

# **PUBLICATION OF 2007 TEST AND EXAMINATION RESULTS IN THE SCHOOL AND COLLEGE ACHIEVEMENT AND ATTAINMENT TABLES**

## **OVERVIEW:**

1. This note sets out:
  - the Department's plans for the content of the 2007 Achievement and Attainment Tables; and
  - plans for developing the Tables in the longer term.
2. A fuller explanation of the detail, and of the processes involved, will be provided to schools and colleges when they are asked to check their data prior to publication.
3. Further copies of this note can be downloaded from our website at:  
[www.dfes.gov.uk/performancetables](http://www.dfes.gov.uk/performancetables) or at [www.teachernet.gov.uk](http://www.teachernet.gov.uk)

Any queries on the content of this document should be addressed to:

Toni Zanotti  
Area 3C  
DfES  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

Audience: Headteachers, Governors, Teachers, LAs etc.  
Status: Information  
Date of issue: 18 July 2007

## **Summary of changes to the 2007 Achievement and Attainment Tables**

1. The Secretary of State intends to make the following changes to the 2007 Tables publications:

- Introduction of KS1-2, KS2-3 and KS3-4 CVA measures
- Drop the mobility indicator from primary school tables
- Introduction of a new KS4 science indicator
- Introduction of overall rates of absence
- Drop authorised absence rates

2. For future years' Tables, the Secretary of State proposes to publish new modern foreign languages indicators in the 2008 KS4 Tables. This year will also see further work on the Post 16 CVA pilot, with the intention of publishing a CVA measure in the 2008 Post 16 Tables.

These changes are detailed further in this document.

### **Contextual Value Added (CVA): Key Stage 1-2, KS2-3 and KS3-4 CVA**

3. In January 2004, Ministers signalled their intention that a more sophisticated value added methodology be used for all Departmental and Ofsted purposes. We have since developed the CVA measure which adjusts predicted achievement to take account of not only prior attainment, but also a range of other factors observed to impact on performance which are outside a school's control.

4. When calculating a school's CVA measure, we take into account pupil level factors that have been observed to impact on a pupil performance – prior attainment, gender, ethnicity, age in year, SEN status, free school meals status, first language, whether pupil is or has been in care, mobility and a rating from the Income Deprivation Affecting Children Index (IDACI).

5. In 2006, we conducted pilots testing the feasibility of introducing a KS1-2 and KS2-3 CVA measure in the 2007 KS2 Tables and KS3 Tables respectively. The methodology tested in the pilot was based on the already successful KS2-4 CVA methodology tested in 2005 and published in the 2006 KS4 Tables.

6. Following evaluation of the pilot, which involved stakeholder conferences, schools and Local Authorities were strongly in favour of the introduction of CVA in the KS2 and KS3 Tables. We will therefore publish a KS1-2 CVA and a KS2-3 measure, to replace the 'old' value added measure, in this year's KS2 and KS3 Table.

7. In addition to the KS2-4 CVA measure shown in the KS4 Tables, we will be publishing a KS3-4 CVA measure. Last year, we delayed the publication of a KS3-4 CVA measure to coincide with the introduction of the KS2-3 CVA measure. It was important these complementary measures were not shown in isolation, as to do so could give rise to misleading interpretation

of a school's performance. Now that we have completed the development work on KS2-3 CVA we will proceed with showing a KS3-4 CVA measure for all schools in the KS4 Tables.

8. More information about CVA and the way it is calculated can be found in the document 'Guide to CVA' at [www.dfes.gov.uk/performance/tables](http://www.dfes.gov.uk/performance/tables).

### **Absence data in the KS2 and KS4 Tables**

9. There will be a change to the way absence data is presented in the Tables. We will no longer show the percentage of pupils with authorised absence. The tables will now show the percentage of total absence and the percentage of unauthorised absence for each mainstream maintained school in the KS2 and KS4 Tables.

10. No absence data will be published for independent schools in 2007 or future years' Tables, as data are no longer collected nationally. Absence data collections for special schools are unresolved for this year's Tables, but should feature next year. We propose to continue to publish absence figures for all schools maintained by local authorities in the 2007 Tables.

### **Primary School (KS2) Tables**

#### **Mobility indicator**

11. The mobility indicator will be dropped from the KS2 Tables. In 2004, we introduced a mobility indicator into the KS2 Tables to show the effect mobile pupils had on the raw results and value added measure. Now that we have developed CVA, which takes into account a number of factors, including pupil mobility, there is no longer a need for a separate mobility indicator.

