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| DIRECTORS' REPORT AUTUMN TERM 2015 | ITEM NO 6 | FOR INFORMATION/ | ATTENTION OF: primary only |
| TITLE | Primary School Assessment and Accountability: Changes in 2016 | | |
| SUMMARY | Overview of the changes to school assessment and accountability in primary 2016. | | |
| KEY ACTION POINTS | Governors may wish to ask about how the school is preparing itself for the changes to primary accountability. | | |
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Previous arrangements

For more than ten years, the Government has set national 'floor standards' which define minimum expected school performance at the end of Key Stage 2. These have consisted of two measures, one based on the **attainment** of pupils in the statutory national tests and teacher assessment at the end of Y6 and the other based on **progress** made by the pupils between the end of Key Stage 1 (Year 2) and Key Stage 2. A school had to fail to reach the minimum on both measures to be considered 'below floor standards'. Schools in this category are subject to Ofsted inspection.

For 2014 and 2015, the measures were revised and set as follows:

- **attainment** measure - at least 65% of pupils attain Level 4 or above in all of their reading and mathematics tests and in teacher assessment of writing;
- **progress** measure – the percentage of pupils making at least 2 levels of progress from the end of KS1 to the end of Key Stage 2 (e.g. from level 2 to level 4 or level 1 to level 3) is above the national median (the middle of the range across all schools) in reading OR writing OR mathematics; these were 94%, 96% and 93% respectively.

New arrangements from 2016

When the new statutory assessment arrangements, relating to the 2014 National Curriculum, come into force from the summer of 2016, school accountability measures will also change. The Government initially announced that it would raise the attainment target very significantly to 85% of pupils achieving the new, higher expectation (roughly the equivalent of a 'good' level 4 in terms of the old standards). Just how big a rise is indicated by the fact that only 20% of schools nationally had 85% of their pupils reach this 'good level 4' standard in 2014. The main focus for school accountability from 2016 will be the progress pupils make between the ages of 7 and 11. This will continue to be the case until 2022. After that, the progress measure will cover seven years between the start of Reception and the end of Year 6 and will use the outcomes of the new Early Reception Baseline Assessment, to be introduced this autumn, as the reference point.

The Government has now published the new floor standard measures for 2016 and, under new legislation being passed through Parliament this year – the *Education and Adoption Bill* - will introduce a new category of 'coasting schools' which the Secretary of State will be able to deem 'eligible for intervention'. The two types of schools will be defined as follows:

Schools will be deemed **above the floor standard in 2016** where:

- **attainment:** at least 65% of pupils attain the new [higher] national standard in the Key Stage 2 reading and mathematics tests and in teacher assessment of writing **OR**
- **progress:** pupils make sufficient progress; this measure will be a value-added measure from Key Stage 1 to Key Stage 2 and will be set after the 2016 tests have been taken
Schools will be deemed as **coasting** based on outcomes over a three year period where:
- in **both 2014 and 2015**, fewer than 85% of their pupils achieved the 'old' national standard of Level 4 or above in their reading and mathematics tests and in teacher assessment of writing **and in 2016**, fewer than 85% of pupils reach the new [higher] national standard in the Key Stage 2 reading and mathematics tests and in teacher assessment of writing **and**
- in **both 2014 and 2015**, below average proportions of pupils made expected progress between the end of Key Stage 1 and the end of Key Stage 2 and **in 2016**, pupils do not make 'sufficient progress' on a measure to be set after the 2016 tests have been taken.

If a school is notified that it is judged to be 'coasting', the government's local Regional Schools Commissioner will then assess whether or not the school has a credible plan to improve and to ensure all children make the required progress. Those that are felt to be able to improve will be supported to do so by 'expert heads', and the others may be turned into sponsored academies.

Impact of the changes

To put these 2016 measures into some perspective, we can look at published data from 2014.

Floor standard: we know that over 5,500 primary schools (about 39% of those eligible) had less than 65% of pupils attain the 'good level 4' which is likely to be broadly in line with the new national standard. However, 'sufficient progress' is likely to be set at a point which means that around the same number of schools are below the threshold as at present (just under 800 schools)

Coasting schools: more than 5,800 schools (just over 40% of those eligible) had at least 85% of their pupils attain a combined level 4 in their reading and mathematics tests and in teacher assessment of writing in 2014 and so cannot fall into the new category. Other schools will have achieved this in 2015. The same measure of 'sufficient progress' will be used in both the floor standards and coasting school definitions but a higher bar will apply with the coasting schools. The Government's press release on the definition of coasting schools said that, based on current performance, it expected that the new category would include 'hundreds of schools'.

Conference for senior leaders

A conference will be held for senior leaders on Thursday 22nd October to discuss the new tests and performance descriptors and the implications for primary accountability.

Separate briefings will be held for governors this term.

References

Floor standards for 2016:

http://www.education.gov.uk/schools/performance/fs_14/index.html

Government press release on coasting schools:

<https://www.gov.uk/government/news/hundreds-of-coasting-schools-to-be-transformed>