2014 School and College Performance Tables

Statement of Intent

July 2014

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Introduction

The performance tables continue to sit at the heart of the accountability framework. They focus the debate on standards and strengthen the accountability of schools and colleges, providing a reliable and accessible source of comparative information on pupil attainment and progress. The performance tables present this information alongside wider contextual data including Ofsted, absence, workforce and finance data, presenting users with a wider understanding of the setting in which schools are operating.

Overview

This document sets out our plans for the content of the 2014 School and College Performance Tables. The primary school performance tables will be published by mid-December 2014. The secondary school and 16-18 performance tables will be published by late January 2015.

This statement of intent also provides an overview of future accountability developments, signposting readers to more detailed information.

Summary of 2014 changes

Primary performance tables
- No changes

Secondary performance tables
- Change to the calculation of performance measures (implementation of Wolf Review recommendations and early entry policy)
- Earlier publication of education destination measures

16 to 18 performance tables
- New add-back rule
- Change in reporting of AAB in facilitating subjects at A level

Full details of the contents of this year's performance tables are set out in the annexes to this document as follows:
- Primary – Annex A
- Secondary – Annex B
- 16-18 – Annex C
- Cross-cutting information – Annex D

Primary school performance tables

In 2013 the primary school performance tables underwent substantial change. Separate reading and writing attainment and progress measures replaced 'English', a new measure showing the percentage of pupils achieving a good level 4 (level 4b or above) was introduced and three year rolling averages were included. In addition we reported on attainment in grammar, punctuation and spelling tests. There are no new measures being introduced to the primary performance tables in 2014.

Future developments

The department's response to the consultation on primary school assessment and accountability, published in March 2014, set out details of our plans for reform, which will begin to come into effect from 2015.

New assessments will reflect the more challenging national curriculum

- Introduce more challenging tests that will report a precise scaled score at the end of the key stages (from 2016)
- Detailed performance descriptors to inform teacher assessment at the end of key stage 1 and key stage 2 (used for assessment from 2016). These will be directly linked to the content of the new curriculum
- Improve the moderation regime to ensure that teacher assessments are more consistent (from 2015 onwards)

Our accountability system will reflect the raised expectations of primary schools and recognise the excellent work they do. From 2016 we will:

- Set a challenging aspiration that 85% of children should achieve the new expected standard by the end of primary school. Over time we expect more and more schools to achieve this standard
- Introduce a new floor standard, which will be based on the progress made by pupils from reception to the end of primary school. This will be underpinned by a new assessment in reception that will capture the school's starting point from which progress will be measured. A school will fall below the floor only if pupils make poor progress and fewer than 85% of them achieve the new expected standard
- Require schools to publish information on their websites so that parents can understand both the progress pupils make and the standards they achieve

Further details on the above can be found in the full government response to the consultation, available [here](link)[1].

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[1] www.gov.uk/government/uploads/system/uploads/attachment_data/file/297595/Primary_Accountability_and_Assessment_Consultation_Response.pdf

Secondary school performance tables

Changes to the calculation of performance measures

In 2014 secondary school performance measures will be calculated significantly differently following the implementation of both the Wolf review recommendations and early entry policy. No new measures will be introduced to the tables this year.

Wolf review recommendations

In March 2011, Professor Alison Wolf published her review of vocational education. The review set out a number of recommendations for reform of secondary school performance tables, including:

Qualifications counted in the performance tables

From 2014, the secondary school performance tables will be restricted to qualifications that are high quality, rigorous and enable progression to a range of study and employment opportunities for the majority of pupils.

The measures will be restricted to:
- Full course GCSEs (at level 1 and 2)
- Established iGCSEs[2] (at level 1 and 2)
- AS levels (at level 3)
- Level 3 Asset Language Ladder qualifications
- Level 3 Free-Standing Maths Qualifications (FSMQs)
- Graded music examinations at grade 6 and above (at Level 3)
- Approved level 1, level 2 and level 1/2 qualifications[3]

A full list of the qualifications that count in 2014 can be found on the RAISEonline document library[4] in the revised performance tables qualifications section.

