

# School inspection update

November 2016 | Issue: 8

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## Message to inspectors from the national director, education

Welcome to this latest edition of 'School inspection update'. Although we are well into the autumn term, I wanted to remind you that the updated section 5 and section 8 inspection handbooks, which were published in August, reflect the commitment that we gave to making as few changes as possible to these documents. Our expectations of schools remain unchanged. The updates in the section 8 handbook are simply to make sure that it is in line with changes to statutory requirements, notably the monitoring of schools causing concern in response to the Education and Adoption Act 2016. The minor revisions made in the section 5 handbook are mainly to reflect the government's latest education policy. I am sure that you will appreciate another year of stability in the requirements of the handbook.

The last three school inspection updates have included information about our myth-busting work, including drawing attention to the reports from the DfE's Workload Challenge review groups that looked at marking, planning and data management.

As I have said before, marking has proved to be one of the harder myths to bust. In part, this has been because we have continued to report on it extensively at some inspections, especially with reference to areas for improvement in previous inspection reports from some time ago. I remain concerned that we continue to see some inspection reporting which gives the impression that more detailed or more elaborate marking is required, or indeed that it is effective in promoting pupils' achievement. Inspectors must not give the impression that marking needs to be undertaken in any particular format and to any particular degree of sophistication or detail; the reference to marking on page 10 of the school inspection handbook deals with this.

As both the Workload Review group on marking (March 2016) [www.gov.uk/government/groups/teacher-workload-marking-policy-review-group](http://www.gov.uk/government/groups/teacher-workload-marking-policy-review-group) and the Education Endowment Foundation (April 2016) [educationendowmentfoundation.org.uk/resources/-on-marking/](http://educationendowmentfoundation.org.uk/resources/-on-marking/) reported, there is remarkably little high quality, relevant research evidence to suggest that detailed or extensive marking has any significant impact on pupils' learning. So until such evidence is available, and regardless of any area for improvement identified at the



previous inspection, please do not report on marking practice, or make judgements on it, other than whether it follows the school's assessment policy. Also, please do not seek to attribute the degree of progress that pupils have made to marking that you consider to be either effective or ineffective. When reporting, please do not make recommendations for improvement that involve marking, other than when the school's marking/assessment policy is not being followed by a substantial proportion of teachers; this will then be an issue for the leadership and management to resolve.

I have picked up that there are still cases where governor representatives who have not been present at the feedback meeting are being informed that the provisional judgement from the inspection cannot be shared with them. This is not the case. Every member of the appropriate governing authority of a school is entitled to know, in confidence, the inspection outcome, regardless of whether or not they attended the feedback meeting. Similarly, when the draft report is shared with the school, all governor representatives are entitled to see the report, along with relevant senior personnel as determined by the school.

Finally, our most recent evaluation of section 5 inspection reports suggests that for some secondary schools, inspectors are giving too little attention to assessing the effectiveness of careers education, information, advice and guidance. Too often, reporting is brief or generic, and it is unclear whether the provision is a strength or weakness of the school. We are soon to publish a survey report on how secondary schools are preparing pupils for the world of work. It is clear from the survey how important high-quality careers advice is for pupils, especially those from disadvantaged backgrounds. Therefore, can I please ask that inspectors thoroughly assess and report on the effectiveness of this important provision in secondary schools?

It will soon be the Christmas holiday and I know that you will all be looking forward to a well-deserved break. I do hope you get some rest and relaxation with your families and come back after Christmas looking forward to the New Year.

Best wishes

A handwritten signature in black ink, appearing to read "Sean Harford".

**Sean Harford HMI**  
**National Director, Education**

## Academy orders

When Ofsted judges a school or academy to be inadequate, it places the school or academy in a category of concern. A maintained school or pupil referral unit (PRU) judged inadequate and placed in a category of concern will be issued with an academy order by the Secretary of State, requiring the school to become a sponsored academy. Ofsted will not usually monitor the school unless there are concerns or there is a delay in the school becoming a sponsored academy. Maintained nursery schools that are judged inadequate are not subject to an academy order and will receive monitoring inspections.

An academy judged inadequate and placed in a category of concern will receive monitoring inspections by Ofsted. However, if the academy is re-brokered to a new academy trust with a new URN, it will not have monitoring inspections by Ofsted.

