



# Understanding Your School's Data

*A guide for Governors, NQTs and Parents*

## Key Stage 4 GCSE and Equivalent Results (Year 11)

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# Key Stage 4 GCSE and Equivalent Results (Year 11)

## What are the reformed GCSEs?

In 2017, pupils sat reformed GCSEs in English language, English literature and maths for the first time. Between 2018 and 2020, other GCSEs are also being changed to the new reformed GCSEs standard.

Instead of grades A\*-G, new reformed GCSEs are graded 9-1:

- Grade 7 equates to grade A,
- Grade 4 equates to grade C, and
- Grade 1 equates to grade G.

In order to allow reformed GCSEs to be compared with non-reformed GCSEs, ASs and non-GCSEs, all grades in all qualifications have been allocated a score scale. For example, a GCSE grade A\* equates to 8.5 points, and an AS grade A equates to 10.75 points.

Full details are contained in [the Secondary Accountability Measures documents, available on the gov.uk website](#).

Where reformed GCSEs are available, then non-reformed GCSEs will not count towards schools' performance. This is to "encourage schools to ensure that all students benefit from the reformed qualifications".

## What is the Pass Mark?

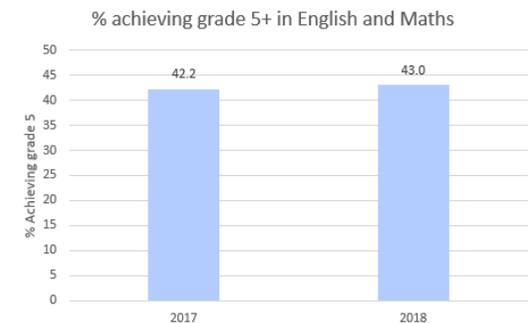
**Grade 4 represents a "standard pass"**, and is stated as being a "credible achievement for a young person that should be valued as a passport to future study and employment". However, it should be noted that schools are free to create their own requirements for future study; schools may require for example a grade 8 in Maths in order to study Further Maths at A level.

**Grade 5 is recognised as a "strong pass" for the purposes of school accountability only.**

## What are the Headline Performance Measures?

The following are the headline performance measures:

- **Progress 8** (adjusted)
  - **Attainment 8**
  - **EBacc attainment**, as measured by the Average Point Score (APS)
  - **EBacc entry** – the percentage of pupils entering the English Baccalaureate
  - **Percentage of pupils staying in education or employment** for at least two terms after Key Stage 4.
  - **Percentage of pupils achieving a grade 5 or above** in English (either English Language or English Literature) and Maths.
- The National average is around 40% for all schools, and 43% for state-funded schools)



There are many other measures which individual schools can also use, including the percentage of pupils achieving a grade 4 or above in English and maths.

However, the above 6 measures are the headline performance measures.

## What is the EBacc (English Baccalaureate)?

The English Baccalaureate or EBacc measures the achievement of pupils who have gained GCSEs in the following subjects:

- **English**
- **Mathematics**
- **Science** (taking either Double Combined Science, or 3 separate sciences out of Physics, Chemistry, Biology and Computer Science),
- **History or Geography**
- **A language.** This includes various European languages, Arabic, Hebrew, Persian, languages from the Indian subcontinent, Chinese and Japanese.

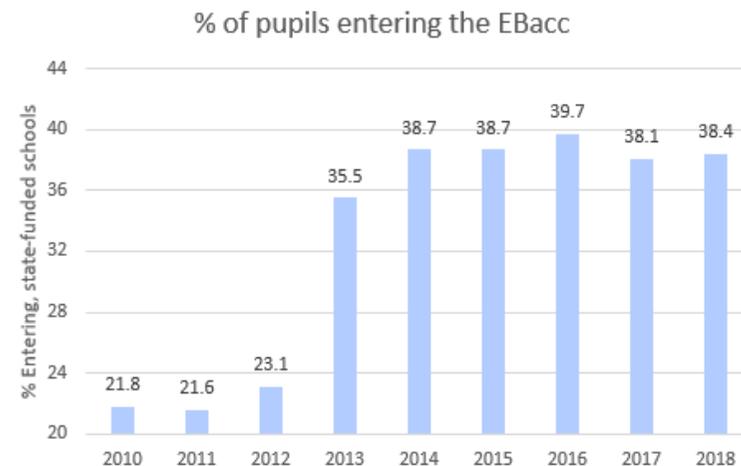
The DfE's intent is that:

- for pupils taking GCSEs in 2024, 75% of pupils will take all the EBacc components, and
- for pupils taking GCSEs in 2027, 90% of pupils will take all the EBacc components.

Under [Ofsted's 2019 School Inspection Handbook](#), Ofsted says under "Curriculum narrowing" that: *"At the heart of an effective key stage 4 curriculum is a strong academic core: the EBacc. ... It is important that inspectors understand what schools are doing to prepare for this [the 75% and 90% targets] to be achieved, and they should take those preparations into consideration when evaluating the intent of the school's curriculum."*

Ofsted says that, as part of its "quality of education" judgement for a "good" secondary school: *"The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition, and good progress has been made towards this ambition."*

The "EBacc Entry" measure is the percentage of pupils who have been entered into all the appropriate exams.



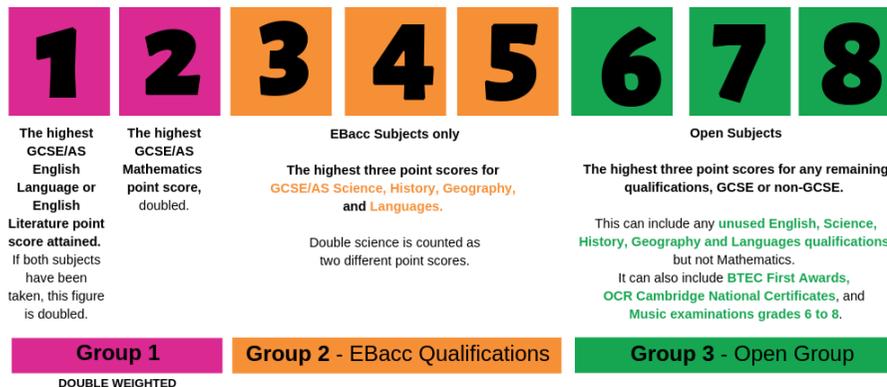
The National average is around 35% for all schools, and 38% for state-funded schools.

A further 46% of pupils enter 4 out of the 5 components.

## How is Attainment 8 calculated?

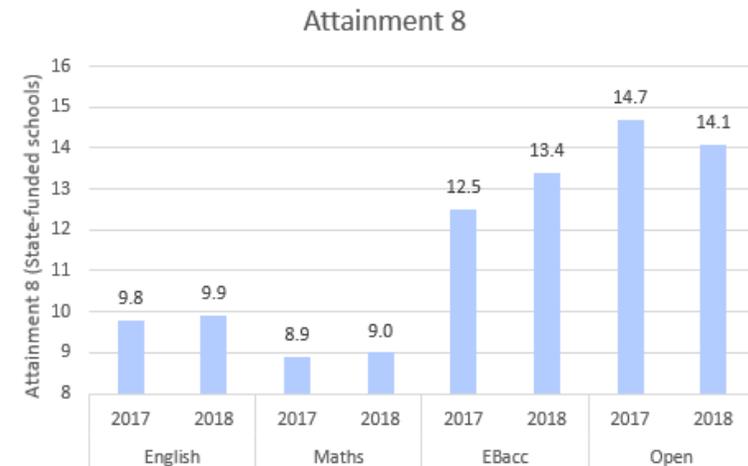
Attainment 8 is calculated per pupil as follows:

- Group 1: English and Mathematics (Double Weighted)**  
 The highest **GCSE/AS English Language** or **English Literature** point score attained. If both subjects have been taken, this figure is doubled.  
 The highest **GCSE/AS Mathematics** point score, doubled.
- Group 2: EBacc Qualifications**  
 The highest three point scores for **GCSE/AS Science**, **History**, **Geography**, and **Languages**. Double science is counted as two different point scores.
- Group 3: Open Group**  
 The highest three point scores for any remaining qualifications, GCSE or non-GCSE. This can include any **unused English**, **Science**, **History**, **Geography** and **Languages** qualifications, but not Mathematics. *It can also include **BTEC First Awards**, **OCR Cambridge National Certificates**, and **music examinations grades 6 to 8**.*



Unreformed GCSEs cannot be used if reformed GCSEs have been introduced for that subject.

**Any unused slots count as zero, and any unused qualifications do not contribute towards a pupil's Attainment 8.**



**A school's Attainment 8 score is the average of all pupil's individual Attainment 8 scores. The National average is around 44-46.**

Because changes are made to the fine-tuning to Attainment 8, one year's Attainment 8 is not comparable with another.

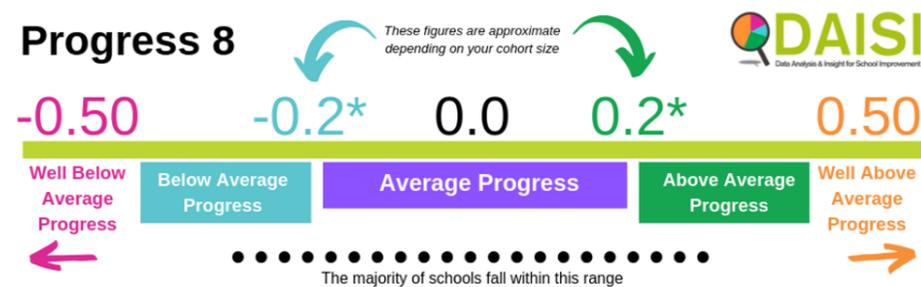
There are a lot of nuances as to what qualifications can be used.

For more details, please see [the Secondary Accountability Measures](#) and [the Key Stage 4 discounting and Early Entry guidance](#).

## How is Progress 8 calculated?

**A pupil's Progress 8 score is the difference between the pupil's Attainment 8 and a National average, divided by 10.**

The relevant National average is the average of all pupils' Attainment 8 who have a similar Key Stage 2 average fine level (e.g. a pupil who has a Key Stage 2 average fine level of 3.4 will have their Attainment 8 score compared with all pupils nationally who have the same Key Stage 2 average fine level).



- **A positive Progress 8 score** shows the number of grade scores per subject above their National average a pupil has attained.
- **A negative Progress 8 score does not mean that a pupil did not make no progress between Key Stage 2 and Key Stage 4.** It means that they made less progress than pupils with a similar Key Stage 2 average fine level.
- It is not possible to predict in advance what Attainment 8 score any pupil would need to get a neutral Progress 8 score.

**A school's Progress 8 score is the average of all pupil's Progress 8 scores.** Any pupils who do not have a Key Stage 2 average fine level are not included in the Progress 8 calculation.

60% of schools have a Progress 8 within around 0.4 of a grade.

**The National average for Progress 8 is approximately -0.02.**

In 2018 the DfE introduced an adjustment for pupils with extremely negative progress scores. For more details on this and confidence intervals, please see [the Secondary Accountability Measures](#) document.

## Ebacc Average Point Score (APS)

The EBacc Average Point Score (APS) was introduced in 2018. It is calculated by adding the points from the following qualifications together and dividing by 6:

- The better grade of **English Language** and **English Literature**. If only one subject is taken, this element scores zero.
- The **Mathematics** grade.
- The best two grades from **Science**. If neither Double Science nor three of the 4 separate sciences (including Computer Science) have been entered, then this element scores zero.
- The better grade of **Geography** and **History**.
- The best grade in a **language**.