Change to equivalences

From 2014 onwards, no qualification will count for more than one in the performance tables, irrespective of its size. For example, a BTEC previously counting for two or four GCSEs will now be capped at one. We have scaled down points and threshold contributions accordingly and these will be made available on the Ofqual Register of Regulated Qualifications[5].

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[2] Accredited versions of qualifications which were being offered as 'iGCSE' and were being taken in independent and/or international schools before June 2010.

[3] These qualifications are listed here:
www.gov.uk/government/uploads/system/uploads/attachment_data/file/277366/KS4_performance_tables_-_inclusion_of_14-16_qualifications_in_2014.pdf

[4] www.raiseonline.org/documentlibrary/ViewDocumentLibrary.aspx

[5] http://register.ofqual.gov.uk/

<u>Capping of approved level 1, level 2 and level 1/2</u>
To ensure that all pupils are provided with access to a broad and balanced curriculum, the number of approved level 1, level 2 and level 1/2 counting towards secondary school performance measures will be capped at two qualifications per pupil. This will affect both threshold and point score measures.

In calculating both types of measures, we will apply capping such that the points and threshold contributions are maximised across the range of qualifications achieved by each pupil.

Further information on the above can be found in the [Wolf Review of Vocational Education](#)[6].

Early entry
On the 29 September 2013 the Secretary of State for Education announced that only a pupil's first entry in a particular subject will count towards a school's performance tables measures. This rule took effect immediately and will apply only to English Baccalaureate subjects in 2014 and then all subjects in 2015.

For pupils who have completed an eligible qualification before 29 September 2013 the performance tables will still take the best result between that or their first attempt following 29 September. Those who have not taken eligible qualifications before this date will have their first attempt counted in performance tables.

Further guidance on early entry rules, including information on exception discounting for English, maths and science, can be found on the [RAISEonline document library](#)[7] in the revised performance tables qualifications section.

Education Destination Measure
The education destinations of the 2010/11 key stage 4 cohort were published in the performance tables on 26 June 2014. The production of this measure has been brought forward so that the education destinations of the 2011/12 cohort will be published in the first quarter of 2015.

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[6] www.gov.uk/government/publications/review-of-vocational-education-the-wolf-report

[7] www.raiseonline.org/documentlibrary/ViewDocumentLibrary.aspx

Future developments

The department's response to the consultation on secondary school accountability, published in October 2013, set out details of our plans for reform, which will start to come into effect in 2016 performance tables (published in early 2017).

New headline performance measures

Progress 8 and Attainment 8 will be based upon pupils' performance across 8 subjects:

- An English element based on the highest point score in a pupil's (English Baccalaureate) English language or English literature qualification. This will be double weighted provided a pupil has taken both qualifications. In 2016, combined English qualification can be included and double weighted.

- A double weighted maths element that will contain the point score of the pupil's English Baccalaureate maths qualification

- Three slots reserved for English Baccalaureate subjects (sciences, computer science, geography, history and languages)

- Three slots that can be taken up by further qualifications from the range of English Baccalaureate subjects, or any other high value arts, academic, or vocational qualification approved for inclusion in the performance tables

New floor standard

Schools will fall below the floor standard if pupils make an average of half a grade less progress than expected across their 8 subjects. So, for example, a school is underperforming if its pupils were expected to gain 8 Cs (because that's what their peers, with similar prior attainment, secure elsewhere in the country) but they actually achieve less than 4Cs and 4Ds.

2015 Progress 8 opt-in

We believe the new Progress 8 accountability system is a significant improvement on the current system, and will promote better teaching across a broad curriculum. Therefore, we are giving schools the opportunity to opt in to the new system one year early in 2015. Emails containing further detail have been sent to all maintained schools, academies and free schools that are due to have a cohort reach the end of key stage 4 in 2015. If your school has not received an email but you believe you should have please contact Progress8.Correspondence@education.gsi.gov.uk.

