels at which the Level 3 standards will be set will be provided to schools and colleges in 2015.</p> |
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