If any relevant qualification has not been taken, then that component scores zero.

**A school's EBacc APS is the average of all pupils' Average Point Scores.** The National average is around 3.8 for all schools, and 4.0 for state-funded schools.

## What information gets published?

### October (Public)

In October, a school's provisional Key Stage 4 headline performance measures are published on the public [Compare School Performance website](#), with a limited number of measures.

### January (Public)

The revised figures (which include appeals) are published in January.



[Our Key Stage 4 FREE QuickView](#), which is based on the revised figures, contains a quick summary of a school's figures, together with graphs and high-level analysis.

Click [here](#) for a preview.

### ASP/IDSR (Schools, LA and Ofsted only)

In November/December, the provisional results are published on the Analyse School Performance (ASP) service and the Inspection Data Summary Report (IDSR). These are accessible by the school, LA and Ofsted only.

The revised figures are published in February.

[Our ASaP report](#), available at the same time, gives an analysis of the ASP data, with easy-to-read performance statements in plain English and graphs. It also enables you to look at individual cohort types in detail.

**Time-Saving ASP Analysis**  
Your School's Analyse School Performance Summary  
Personalised Analysis on every page | Up to 42 different cohort types  
Easy to Read Graphs and Charts | Quick Turn-around

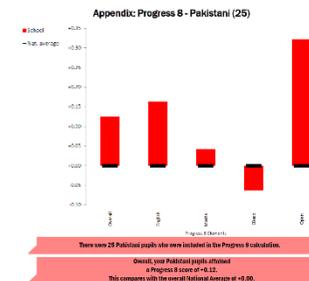
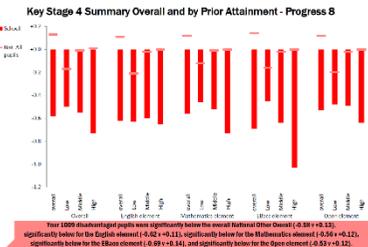
## Other Secondary School Issues

In [Ofsted's 2019 School Inspection Handbook](#), Ofsted highlights two issues of particular relevance to secondary schools:

- **Gaming** – unusual patterns of examination entry, such as entering pupils for courses that are not in their educational best entry.
- **Off-rolling** – a form of gaming, whereby pupils are removed, or parents are encouraged to remove their child/ren, from the school roll without a formal permanent exclusion, when the removal is primarily in the interests of the school.

**Ofsted will give a Requires Improvement or Inadequate judgement to any school caught doing either.**

*Your ASaP Summary shows your school's Attainment 8, Attainment Thresholds (9-5 and 9-4), Progress 8 and EBacc Pillars attainment for your pupils overall and for your Low, Middle and High Prior Attainers.*



*Your ASaP Appendix presents analysis of your data by cohort type – a feature not available in ASP. Each cohort analysis shows your pupils' entries into the Attainment 8 elements and the EBacc, together with your Attainment 8 scores.*

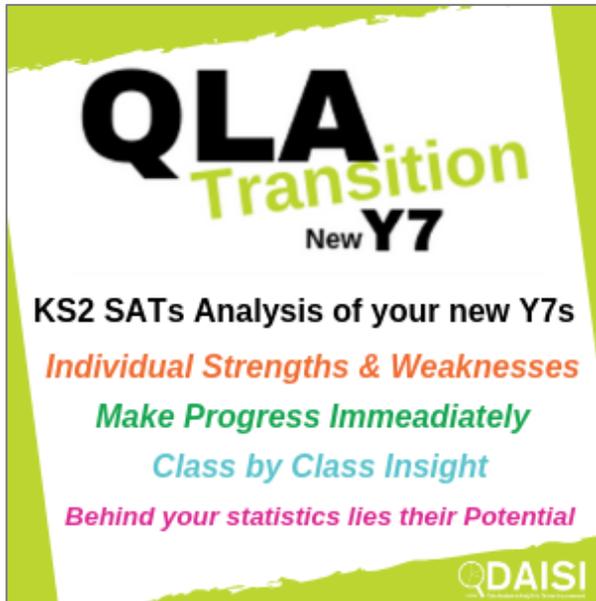
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For more DAISI Data Guides – Click [HERE](#)