Progress 8 data

In early 2015 we will provide schools with information to show what their Progress 8 and Attainment 8 scores look like based upon 2014 results. Details on how schools will be able to access their data will be provided nearer the time. This data is intended for information only, to support schools in preparing for the move to the new accountability system and help inform decisions about opting in to the new system early.

Further information on Progress 8

Detailed guidance on the new measures can be found [here](#)[8].

Further details on all of the above can be found in the full government response to the consultation, available [here](#)[9].

GCSE reform

New GCSEs in English and mathematics will be taught from 2015 with the first examinations in 2017 (after new performance measures are introduced). New GCSEs in other subjects will be phased in for teaching from 2016 and 2017.

Further information on GCSE reform can be found [here](#)[10].

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[8] www.gov.uk/government/publications/progress-8-school-performance-measure

[9] www.gov.uk/government/uploads/system/uploads/attachment_data/file/249893/Consultation_response_Secondary_School_Accountability_Consultation_14-Oct-13_v3.pdf

[10] www.gov.uk/government/policies/reforming-qualifications-and-the-curriculum-to-better-prepare-pupils-for-life-after-school/supporting-pages/gcse-reform

16-18 performance tables

In 2013 the 16-18 performance tables separated the reporting of academic and vocational qualifications for the first time, reporting results for A levels, A level and other advanced academic qualifications and advanced vocational qualifications. Following these significant changes last year, the 2014 performance tables are subject to minimal change.

Introduction of an add back rule

It is important that schools and colleges are accountable for all students so that they continue to strive to achieve the standards expected at post-16. Therefore, any students that were deferred by schools and colleges in 2013, removing them from inclusion in the calculation of performance tables measures, will be 'added' back and included in 2014 performance tables measures.

The add back rule will become standard practice from this year onwards and will ensure that students who are deferred for a year will be automatically 'added' back to the institution the following year. Schools and colleges cannot defer students at age 18 who will be outside of the 16-18 age range the following year when they should be added back. The introduction of an add back rule also ensures consistency with key stage 4 performance tables policy.

AAB in facilitating subjects at A level indicators

The AAB measures in facilitating subjects introduced in the 2012 performance tables are intended to show a snapshot of attainment of high-achievers because grades in these subjects are considered to support progression to top universities.

As announced in the government's response to the consultation on 16-19 accountability earlier this year, we intend to maintain the AAB measure in performance tables as a standard of academic rigour. However, to address the concerns raised in the 16-19 accountability consultation, we will only require two of the subjects to be in facilitating subjects. Therefore, the indicator based on three facilitating subjects will no longer be reported in the performance tables.

The "facilitating subjects" were defined by the Russell Group as those subjects that will increase a student's options at university and are required more often than others for entry into leading universities: English, maths, further maths, physics, biology, chemistry, geography, history and languages (classical and modern).

Future developments

The department's response to the consultation on 16-19 accountability, published in March 2014, set out details of our plans for reform, which will begin to come into effect in the 2016 performance tables (published January 2017).

Reporting vocational qualifications

From 2016, the 16-18 performance tables will report academic, Tech Level and Applied General qualifications separately. Following Professor Alison Wolf's Review of Vocational Education, a list of qualifications that can count towards 16-18 performance measures were published at the end of last year. The lists of Tech Levels and Applied General qualifications approved for inclusion in the 2016 performance tables is available here[11].

Introducing more rigorous minimum standards

To recognise the efforts schools and colleges make in helping their students' to progress and to identify when a provider is underperforming, so that action can be taken.

Publishing clearer and more comprehensive performance information about schools and colleges

This will increase transparency and show how schools and colleges are performing against expectations. Our aim is to include a wider range of information on 16-18 year old students' attainment and progression. Students will have reliable and consistent information, so that they can choose the providers that offer the best chance of helping them to achieve their ambitions. Performance measures include:

A set of headline measures

Headline measures for 16-18 will give a clear overview of the performance of a school or college in academic and vocational programmes compared with other institutions nationally. The headline measures are progress, attainment, retention, destinations and progress in English and maths (for students who complete KS4 without a GCSE pass at A*-C in these subjects).

