

## Appendix 5 – Glossary/Technical notes/Frequently asked questions

### General Terms and acronyms used in the report

<b>RAG</b>	Red, Amber, Green rating
<b>APS</b>	Average points score
<b>OP</b>	Overview Partner
<b>LP</b>	Leadership Partner
<b>FS</b>	Focused Support
<b>GLD</b>	Good Level of Development
<b>DfE</b>	Department for Education
<b>FSM</b>	Eligible for Free School Meals (used as an indicator of deprivation)
<b>FSM6</b>	Eligible for Free School Meals any time within the last 6 years. This is sometimes referred to as FSM ever.
<b>EAL</b>	English as an additional language
<b>SEND</b>	Special Education Needs/disabilities
<b>SEN Statement/EHCP</b>	Special Education Needs with either an existing Statement or the new Education Health Care Plan
<b>SEN Support</b>	Special Education Needs support provide in school (similar to previous Action and Action plus)
<b>Low PA</b>	Low Prior Attainment band: The pupil started the key stage below the expected standard of the previous key stage
<b>Middle PA</b>	Middle Prior Attainment band: The pupil started the key stage at the expected standard of the previous key stage
<b>High PA</b>	High Prior Attainment band: pupils started the key stage above the expected the standard if the previous key stage
<b>VA</b>	Value Added: this is based on comparing expected attainment based on prior attainment with actual attainment at the next Key Stage
<b>Eng. Bacc</b>	English Baccalaureate: to achieve this students must pass GCSE in English, maths, a humanities subject, a science subject and a modern foreign language

### What does the data include?

The national figures used throughout the report are based on State Funded Schools/Colleges. DfE will also publish all schools figures alongside all state funded schools. Whilst both figures are valid national indicators for use by the school, we use the state funded figure in our reporting as borough and LA figures are based on state funded schools only.

### Overview of key stages

#### Early Years

- Children are normally aged five when they are assessed, although a minority may be slightly younger or older.
- The Foundation Stage Profile is based on teacher assessments completed in the Summer term.

In 2016 this will no longer be a statutory requirement.

#### Key Stage 1

- Children are normally aged seven when they are assessed, although a minority may be slightly younger or older.
- The expected level is Level 2+

#### Key Stage 2

- Children are normally aged eleven when they are assessed, although a minority may be slightly younger or older.

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- Please note that the expected progress methodology changed in 2011 and 2012. The information here is based on 2012 methodology. Pupils are expected to make at least two levels of progress between key stage 1 and key stage 2.
- Primary data is not released into the public domain until mid December. Further analysis is then required to produce Borough/District data.

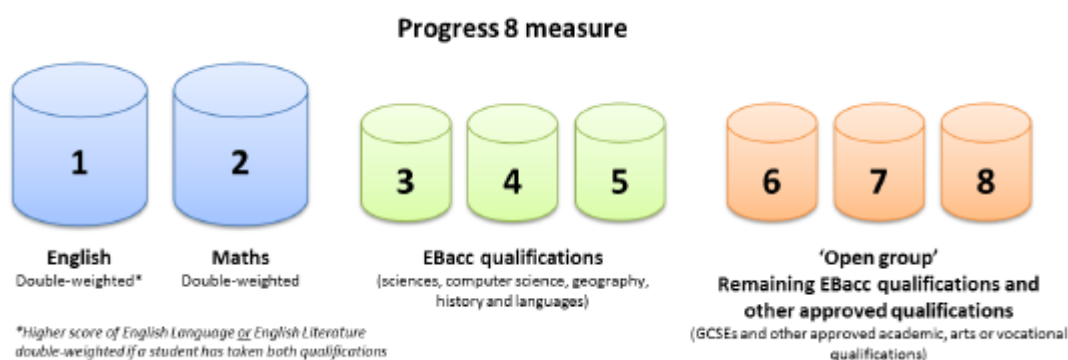
Please note: In 2016 National Curriculum levels will no longer be used at Key Stage 1 and Key Stage 2. DfE are finalising what accountability measure will be reported. We will update you once the position is clearer.

### Key Stage 4

- The key stage 4 results are based on pupils at the end of key stage 4 in state-funded schools (mainstream schools, special schools and academies).
- Expected levels of progress in English and mathematics are based on pupils making at least three levels between key stage 2 and key stage 4.
- Secondary data is not released into the public domain until late January. Further analysis is then required to produce Borough/District data.

### Changes to the KS4 accountability measures

From 2016 onwards, the accountability measures used by DfE in the Performance Tables will be changing. The new measures are designed to encourage schools to teach a broad curriculum and reward schools that teach all pupils well. The key performance indicator at Key Stage 4 will be Progress 8. The Progress 8 calculation will be based on students' progress measured across eight subjects: English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further approved subjects. The English\* and maths grades are double-weighted. The diagram below illustrates this.



