

Secondary School accountability consultation for schools in England

Published by the Department for Education (DfE) on 7th February 2013

Summary and Frequently Asked Questions

Secondary School Accountability

1. Summary of the consultation so far



Secondary School accountability consultation In Summary (1)

The DfE published a consultation paper on ***Secondary School accountability*** on Thursday 7th February, alongside the revisions to the GCSE reforms.

This contained some significant developments on how they propose to change the way secondary schools in England are measured, in particular publishing their proposals for wider accountability measures.

It is important to note that these proposals are at consultation stage, and are not, as yet, official policy.



Secondary School accountability consultation

In Summary (2)

In summary, the consultation is proposing:

- **Data Portal**
to publish extensive data about secondary schools through a new Data Portal.
- **% of students passing English and mathematics**
to publish a measure showing the percentage of pupils achieving a 'pass' in English and mathematics. This measure should be part of the floor standard.
- **Average point score eight measure**
to publish an 'average point score eight' measure. It should have one slot reserved for each of English and mathematics; and three slots reserved for other EBacc subjects: sciences, computer science, geography, history and languages. The remaining three slots could be taken up by further qualifications from the range of EBacc subjects, or any other high value arts, academic, or vocational qualifications (as set out on the Department's list of vocational qualifications approved for inclusion in performance tables).
- **Value-Added progress measure**
that the key progress measure should be based on these eight qualifications, and calculated using a Value-Added method, using end of Key Stage 2 results in English and mathematics as a baseline. This progress measure should be part of the floor standard.
- **Threshold and progress measures**
that schools should have to meet a set standard on both the threshold and progress measure to be above the floor.
- **Sample tests at Key Stage 4**
to introduce sample tests in Key Stage 4 to track national standards over time.

Secondary School accountability consultation

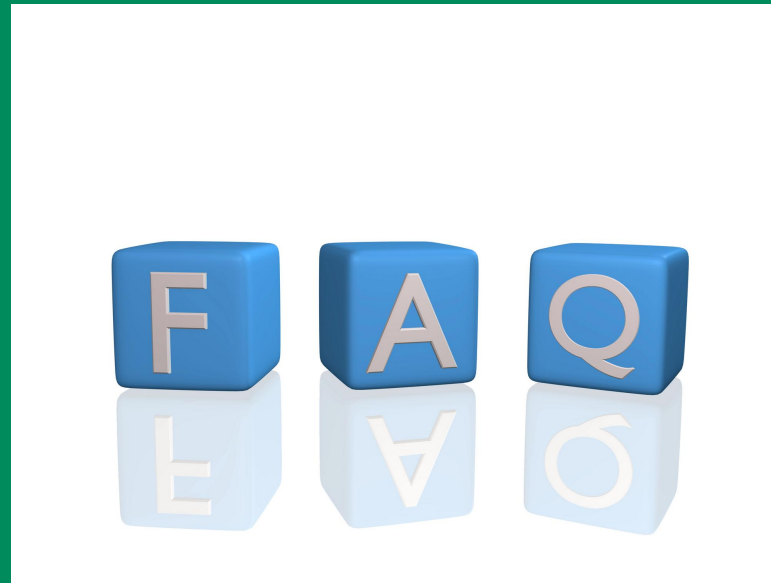
Changes to the floor standard

This would mean that the current floor standard of % achieving 5A*-C (including English and mathematics) is dropped and changes to the two new measures:

- a **threshold % achieving English and mathematics**, and
- a **broader progress measure based on eight qualifications** including English and mathematics.

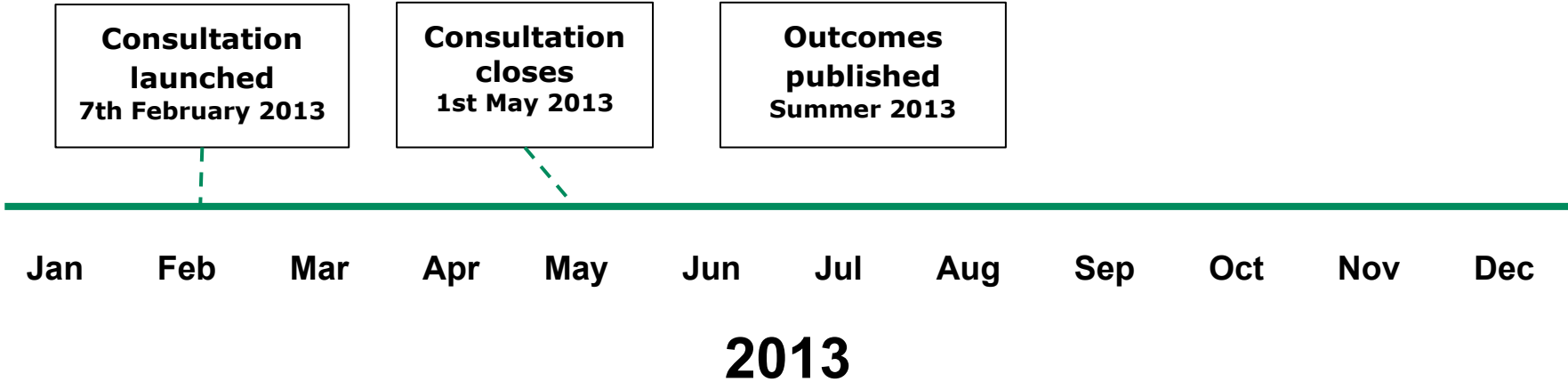
The intention is to “**provide a strong incentive for schools to offer a broad and balanced curriculum ... by rewarding schools more clearly for their work with all their pupils.**”