A non-maintained special school that is subject to inspection under section 5 and judged inadequate will receive monitoring inspections by Ofsted in the same way as an academy judged as inadequate that is not re-brokered.

## Implications for inspectors

Where the provisional judgement is serious weaknesses or special measures, lead inspectors should explain to leaders what course of action is likely to be taken if the provisional judgement is confirmed. In the case of maintained schools and PRUs (except maintained nursery schools), all will be subject to an academy order in accordance with relevant provisions in the Education and Adoption Act 2016. The presumption here is that these schools will not be subject to a programme of monitoring inspections as would have been the case in the past.

For existing academies the position will be determined by whatever action the regional schools commissioner decides is the appropriate form of intervention.

## Key stage 2 writing – teacher assessment

The 2016 key stage 2 assessment and reporting arrangements (ARA): [section 9](#) on teacher assessment states: 'Local authorities (LAs) have a statutory duty to moderate a minimum of 25% of schools within their area to validate KS2 English writing teacher assessment judgements. They must also moderate any academies that have chosen to be part of their arrangements.' Within each LA, a substantial proportion of schools may not have had their results moderated.

The ARA also states 'The Standards and Testing Agency (STA) will visit a sample of LAs during the moderation period, to moderate their processes and procedures.' Some LAs may not have received a moderation visit.

## Implications for inspectors

Inspectors should interpret 2016 key stage 2 writing performance carefully, given that this is the first year of teacher assessment using a new curriculum and against the new interim framework.

It may be that there is variability between schools in how they have interpreted the demands of the interim framework in this first year of its use. It may also be that there is variability in the way that local authorities (LAs) have interpreted this demand when moderating against the interim framework for the first time.

Inspectors should consider a wide range of information. No single measure or indicator, such as writing progress or attainment, should determine judgements. No judgement should be based on only one year's outcomes.

Performance information for 2016 must be considered alongside earlier historic published data and other evidence gathered during the inspection from pupils' work in books and folders, talking to pupils and teachers, listening to pupils read and speak, observation and the school's assessment information about the progress of current pupils.

The Department for Education's (DfE's) '[Schools causing concern](#)' publication provides guidance about basing a judgement on only 2016 writing performance. It states 'in 2016 only, if a school's performance at KS2 has dropped below the floor standard based on performance in writing alone, and in the absence of any other factors, the local authority or RSC should not issue a warning notice, except where the extent of the change in performance cannot be explained by the impact of the changes to primary assessment arrangements in this transitional year.'

## Maintained schools and academies – requirements for publishing certain information

Every local authority maintained school must publish specific information on its website to comply with '[The School Information \(England\) \(Amendment\) Regulations 2016](#)'.

Although academies are not covered by these regulations, they are encouraged to follow many of the requirements here. The DfE has published guidance on what academies should publish (<https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>). This guidance includes certain statutory requirements for academies, and academies may also have stipulations in their academy funding agreements in relation to what information they must publish, for example information about the curriculum.

The regulations and the guidance do not apply to non-maintained special schools, pupil referral units and hospital schools. These schools may, however, choose to publish information in line with that for other schools, where appropriate, as good practice.

## Implications for inspectors

For section 5 inspections, inspectors must state (in the 'Information about this school' section of the inspection report) whether or not schools (including academies, but not non-maintained special schools, pupil referral units and hospital schools) meet the statutory requirements to publish specific information, and to set out any requirements that are not met. (For academies, this will be any statutory requirements specified in the DfE guidance and/or in the academy funding agreement).

In addition, for academies only, inspectors must also state whether the academy complies with the DfE guidance on what academies should publish, and to set out any part(s) of the guidance not being met. Inspectors will therefore need to include two statements in relation to academies and website compliance.

## Section 5 report template – appropriate authority types

Inspectors are reminded to include the relevant 'appropriate authority' type when completing the 'School details' part of the section 5 report template, as per the internal template guidance. The latest version of the report template now provides 'academy trust' in the 'appropriate authority' prompts, along with: governing body; local authority; interim executive board; and proprietor. Academy trust would be used for standalone academies and those within a multi-academy trust.