We help you make sense of your school **data**  
giving you clear **analysis** and **insight** to aid your **school improvement**

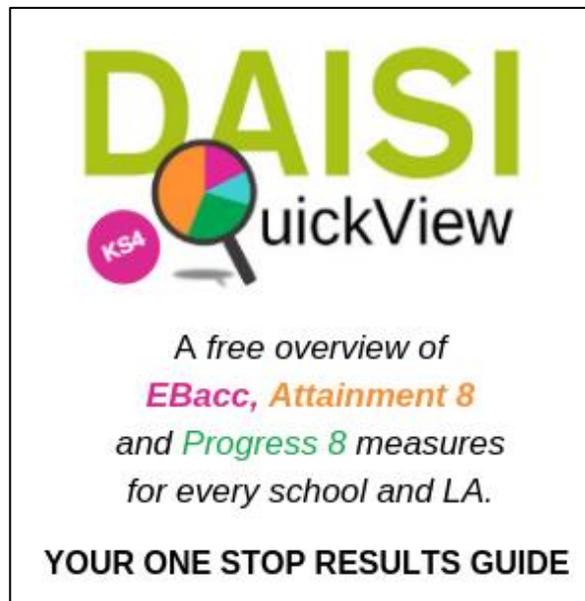
Visit our [Secondary site](#) for more ways that we can help you on your data journey or [click on the pictures below](#)



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*Transition*  
New **Y7**

KS2 SATs Analysis of your new Y7s  
*Individual Strengths & Weaknesses*  
*Make Progress Immediately*  
*Class by Class Insight*  
*Behind your statistics lies their Potential*



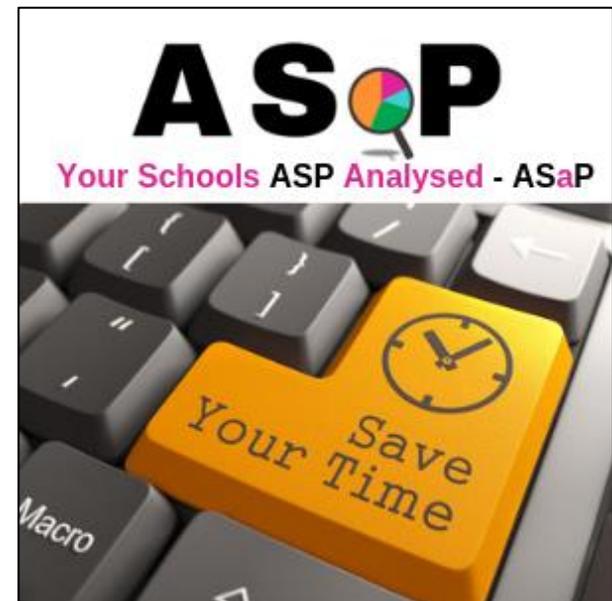


**DAISI**  
*QuickView*

A free overview of  
*EBacc, Attainment 8*  
and *Progress 8* measures  
for every school and LA.

**YOUR ONE STOP RESULTS GUIDE**



**ASaP**  
*Your Schools ASP Analysed - ASaP*





## Useful Links - GCSE

Secondary accountability measures  
(including Progress 8 and Attainment 8)  
<https://www.gov.uk/government/publications/progress-8-school-performance-measure>

Ofsted Draft Inspection Handbook  
<https://www.gov.uk/government/publications/ofsted-inspection-handbooks-drafts-for-consultation>

Compare School Performance  
<https://www.compare-school-performance.service.gov.uk/>

For further information on what the DAISI service can do for your school, Academy, LA, Trust or Alliance, please contact us:

Phone: 0115 87 64020

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