A broader set of additional measures

A broader set of measures will be introduced to provide other important information on performance, giving a fuller picture of an institution. We will continue to give access to the underlying data that supports performance measures for those who want to look at information at a finer level of detail.

Further details on the above can be found in the full government response to the consultation, available here[12].

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[11] www.gov.uk/government/publications/vocational-qualifications-for-14-to-19-year-olds
[12] www.gov.uk/government/uploads/system/uploads/attachment_data/file/296186/DfE_consultation_response_16-19_Accountability_final_for_publication.pdf

Additional information

RAISEonline

Key changes to primary and secondary performance measures will be replicated in RAISEonline data for schools. Further details of changes to RAISEonline for 2014 will be given in the 'latest news' section of the RAISEonline website by the start of the new academic year in September 2014.

Changes between June 2014 and the publication of performance tables

Please note that, whilst we have tried to capture all of the performance tables changes and developments in this document, there may still be changes made before they are published. Any major changes will be communicated through an addendum to this document, smaller changes will be publicised on the news and announcements page of the performance tables website.

Questions and comments

If you have any questions or comments about the content of this document please contact the Department for Education:

By phone: 0370 000 2288

By typetalk: 18001 0370 000 2288

Online: www.education.gov.uk/contactus/dfe

By post: Statement of Intent
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                  Manchester
                  M1 2WD

Annex A – Primary performance tables content

KS2 attainment	Topline	% achieving level 4 or above in reading, writing and maths
		% achieving level 4B or above in reading and maths and level 4 or above in writing
		% making expected progress in reading
		% making expected progress in writing
		% making expected progress in maths
	Pupil progress	% of pupils making expected progress in reading
		% of pupils making expected progress in writing
		% of pupils making expected progress in maths
		Reading, writing and maths value added score with confidence limits
		Reading value added score with confidence limits
		Writing value added score with confidence limits
		Maths value added score with confidence limits
	KS2 test results	**Reading, writing and maths:**
		% achieving level 3 or below
		% achieving level 4 or above
		% achieving level 4B or above in reading and maths and level 4 or above in writing
		% achieving level 5 or above
		Average point score
		Average level per pupil
		Reading / Grammar, punctuation and spelling / Maths:
		% achieving level 3 or below
		% achieving level 4 or above
		% achieving level 4b or above
		% achieving level 5 or above
		% achieving level 6
		% absent or unable to take test
	Closing the gap	**Disadvantaged pupils / Other pupils - Reading, writing and maths:**
		% achieving level 3 or below
		% achieving level 4 or above
		% achieving level 4B or above in reading and maths and level 4 or above in writing
		% achieving level 5 or above
		Disadvantaged pupils / Other pupils - Making expected progress:
		Reading
		Writing
		Maths
		Gaps - shown for achievement at level 4 and level 4b and for expected progress:
		Gap between disadvantaged pupils and others
		Gap between school and national % for disadvantaged pupils
		Gap between school and national % for others
		Reading, writing and maths value added score with confidence limits:
		Disadvantaged pupils
		Other pupils