## Inspections of schools designated as having a religious character

Schools with a religious character are required to arrange for the separate section 48 inspection of denominational religious education and the content of collective worship, full details are provided in the annex of the [school inspection handbook](#). When conducting a section 5 inspection, inspectors should check whether a section 48 inspection has taken place since the previous section 5 or short inspection and inform themselves of any key issues raised in the report. They should not, however, use its evidence in their own inspection. If no section 48 inspection has taken place, the lead inspector should check the arrangements for this with the school; if the governors have not arranged for a section 48 inspection, inspectors should conclude that they have failed to carry out a statutory responsibility and refer to this in the section 5 inspection report.

## Staff codes of conduct and Ofsted inspections

The change to Ofsted's 'Inspecting safeguarding in early years, education and skills settings' guidance is intended to reflect the revisions that have been made to the 'Keeping children safe in education' guidance. The relevant parts are:

12. All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy;
- the staff behaviour policy (sometimes called a code of conduct); and
- the role of the designated safeguarding lead.

Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.'

### 'Safeguarding policies'

47. Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

48. This should include:

- an effective child protection policy; and
- a staff behaviour policy (sometimes called the code of conduct) which should amongst other things include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media\*.'

\*(footnote 12) When drafting the staff behaviour policy schools and colleges should bear in mind the offence under section 16 of The Sexual Offences Act 2003, which provides that it is an offence for a person aged 18 or over (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. A situation where a person is in a position of trust could arise where the child is in full-time education and the person looks after children under 18 in the same establishment as the child, even if s/he does not teach the child.

## Implications for inspectors

There is no expectation that schools need to have policies relating to staff behaviour in any particular format. What is important is that schools have this covered somewhere in their policies and procedures and that all staff are aware of this. Inspectors will want to know how schools have ensured that staff know what is expected of them and may ask to see how this is covered, but should not be giving the impression that this needs to be a single policy document or in the form of a code of conduct.

## Prohibition orders on teaching assistants

The Secretary of State has jurisdiction to make a prohibition order against anyone who is appointed or engaged to carry out teaching work in any: school in England (independent, free, academy, maintained, PRU); sixth form college in England; relevant youth accommodation in England; children's home in England; or 16-19 Academy in England. A person subject to a prohibition order may not carry out

teaching work in any of those settings. The Teachers' Disciplinary (England) Regulations 2012 define each of the following activities as 'teaching work': planning and preparing lessons and courses for pupils; delivering lessons to pupils; and assessing the development, progress and attainment of pupils; reporting on the development, progress and attainment of pupils. The regulations provide that these activities do not constitute 'teaching work' if they are carried out under the direction or supervision of a qualified teacher or other person nominated by the headteacher.

The regulatory requirement to check for prohibition orders/ensure no person carries out work or intends to carry out work in contravention of a prohibition order, is set out in the:

- The School Staffing (England) Regulations 2009 (as amended) for maintained schools;
- The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 (as amended) for pupil referral units;
- The Education (Independent School Standards) Regulations 2014 for independent schools (including free schools and academies);
- The Non-Maintained Special Schools (England) Regulations 2015 for non-maintained special schools.

The purpose of the regulatory requirement to check prohibition is to prevent a person from working in a role that would contravene any prohibition order in place, i.e. a role that would require them to carry out unsupervised/directed teaching work. That is why there is no statutory requirement for a prohibition check to be made on applications for any school staff position, unless they will carry out unsupervised/undirected teaching work. This means that, generally, when appointing into teaching assistant (TA) positions, prohibition checks will not be required.

Schools can, however, choose to undertake additional checks to those required by legislation to ensure an individual's suitability and might want to do this, for example, where someone applying for a TA role indicates that they have qualified teacher status or have previously worked as a teacher. If schools are intending to do this, they might want to be open about this in the application process so that it is seen as fair and transparent.

Prohibition from teaching would not preclude someone from being considered for a TA role. The reasons for prohibiting someone from teaching will not necessarily relate to safeguarding matters. Schools can view guidance that indicates the range of misconduct types that may be sufficiently serious to lead to prohibition: [www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3](http://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3). In addition, when determining the suitability of a prohibited teacher to be appointed to a non-teaching position, schools may wish to consider the circumstances surrounding the misconduct as set out in the relevant published decision: [www.gov.uk/government/collections/teacher-misconduct](http://www.gov.uk/government/collections/teacher-misconduct). This detail may help inform any subsequent risk assessment that the school chooses to carry out.