12. Details of the content of the Primary School (KS2) Tables can be found at Annex A.

### **Secondary School (KS3) Tables**

13. Other than the introduction of a KS2-3 CVA measure, there will be no other change to the KS3 Tables.

14. Details of the content of the Secondary School (KS3) Tables can be found in Annex B.

### **Secondary School (KS4) Tables**

#### **Science**

15. The Government's *Science and Innovation Investment Framework 2004-2014: Next Steps* document, published last March, announced our intention to publish 'the percentage of pupils who achieve two or more good (A\*-C) GCSEs in science' in school performance tables from 2007. The aim of the indicator is to encourage take up of science and improve performance so that more pupils progress to study GCE A levels in Physics, Chemistry, Biology or Applied Science and other substantial advanced level qualifications in science.

16. For each school, we will publish the percentage of pupils at the end of KS4 who have achieved at least two GCSEs at grades A\*-C and equivalents which cover the KS4 science programme of study and provide a progression route to A levels in Physics, Chemistry, Biology or Applied Science and other substantial level 3 qualifications in science.

17. This means, that to be counted in the indicator:

- pupils must have achieved grades A\*-C in:
  - GCSE Science ('core') and GCSE Additional Science; or
  - GCSE Science ('core') and GCSE Additional Applied Science; or
  - GCSE Applied Science Double Award; or
  - GCSE Science and GCSE Environmental and Land-based Science
- Pupils who have taken GCSEs in all three of Physics, Chemistry and Biology will be counted, but need only have attained grades A\*-C in at least two of the disciplines. *This ensures all pupils taking separate sciences have covered the full programme of study, but continues to place the emphasis on those attaining at least two good grades.*
- In order to recognise acceleration, any GCE AS levels taken early will also be counted. Therefore, pupils who have taken GCSEs and/or GCE AS levels in all three of Physics, Chemistry and Biology will also be counted, but need only have attained GCSE grades A\*-C and/or GCE AS grades A-E in at least two of the disciplines.
- In response to representations made to them, Ministers have decided also to include achievements in:
  - Level 2 BTEC First Certificates and First Diplomas in Applied Science at pass, merit and distinction; and
  - OCR Level 2 National Awards and National Certificates in Science at pass, merit and distinction.

Now that we have better information about the numbers of entries for these qualifications, it is clear that their inclusion will give a more appropriate account of the achievement of pupils in science. Their continued inclusion in the science indicator will be kept under review over the next few years.

(Until they are phased out, GCSEs covering the old Key Stage 4 programme of study (Double Science, Physics, Chemistry and Biology, Applied Science Double Award) will count.)

18. Details of the content of the Secondary School (KS4) Tables can be found at Annex C.

## **Post 16 Tables**

19. There will be no changes to the content of the Post 16 Tables. Details of the content of the Post 16 Tables can be found at Annex D.

## **Future Developments**

### Modern Foreign Languages

20. In October 2006, the Secretary of State requested a review of languages, due to the recent fall in the numbers of pupils taking languages GCSEs. One outcome of the review was a recommendation that two performance indicators for languages be included in the KS4 Tables measuring attainment at Level 2, and participation and attainment at Level 1. The Secretary of State proposes to publish the following two languages indicators in the 2008 KS4 Tables:

21. For each school, we intend to publish:
- a. the percentage of pupils at the end of KS4 who have achieved at least one full GCSE (or equivalent) at grades A\*-C in modern languages; and
  - b. the percentage of pupils at the end of KS4 who have achieved at least one short course GCSE (or equivalent) at grades A\*-G in modern languages.

22. This means that, to be counted in the indicators, pupils must have achieved any Level 1 or Level 2 qualification approved for use pre-16, for example, GCSEs, the Languages Ladder/Asset Languages qualifications or NVQ language units.

23. The Secretary of State does not propose to count the following qualifications in these new indicators:

- Classical languages;
- British Sign Languages;
- Any English and English for Speakers of Other Languages (ESOL) qualifications;
- Qualifications reflecting a study of literature and/or culture; or
- AS levels taken early in KS4.

## **Post 16 CVA pilot**

24. Since March 2006, we have been working with institutions to develop a Post-16 CVA methodology for use in the Tables. Early evaluation of the published pilot results and feedback from evaluation conferences with key stakeholders has identified further refinements necessary to improve the complex CVA model. As a result, we will use this year to conduct more development work and consult further with stakeholders, leading to a further

set of pilot results early in the New Year. This is with a view to publishing an institutional CVA measure nationally in the 2008 Post-16 Tables.