KS2 attainment	Closing the gap: three year rolling averages	**All pupils:** *Number of pupils (three year total) *New in 2014** *Three year average for % achieving level 4 or above in reading, writing and maths* *Three year average for % making expected progress in reading / writing / maths* **Disadvantaged pupils:** *Number of pupils (three year total) *New in 2014** *Three year average for % achieving level 4 or above in reading, writing and maths* *Three year average for % making expected progress in reading / writing / maths* **Other pupils:** *Number of pupils (three year total) *New in 2014** *Three year average for % achieving level 4 or above in reading, writing and maths* *Three year average for % making expected progress in reading / writing / maths* **Percentage point gap, based on three year average, between school and national (both disadvantaged pupils and other pupils):** *% achieving level 4 or above in reading, writing and maths* *% making expected progress in reading / writing / maths* **Percentage point (in-school) gap, based on three year average, between disadvantaged and other pupils:** *% achieving level 4 or above in reading, writing and maths* *% making expected progress in reading / writing / maths*
	Teacher assessment	**English / Reading / Writing / Maths / Science:** *% achieving level 3 or below* *% achieving level 4 or above* *% achieving level 5 or above* *% achieving level 6* *% absent or disapplied*
	Low, middle and high attainers	**Reading, writing and maths:** *% achieving level 3 or below* *% achieving level 4 or above* *% achieving level 4B or above in reading and maths and level 4 or above in writing* *% achieving level 5 or above* **Reading / Grammar, punctuation and spelling / Maths:** *% achieving level 4 or above* *% achieving level 4B or above* **Writing:** *% achieving level 4 or above* **% making expected progress:** *Reading* *Writing* *Maths* **Reading, writing and maths value added scores with confidence limits**
	English as an additional language	% achieving level 4 or above % achieving level 5 or above % making expected progress
	Gender	**Boys / Girls:** *% achieving level 4 or above* *% achieving level 5 or above* *% making expected progress*

KS2 attainment	Non-mobile pupils	% achieving level 4 or above in reading, writing and maths
		% achieving level 5 or above in reading, writing and maths
		% making expected progress in reading
		% making expected progress in writing
		% making expected progress in maths
	Cohort information	Pupils on roll aged 10
		Number and % of:
		Pupils eligible for KS2 assessment
		Disadvantaged pupils
		Pupils for whom English is not their first language
		Pupils with statements or supported at school action plus
		Non-mobile pupils
		KS1 attainment for low, middle and high attainers
		Average KS1 point score
	Similar schools	Schools rankings within a group of 125 similar schools based upon % of pupils achieving level 4 or above in reading writing and maths
		Average level per pupil

Downloadable data files:

- KS2 attainment results

Annex B – Secondary performance tables content

All 2014 performance measures are subject to a change in methodology stemming from the implementation of Wolf Review recommendations and early entry policy*

KS4 attainment	Topline	% making expected progress in English
		% making expected progress in maths
		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
		% achieving the English Baccalaureate
		% achieving grades A*-C in English and maths GCSEs
	KS4 exam results	% achieving 5+ A*-C GCSEs including English and maths GCSEs
		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs - All pupils, low, middle & high attainers
		% achieving 5+ A*-C GCSEs (or equivalent)
		Number & % of pupils achieving grades A*-C in English and maths - All pupils, low, middle & high attainers
		% achieving 5+A*-G GCSEs (or equivalent)
		% achieving English and maths skills Level 2
		% achieving English and maths skills Level 1
		% achieving at least 1 qualification
		Average point score per pupil (best 8) - all qualifications - All pupils, low, middle & high attainers
		Average point score per pupil (best 8) - GCSEs only - All pupils, low, middle & high attainers
		Average point score (uncapped)
		Average grade per pupil per qualification (uncapped) - Low, middle & high attainers
		Average grade per pupil per GCSE (uncapped) - Low, middle & high attainers
		Average grade per pupil (best 8)
		Average entries per pupil - all qualifications - All pupils, low, middle & high attainers
		Average entries per pupil - GCSEs only - All pupils, low, middle & high attainers
	English Baccalaureate	% of pupils achieving all EBacc subjects - All pupils, low middle & high attainers
		Number & % of pupils entered for all EBacc subjects - All pupils, low middle & high attainers
		% of pupils achieving A*-C / Number entered / % entered:
		English, maths, science, humanities, language
		Number & % of pupils achieving EBacc subjects at grades A*-G:
		Overall, English, maths, science, humanities, language
		EBacc individual GCSE subjects; Value Added scores and confidence limits:
		English, maths, science, humanities, language - All pupils, low, middle & high attainers