If, as sometimes happens, a TA's role changes to include some 'teaching work' (unless the individual is a qualified teacher or falls within a relevant exception within The Education (Specified Work) (England) Regulations 2012, this would only be permitted in independent/free or academy schools) schools will need to ensure that the individual will not be working in contravention of a teacher prohibition order. In conducting an inspection of an independent (including academy and free) school, if an inspector identifies a teaching assistant who appears to be delivering a lesson, they should seek to clarify if this constitutes supervised/directed or unsupervised activity.

## Maintained schools

These schools must adhere to the requirements set out in The Education (Specified Work) (England) Regulations 2012 (Specified Work Regulations), which allow only certain people to carry out specified work. Specified work is defined as:

- planning and preparing lessons and courses for pupils;
- delivering lessons to pupils;
- assessing the development, progress and attainment of pupils; and
- reporting on the development, progress and attainment of pupils.

To note - these activities are identical to those activities, which are defined as 'teaching work' for prohibition purposes. These activities may only be undertaken by a qualified teacher or others as specified (instructors with special qualifications/experience; overseas trained teachers; teacher trainees; existing unqualified teachers in nursery classes and at nursery school; or persons who may carry out specified work under supervision). The Specified Work Regulations prevent a Teaching Assistant (TA) from undertaking any of these activities unless (a) they carry out those activities to assist or support the work of a qualified teacher or nominated teacher in the school, (b) they are directed and supervised by a qualified or nominated teacher as arranged by the head teacher and (c) the head teacher is satisfied the person has appropriate skills, expertise and experience to carry out such work. Although they must be supervised, that does not mean the teacher has to always be in the same room as the TA, for example the TA may be working with pupils away from the main classroom or managing the class while a teacher carries out lesson preparation.

In effect, the requirements of the Specified Work Regulations prevent a TA from carrying out teaching work, as defined in the Disciplinary Regulations, in a maintained school.

When a maintained school appoints a member of staff or engages supply staff, it must record on the SCR whether a prohibition check (mandatory and non-mandatory) was carried out.

## Independent schools (includes academies and free schools)

The Specified Work Regulations do not apply to independent schools (including academies/free schools). Subject to a teaching assistant not being subject to any prohibition, sanction or restriction, that would prevent them from carrying out teaching work, independent schools have greater flexibility to deploy a teaching assistant in a teaching role.

The Independent School Standards Regulations provide that no member of staff (other than supply staff) or a proprietor is to carry out work, or intend to carry out work, in contravention of a prohibition order (see paragraphs 18(2)(b) and 20(3)(a)(ii) of the Schedule to the Education (Independent School Standards) Regulations 2014). In the case of anyone who is supply staff (as defined in the 2014 Regulations), such a person is only to begin work at an independent school once the proprietor has verified that a check has been made by the "employment business" supplying them whether that person is subject to a prohibition order and provided the proprietor considers that they are suitable for the work for which they are supplied. A prohibited person would not be able to be considered suitable for a position that included teaching work.

Independent schools must record on the SCR details of prohibition checks (mandatory and non-mandatory) that they carry out.

A direction prohibiting someone from taking part in the management of an independent school (under s.128 of the Education and Skills Act 2008) is relevant only to independent schools, academies and free schools, and this check should be made whenever someone is to be appointed to a management position on the staff of such a school, or is to become a member of the proprietor body. The direction has no effect for maintained schools, and consequently staff in such schools need not be checked for this prohibition.

## Non-maintained special schools

Non-maintained special schools must record on the SCR that a check was made to establish that the appointed member of staff met relevant qualification requirements (and the date when the check was completed). Where the role involved teaching work this would include a prohibition check. For supply staff, non-maintained special schools must record whether written notification has been received from the employment business that checks were made to establish that the person meets all relevant qualifications (and the date when the notification was received). Where the role involved teaching work this would include a prohibition check. Non-maintained special schools may choose to record non-mandatory prohibition checks on their SCR if they have undertaken such checks for example on TAs who will not be carrying out teaching work.

## Implications for inspectors

Inspectors must ensure that they are familiar with the detail of these requirements as they apply to types of school as specified above and should not attempt to apply

any different interpretation to their application. Ofsted must not be seen to be setting different requirements to those set out in government regulation and guidance.