The Progress 8 score for a pupil is the difference between their actual Key Stage 4 result and the national average score for pupils with the same Key Stage 2 prior attainment. Progress 8 will be calculated for individual pupils solely in order to calculate a school's Progress 8 score, and there will be no need for schools to share individual Progress 8 scores with their pupils.

A school's Progress 8 score will be calculated as the average of its pupils' Progress 8 scores. Every increase in every grade a pupil achieves will attract additional points in the performance tables

The other main indicators to be published will be as follows:

- pupils' average grade across 8 subjects

- the proportion of pupils achieving at least a C in English and mathematics
- the proportion of pupils achieving the English Baccalaureate

Progress 8 will be introduced for all schools in 2016 (based on 2016 exam results, with the Progress 8 score showing in performance tables published in late 2016 / early 2017). However, schools were able to “opt-in” to the new measure for the June 2015 results. By opting in to the new accountability system, based upon the Progress 8 measure, for exams taken in 2015 schools are agreeing to:

- a floor standard based on Progress 8;
- data in performance tables (to be published in early 2016) that will reflect the new Progress 8 measures;
- Ofsted taking Progress 8 opt-in status into account during school inspections.

Only five of Surrey's 53 secondary schools chose to opt in to the new measures early. These were: Gordon's, Salesian, St John the Baptist, The Warwick and The Winston Churchill.

Because of the small numbers, the Progress 8 data is not included within this report. To view the data for these schools, please go to the DfE Performance Tables website: <http://www.education.gov.uk/schools/performance/>.

Please note that DfE have also published the data for the main 2015 performance measures for schools opting in to the 2016 measures early, and this information is included in these reports. **However, DfE and Ofsted will make judgements on these schools based upon the new accountability measures only.** To be below the Progress 8 floor standard, a school must have a Progress 8 score which is more than -0.5 points below the national average. In 2015, the national average was -0.03. None of the five schools that were measured against this standard in Surrey fell below this threshold.

For further information, please see the Gov.uk website:

<https://www.gov.uk/government/publications/progress-8-school-performance-measure>

#### Key Stage 5

- The key stage 5 information is a summary of the A level and equivalent results for students at the end of key stage 5 in state-funded mainstream schools, academies, free schools, maintained special schools and FE sector colleges.

#### Ofsted

- Data covers all inspections in Surrey (and in each Borough/District) published as at 31<sup>st</sup> January 2016. This may not include all of the inspections carried out up to this date due to delays in the publication of the reports. National data is as published at 31<sup>st</sup> January 2016.

#### Where can I find more school level information?

More detailed information at school and borough level is available from the following sources:

#### 2015 DfE Performance Tables

<http://www.education.gov.uk/schools/performance/>

**Latest Ofsted inspection reports**

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report>

**Ofsted Data View website**

Interactive graphs giving regional and local authority level comparisons

<http://dataview.ofsted.gov.uk>

**Ofsted school data dashboards**

<http://dashboard.ofsted.gov.uk/>

**Surrey i**

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

**Ofsted 2014/15 Annual Report**

<https://www.gov.uk/government/publications/ofsted-annual-report-201415-education-and-skills>

**How are expected levels of progress calculated?**

**Key Stage 1 to Key Stage 2**

		KS2 level (combined test and teacher assessment for reading and maths and teacher assessment for writing)							
		Any non-numeric level	0	1	2	3	4	5	6
	A, D or no KS1 level								
KS1 level	0								
	1								
	2								
	3								
	4								

## Key Stage 2 and Key Stage 4

		GCSE Grade									
		No KS4 result	U	G	F	E	D	C	B	A	A*
	Working towards level 1										
KS2 level	1										
	2										
	3										
	4										
	5										

### Key

Represents pupils making more than expected progress

Represents pupils making expected progress

Represents pupils making less than expected progress

Indicates pupils whose progress could not be determined and who have therefore been excluded from calculations

### Where can further details be found about school inspections?

The Framework for school inspection<sup>1</sup> sets out the statutory basis for inspections. It summarises the main features of school inspections and describes how the general principles and processes of inspection are applied. The School inspection handbook<sup>2</sup> sets out what inspectors must do and what schools can expect, and provides guidance for inspectors on making their judgements. Both documents are available on Ofsted's website [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

<sup>1</sup> *Common inspection framework* education, skills and early years from September 2015; <https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>

<sup>2</sup> *School inspection handbook*, Ofsted 2015; <https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

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