KS4 attainment	Closing the gap: three year rolling averages	**All pupils:** *Number of pupils (three year total)* *Three year average for % achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs* *Three year average for % making expected progress in English* *Three year average for % making expected progress in maths* **Disadvantaged pupils:** *Number of pupils (three year total)* *Three year average for % achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs* *Three year average for % making expected progress in English* *Three year average for % making expected progress in maths* **Other pupils:** *Number of pupils (three year total)* *Three year average for % achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs* *Three year average for % making expected progress in English* *Three year average for % making expected progress in maths* **Percentage point gap, based on three year average, between school and national (both disadvantaged pupils and other pupils):** *Achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs* *Making expected progress in English* *Making expected progress in maths* **Percentage point (in-school) gap, based on three year average, between disadvantaged and other pupils:** *% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs* *% making expected progress in English* *% making expected progress in maths*
	Closing the gap: time series	Number & % of disadvantaged pupils in KS4 cohort: 2012, 2013, 2014 **% of disadvantaged pupils & other pupils (2012, 2013, 2014):** *Achieving A*-C in English and maths GCSEs* *Achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs* *Entered in EBacc* *Achieving EBacc* *Making expected progress in English* *Making expected progress in maths* **Percentage point gap between school and national (both disadvantaged pupils and other pupils):** *Achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs* *Making expected progress in English* *Making expected progress in maths* **Percentage point (in-school) gap between disadvantaged and other pupils:** *% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs* *% making expected progress in English* *% making expected progress in maths*
	Closing the gap: value added	**Value added scores for disadvantaged pupils & other pupils, with confidence limits:** *Best 8, English, maths, science, humanities, languages*

All 2014 performance measures are subject to a change in methodology stemming from the implementation of Wolf Review recommendations and early entry policy

KS4 attainment	Pupil progress	% making expected progress in English - All pupils, low, middle & high attainers
		% making expected progress in maths - All pupils, low, middle & high attainers
		Value added (best 8) score with confidence limits - All pupils, low, middle & high attainers
	English as an additional language and gender	% achieving A*-C in English and maths GCSEs
		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
		% entered for EBacc
		% achieving EBacc
		% making expected progress in English
		% making expected progress in maths
		Average point score per pupil (best 8) - all qualifications
		Average point score per pupil (best 8) - GCSEs only
	Non-mobile pupils	% achieving A*-C in English and maths GCSEs
		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
		% entered for EBacc
		% achieving EBacc
		% making expected progress in English
		% making expected progress in maths
	Three year averages	% achieving A*-C in English and maths GCSEs
		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
		% making expected progress in English
		% making expected progress in maths
	Cohort information	Number of pupils at end of KS4 - all pupils, boys, girls
		% of pupils aged 14 or under at the end of KS4
		% of pupils aged 15 at the end of KS4
		Number & % of:
		Low, middle and high prior attainers (KS2)
		Disadvantaged pupils:
		Pupils for whom English is not their first language
		Pupils with statements or supported at school action plus
		Non-mobile pupils

All 2014 performance measures are subject to a change in methodology stemming from the implementation of Wolf Review recommendations and early entry policy

KS4 attainment	Similar schools	Schools rankings within a group of 55 similar schools based upon % of pupils achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
		Average grade per pupil (capped 8) - all qualifications
		Average key stage 2 point score (all pupils)
		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs - boys, girls, low, middle & high attainers
	Education Destination Measures (for the 2011/12 KS4 cohort)	Number of pupils
		Number & % in a sustained education destination
		Number & % for whom education destination was not sustained
		Number & % whose activity was not captured in data
		Number & % at the following education destinations:
		Further Education College
		Independent School
		Other Further Education Provider
		School Sixth Form
		Sixth Form College
		Specialist post-16 institution
		Pupil Referral Unit or other alternative provision
		Special School
		Apprenticeships
		UK Higher Education Institution
		Education combination (pupils recorded at more than one destination)

Downloadable data files:
- KS4 attainment results
- KS4 qualification and subject data