25. The Learning and Skills Council has been developing subject and qualification value added measures as part of its Learner Achievement Tracker (LAT). The LAT also remains in pilot phase and will be formally released with the Department's Post-16 CVA measure.

## CONTENTS OF 2007 PRIMARY SCHOOL (KEY STAGE 2) ACHIEVEMENT AND ATTAINMENT TABLES

<b>Background Information</b>	<ul style="list-style-type: none"> <li>• name, address and telephone number</li> <li>• school type/category</li> <li>• age range</li> <li>• total number of pupils on roll (all ages)</li> <li>• total number and percentage of pupils with statements of SEN or supported at School Action Plus</li> <li>• total number and percentage of pupils supported at School Action</li> <li>• number of pupils on roll aged 11</li> </ul>
<b>Contextual Value Added Measure</b>	<ul style="list-style-type: none"> <li>• KS1-2 CVA measure</li> <li>• CVA confidence interval showing range of scores within which school effectiveness lies</li> <li>• percentage of eligible pupils included in the CVA measure (coverage indicator)</li> </ul>
<b>Key Stage 2 Test Results</b>	<ul style="list-style-type: none"> <li>• total number of pupils eligible for assessment under the 2007 Key Stage 2 arrangements on roll at the time of the tests</li> <li>• number and percentage of pupils eligible for KS2 assessment with statements of SEN or supported at School Action Plus</li> <li>• number and percentage of pupils eligible for KS2 assessment supported at School Action</li> <li>• <b>English</b> <ul style="list-style-type: none"> <li>- percentage of eligible pupils achieving Level 4 or above</li> <li>- percentage of eligible pupils achieving Level 5</li> <li>- percentage of eligible pupils who were absent or unable to access the test</li> </ul> </li> <li>• <b>Mathematics</b> <ul style="list-style-type: none"> <li>- percentage of eligible pupils achieving Level 4 or above</li> <li>- percentage of eligible pupils achieving Level 5</li> <li>- percentage of eligible pupils who were absent or unable to access the test</li> </ul> </li> <li>• <b>Science</b> <ul style="list-style-type: none"> <li>- percentage of eligible pupils achieving Level 4 or above</li> <li>- percentage of eligible pupils achieving Level 5</li> <li>- percentage of eligible pupils who were absent or unable to access the test</li> </ul> </li> </ul>
<b>Average Point Score</b>	The average point score achieved by eligible pupils (those absent or unable to access the tests are not included).

**Year on Year  
Comparison**

- aggregate of the three test percentages for 2004
- aggregate of the three test percentages for 2005
- aggregate of the three test percentages for 2006
- aggregate of the three test percentages for 2007

**Absence Rates**

- total number of pupils of compulsory school age on roll for at least one session
- percentage of pupil sessions (half days) missed through total absence
- percentage of pupil sessions (half days) missed through unauthorised absence

## CONTENT OF 2007 SECONDARY SCHOOL (KEY STAGE 3) ACHIEVEMENT AND ATTAINMENT TABLES

<b>Background Information</b>	<ul style="list-style-type: none"> <li>• Name, address and telephone number</li> <li>• School type/category</li> <li>• Age range</li> <li>• Total number of pupils on roll (all ages)</li> <li>• Total number and percentage of pupils with statements of SEN or supported at School Action Plus</li> <li>• Total number and percentage of pupils supported at School Action</li> <li>• Number of pupils on roll aged 14</li> </ul>
<b>Contextual Value Added Measure</b>	<ul style="list-style-type: none"> <li>• KS2-3 CVA measure</li> <li>• CVA confidence interval showing range of scores within which school effectiveness lies</li> <li>• Percentage of eligible pupils included in the CVA measure (coverage indicator)</li> </ul>
<b>Key Stage 3 Test Results</b>	<ul style="list-style-type: none"> <li>• Number of pupils eligible for assessment under the 2007 KS3 arrangements on roll at the time of the tests</li> <li>• Number and percentage of pupils eligible for KS3 assessment with statements of SEN or supported at School Action Plus</li> <li>• Number and percentage of pupils eligible for KS3 assessments supported at School Action</li> <li>• <b>English</b> <ul style="list-style-type: none"> <li>- percentage of eligible pupils achieving Level 5 or above</li> <li>- percentage of eligible pupils achieving Level 6 or above</li> <li>- percentage of eligible pupils who were absent or unable to access the test</li> </ul> </li> <li>• <b>Mathematics</b> <ul style="list-style-type: none"> <li>- percentage of eligible pupils achieving Level 5 or above</li> <li>- percentage of eligible pupils achieving Level 6 or above</li> <li>- percentage of eligible pupils who were absent or unable to access the test</li> </ul> </li> <li>• <b>Science</b> <ul style="list-style-type: none"> <li>- percentage of eligible pupils achieving Level 5 or above</li> <li>- percentage of eligible pupils achieving Level 6 or above</li> <li>- percentage of eligible pupils who were absent or unable to access the test</li> </ul> </li> </ul>
<b>Average point score</b>	The average total point score achieved by eligible pupils (those absent or unable to access the tests are not included)
<b>Year on year comparisons</b>	<ul style="list-style-type: none"> <li>• aggregate of the three test percentages for 2004</li> <li>• aggregate of the three test percentages for 2005</li> <li>• aggregate of the three test percentages for 2006</li> <li>• aggregate of the three test percentages for 2007</li> </ul>