2. Frequently Asked Questions



What is the timeline for the consultation?

As stated in the consultation document:



What is the proposed timeline for these reforms to accountability measures?

The DfE is proposing these measures are implemented alongside the wider GCSE reform timetable, which means they would come into effect from the **2017 performance tables**.

However, they notably say in section 1.1 of the consultation paper that:

"although the consultation focuses on the system once the exams have changed, many proposals could be put in place earlier. After the consultation we will determine which changes should be implemented in 2015 or 2016"

So this means that **it is possible some of these changes may be brought in sooner**, and affect learners who have already embarked on programmes of study counting in the 2015 tables (current Year 9s).

What is proposed as part of the 'average points score eight' measure? (1)

The 'average point score eight' measure is designed to counteract a perceived weakness of the current accountability measures – namely that they weaken incentives for schools to improve their teaching across all vocational and academic subjects and deliver a broad and balanced curriculum. The 'eight' qualifications that this measure will draw on can be defined as follows:

Qualification 1	Mathematics	Compulsory
Qualification 2	English	
Qualification 3	EBacc subject 1	Can be chosen from all the remaining EBacc subjects: Sciences, Computer Science, History, Geography, Languages
Qualification 4	EBacc subject 2	
Qualification 5	EBacc subject 3	
Qualification 6	Other GCSE/Voc 1	Can be chosen from the full DfE list of high quality qualifications including listed Vocational qualifications, further eBacc subjects and other GCSE subjects including Arts and Creative subjects.
Qualification 7	Other GCSE/Voc 2	
Qualification 8	Other GCSE/Voc 3	

What is proposed as part of the 'average points score eight' measure? (2)

Should any learners take more than three EBacc or other options, the highest three achievements will be taken forward as part of this measure.

It is stated in the consultation that:

- this 'average points score eight' measure will be calculated using a Value-Added measure (using end of Key Stage 2 results in English and mathematics as a baseline) and
- **it should be part of a floor standard.**

What does this mean for BTEC? (1)



2014, 2015, 2016 Performance Tables

For any learners whose achievements will be recognized in the 2014, 2015 and 2016 performance tables, the current picture remains the same. However, it is possible that changes to this may be announced later this year when the consultation reports back in summer 2013.

For now, the situation is that:

- **nothing should need to change with your current BTEC provision** - indeed this is further reinforcement of the place of vocational education in a broad and balanced curriculum in secondary schools.
- **if headline measures are important to you**, then any school with learners currently on QCF BTEC qualifications that count in the 2014 performance tables (through 'Year of Grace') **still needs to review this provision for any new Year 10 or Year 9 learners starting in September 2013.**

We will update you should anything change in relation to this.

What does this mean for BTEC? (2)



Performance Tables 2017 and beyond

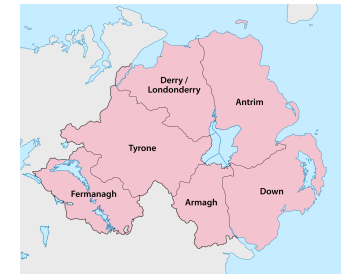
These proposed new accountability measures are intended to come into effect for the 2017 performance tables at the very latest. As mentioned earlier, these measures are currently **proposals only** so we would encourage schools to wait for the outcome of the consultation before making any changes.

However, what they signify is an increased opportunity for schools to offer a wide range of qualifications to best suit their learners individual needs and to deliver progress for all learners, knowing that this will be recognized in the schools' accountability measures.

BTECs are the most widely represented qualifications on the current DfE Lists of high quality non-GCSE qualifications at both level 1 and level 2. The future direction signaled by this consultation paper is illustrative of the key role they will have to play in supporting the delivery of demonstrable progression for all learners in secondary schools in the future.

Stay in touch with the latest news at www.btec.co.uk in the News and Policy section.

Wales and Northern Ireland



Only schools in England are affected by this consultation.

For more information on education policy in Wales and Northern contact:

- **Wales:** paul.montague@pearson.com
- **Northern Ireland and Scotland:** fiona.callaghan@pearson.com