## Pre-registration advice notes for free schools

At the request of the Secretary of State for Education, Ofsted inspects proposed free schools, studio schools and university technical colleges (UTCs) before their opening. The advice notes inform the Secretary of State's decision on whether a proposed free school, studio school or UTC should be registered. It is important to note that the decision is not made solely on the strength of the advice note but is also based on other information available to the Secretary of State.

The advice notes arising from the summer 2016 programme of pre-registration inspections are now available on GOV.UK on this link:

[www.gov.uk/government/publications/pre-registration-advice-notes-for-free-schools-studio-schools-and-university-technical-colleges-2016](http://www.gov.uk/government/publications/pre-registration-advice-notes-for-free-schools-studio-schools-and-university-technical-colleges-2016)

## Section 5 and section 8 handbooks 2016 – amendments

We have identified some minor errors in the section 5 and section 8 school inspection handbooks (as set out in the table below). However, in line with our commitment not to make changes to our school inspection handbooks during the academic year, we will instead update the handbooks for the start of the academic year September 2017.

Footnote number			
Section 5	Section 8	Current text	Amendment
21		Further guidance is available in 'Complaints to Ofsted about schools: guidance for parents', April 2014; <a href="http://www.gov.uk/complain-about-school">www.gov.uk/complain-about-school</a> .	Title of the document is incorrect. It should read:  'Further guidance is available in 'Complain about a school or childminder' <a href="http://www.gov.uk/complain-about-school">www.gov.uk/complain-about-school</a> .
22		Further guidance for inspectors can be found in guidance issued by the Complaints about Schools team, 'Guidance for obtaining information on complaints in preparation for inspections'; Ofsted, 2015.	It should read:  'Further internal guidance is available to inspectors on obtaining information on complaints in preparation for inspections.
31			The web link to 'Inspecting safeguarding in early years, education and skills settings' does not work. New web link:  <a href="http://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-">www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-</a>

			<a href="#">education-and-skills-from-september-2015</a>
42		'Getting to good: how headteachers achieve success', Ofsted, 2012;  <a href="http://www.gov.uk/government/publications/getting-to-good-how-headteachers-achieve-success">www.gov.uk/government/publications/getting-to-good-how-headteachers-achieve-success</a> .	Footnote to be removed as publication has been withdrawn.
49	11	(Section 5): 'Retention and disposing of information'. Inspectors can access this through the engagement hub: <a href="https://ofstedengagement-hub.ofsted.gov.uk/user/login?destination=home">https://ofstedengagement-hub.ofsted.gov.uk/user/login?destination=home</a> .  (Section 8): 'Retention and disposing of information'. This is available through the engagement hub: <a href="https://ofstedengagement-hub.ofsted.gov.uk/user/login?destination=home">https://ofstedengagement-hub.ofsted.gov.uk/user/login?destination=home</a> .	Internal links. Footnotes to be removed.
54		Since April 2014, the allocation children for looked after must be managed by the designated virtual school headteacher in the local authority....	First part of footnote should read:  "Since April 2014, the allocation for children looked after must be managed by the designated virtual school headteacher in the local authority ....."
<b>Paragraph number</b>			
94		Where the school is judged as requires improvement (overall effectiveness grade 3), inspectors should indicate that Ofsted has published a report, 'Getting to good: how headteachers achieve success', that sets out the strategies used in schools that have improved to good or outstanding. Inspectors should also direct schools to Ofsted's section 8 handbook.	The publication, 'Getting to good: how headteachers achieve success' has been withdrawn.  Paragraph should read:  "Where the school is judged as requires improvement (overall effectiveness grade 3), inspectors should direct schools to Ofsted's section 8 handbook."
117 (and footnote 49)	30 (and footnote 11)	The evidence base for the inspection must be retained for the time specified in Ofsted's guidance.	Internal links are in footnotes. Footnotes to be removed.  This sentence should read:  "The evidence base for the inspection must be retained in accordance with Ofsted's retention and disposal policy."