Annex C – 16-18 performance tables content

16-18 attainment	A level Results	Average point score per A level entry
		Average point score per A level entry expressed as a grade
		Average point score per A level student (full-time equivalent)
		% achieving:
		at least 3 A levels at A*-E
		at least 2 A levels at A*-E
		at least 1 A level at A*-E
		A levels at grades AAB or higher (in at least 2 facilitating subjects)
	Academic Results	Average point score per academic entry
		Average point score per academic entry expressed as a grade
		Average point score per academic student (full-time equivalent)
		% achieving qualifications equivalent to:
		at least 3 A levels at A*-E
		at least 2 A levels at A*-E
		at least 1 A level at A*-E
	Vocational Results	Average point score per vocational entry
		Average point score per vocational entry expressed as a grade
		Average point score per vocational student (full-time equivalent)
		% achieving qualifications equivalent to:
		at least 3 substantial vocational qualifications
		at least 2 substantial vocational qualifications
		at least 1 substantial vocational qualification
	Progress measures	A level Value Added measure with confidence limits
		Number of A level entries
		Academic Value Added measure with confidence limits
		Number of academic entries
		Vocational Value Added measure with confidence limits
		Number of vocational entries
	Cohort Information	Number of students aged 16-18
		Number of students at the end of KS5 study
		Number of A level students at the end of KS5 study
		Number of full-time equivalent A level students at the end of KS5 study
		Number of academic students at the end of KS5 study
		Number of full-time equivalent academic students at the end of KS5 study
		Number of vocational students at the end of KS5 study
		Number of full-time equivalent vocational students at the end of KS5 study

Downloadable data files:
- 16-18 attainment results
- 16-18 qualification and subject data
- Level 3 Value Added (Qualification Type Data)
- Level 3 Value Added (Subject Data)
- 16-19 interim minimum standards

Annex D – Cross-cutting performance tables content

Absence (primary & secondary only)	Overall absence	
	Persistent absence - 15% +	
Finance (primary & secondary only) Figures presented available as £ per pupil or proportion of total expenditure	Summary	% of pupils eligible for free school meals
		Total income
		Total expenditure
	Funding and income	Grant funding
		Self-generated income
	Education staff spend	Teaching staff
		Supply staff
		Education support staff
	Learning resources and curriculum spend	Learning resources (not ICT)
		ICT Learning resources
		Bought in professional services - curriculum
	Other spend	Back office (including staff costs)
		Catering (including staff costs)
		Premises (including staff costs)
		Other staff costs
		Energy
		Other expenditure
	Comparisons over time and differences	Teaching and Education Support Staff Costs
		Support staff costs
		Back office costs
		Energy
		Total expenditure
Workforce (primary and secondary only)	Headcount of all teachers in a school	
	Headcount of all teaching assistants in a school	
	Headcount of all support (exc. auxiliary) staff in a school	
	Full-time equivalent number of all teachers in a school	
	Full-time equivalent number of all teaching assistants in a school	
	Full-time equivalent number of all support (exc. auxiliary) staff in a school	
	Ratio of pupils to teachers in a school	
	Average gross salary of all fulltime qualified teachers in a school	

Establishment information	Pupil population (primary & secondary only)	Number of pupils on roll
		Number of boys on roll
		Number of girls on roll
		% of pupils with SEN with statements or on School Action Plus
		% of pupils with English not as a first language
		% of pupils eligible for free school meals
		Number of pupils eligible for FSM at any time during the past 6 years
		% of pupils eligible for FSM at any time during the past 6 years
	School characteristics	School type
		Lowest age for entry
		Highest age for entry
		Gender of entry
		School denomination
		Current admission policy
	School details	Address
		Town
		Postcode
		Telephone number
		Headteacher/principal's name
		Unique Reference Number
Ofsted	Inspection date	
	Inspection outcome	
	Link to report	

Downloadable data files:
- Pupil absence
- Spend per pupil
- School spend per pupil 2012-2013 - Grouped data
- School total spend 2012-2013 - Full data
- School workforce
- Establishment information
- Census information
- Academy & free school funding agreements
- Academy & free school annual reports and financial statements
- Academy & free school value for money statements

Department for Education

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