**CONTENT OF 2007 SECONDARY SCHOOL (KEY STAGE 4)  
ACHIEVEMENT AND ATTAINMENT TABLES**

<b>Background Information</b>	<ul style="list-style-type: none"> <li>• name, address and telephone number</li> <li>• school type/category</li> <li>• specialist school indicator (if applicable)</li> <li>• admissions basis</li> <li>• gender of intake</li> <li>• age range</li> <li>• total number of pupils on roll (all ages)</li> <li>• total number and percentage of pupils with statements of SEN or supported at School Action Plus</li> <li>• total number and percentage of pupils supported at School Action</li> </ul>
<b>KS2–4 Contextual Value Added Measure</b>	<ul style="list-style-type: none"> <li>• KS2-4 CVA measure capped at equivalent of 8 GCSEs</li> <li>• CVA confidence intervals</li> <li>• percentage of eligible pupils included in CVA calculation (coverage indicator)</li> </ul>
<b>KS3 – 4 Contextual Value Added Measure</b>	<ul style="list-style-type: none"> <li>• KS3-4 CVA capped at equivalent of 8 GCSEs</li> <li>• CVA confidence intervals</li> <li>• percentage of eligible pupils included in CVA calculation (coverage indicator)</li> <li>• average number of qualifications taken by pupils in CVA calculation</li> </ul>
<b>GCSE and equivalent achievements of students at the end of KS4</b>	<ul style="list-style-type: none"> <li>• number of pupils at the end of KS4</li> <li>• percentage of pupils at the end of KS4, aged 14 or less</li> <li>• percentage of pupils at the end of KS4, aged 15</li> <li>• number and percentage of pupils with statements of SEN or supported at School Action Plus</li> <li>• number and percentage of pupils supported at School Action</li> <li>• percentage of KS4 pupils achieving 5+A*-C GCSE (and equivalent) including English and maths GCSEs</li> <li>• percentage of KS4 pupils achieving Level 2 in functional English and maths</li> <li>• percentage of KS4 pupils achieving Level 1 in functional English and maths</li> <li>• percentage of KS4 pupils achieving 5+ A*-C GCSEs (and equivalent)</li> <li>• percentage of KS4 pupils achieving 5+A*-G GCSEs (and equivalent)</li> <li>• percentage of KS4 pupils achieving 2+A*-C GCSEs (and equivalent) in science</li> <li>• percentage of pupils with at least one qualification</li> <li>• average total point score per pupil</li> </ul>

**Year on year comparisons**

- percentage of 15 year old pupils achieving 5+A\*-C GCSEs (and equivalent) in 2004, 2005, 2006 and 2007
- percentage of 15 year old pupils achieving 5+A\*-C GCSE (and equivalent) including English and maths in 2004, 2005, 2006 and 2007

**Absence record for day pupils of compulsory school age**

- percentage of half days missed due to total absence
- percentage of half days missed due to unauthorised absence

**CONTENTS OF 2007 POST-16 ACHIEVEMENT AND ATTAINMENT TABLES**

**Background Information**

- name, address and telephone number
- institution type
- specialist school indicator (if applicable)
- admissions basis
- gender of intake
- age range
- number of 16-18 year olds on roll

**A level and equivalent achievements of 16-18 year old students**

- number entered
- average point score per student (on basis equivalent to A level)
- average point score per examination entry (on basis equivalent to A level)