	140	(Final sentence): If a review has not taken place, this should be noted in the monitoring report.	The final sentence is misplaced. It should form footnote 49 of paragraph 141.
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## Unaccompanied Asylum Seeking Children (UASC) - exams

Around 3,000 children arrive in the UK alone every year seeking asylum. Schools and early years providers play a vital role in promoting the well-being of refugee children, helping them to rebuild their self-esteem and friendships, and achieve with their learning. A key aspect of building better futures for themselves and making successful transitions into adulthood is academic success. There is a clear expectation in the statutory guidance about the role of local authorities and schools:

*The local authority should also take steps to ensure robust procedures are in place to monitor educational progress and a culture of proactive commitment to secure the highest educational outcomes for unaccompanied or trafficked children.*

Our inspectors expect schools to make good decisions about exam entry based on children's individual needs and abilities and would not expect unaccompanied asylum seeking children to be excluded from opportunities to sit exams because of any perceived implications for league tables.

Reference:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/330787/Care\\_of\\_unaccompanied\\_and\\_trafficked\\_children.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/330787/Care_of_unaccompanied_and_trafficked_children.pdf)

## Effective deployment and use of teaching assistants - information from the Education Endowment Foundation

In early 2015 the Education Endowment Foundation (EEF) published a guidance report for schools, [Making Best Use of Teaching Assistants](#), summarising the latest research evidence on the effective deployment of teaching assistants (TAs). The report showed that despite English schools employing 380,000 TAs, at a cost of over £5billion a year, the typical ways in which TAs are being used is at best having no impact on pupil attainment, and is potentially having a negative impact on the pupils they spend most time with (often low-attaining and SEN pupils).

Encouragingly, new research from the EEF has shown that when TAs are deployed effectively, with appropriate training and support, they can make a significant contribution to pupils' learning. The organisation has published rigorous evaluations of seven different projects that involve TAs delivering structured interventions to pupils who are struggling with literacy and numeracy. All seven projects have shown a marked positive impact on pupil's learning, typically adding around three to four additional months' progress, and creating a compelling case for action in schools (further details available [here](#) and [here](#)).

The 'Making Best Use of Teaching Assistants' guidance report contains seven evidence-based recommendations to help schools maximise the impact of TAs. Key recommendations include:

- avoid using TAs as substitute teachers for low-attaining pupils
- use TAs to supplement what teachers do, not replace them
- ensure TAs are fully prepared for their role in the classroom, through out-of-class liaison with teachers
- use TAs to deliver high-quality, one-to-one and small-group support using structured interventions.

A pack of free practical resources are also available to help schools implement the recommendations in the guidance report (available [here](#)). The resources either relate to specific recommendations in the report, or different stages in a suggested process that schools can use to reframe and rethink their use of teaching assistants (for example Red Amber Green self-assessment, interventions 'health-check').

### **Questions EEF suggest that inspectors might want to consider:**

- How do senior leaders ensure that TAs are deployed effectively in line with this evidence?
- Are TAs supplementing the work of teachers or replacing them?
- Is there a well-planned programme of training and support for TAs who deliver out-of-class interventions?

## **Recent useful publications**

### **National Statistics: Pupil absence in schools in England: autumn 2015 and spring 2016**

On 20 October 2016 the DfE published the document [Pupil absence in schools in England: autumn 2015 and spring 2016](#) which reports on pupil absence in primary and secondary schools in the autumn and spring terms of the 2015 to 2016 academic year.

### **National Statistics: Early years foundation stage profile results: 2015 to 2016**

The [Early years foundation stage profile \(EYFSP\) results for the 2015 to 2016](#) academic year, at national and local authority level were published by the DfE on 20 October 2016.

### **Progress 8 school performance measure in 2016, 2017 and 2018**

On 19 October 2016, the DfE published a range of documents relating to the [Progress 8 measure](#) that was introduced in 2016. These include, among others: updated guidance on how the Progress 8 school performance measure was

calculated for 2016 and changes that will apply from 2017 (addition of the 2016 coasting definition); a summary of how the school performance measures are calculated; and Progress 8 and Attainment 8 key figures in 2016. There is also a short video explaining Progress 8 available on this link.

### **Primary school accountability guidance**

The DfE published the updated [guidance on primary accountability](#) and school-level progress measures on 19 October 2016. This guidance is in two parts, the main technical guidance document provides details on the 2016 accountability measures including how progress scores are calculated and 'coasting' schools defined. The second document provides a summary of how the primary progress measures are calculated.

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