

Overview of the progress measures

The progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school. They are a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment. However, they need to be read with caution as migration of pupils can mean that the data compared is not for the same group of children.

This type of progress measure rewards schools for making progress with all of their pupils, whether they are low, middle or high attainers. Any increase in attainment achieved by each pupil will be reflected in the school's progress scores.

A school's progress scores in English reading, English writing and mathematics are calculated as the average of its pupils' subject progress scores. These scores give an indication of whether, as a group, pupils in the school made above or below average progress in a subject compared with pupils with similar starting points in other schools.

A school's progress scores for English reading, English writing and mathematics are calculated as its pupils' average progress scores. This means that school level progress scores will be presented as positive and negative numbers either side of zero.

A score of 0 means pupils in this school, on average, do about as well at key stage 2 as those with similar prior attainment nationally.

A positive score means pupils in this school on average do better at key stage 2 than those with similar prior attainment nationally.

A negative score means pupils on average did not achieve as well in the Key Stage 2 test than those with similar prior attainment nationally.

The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet. A negative score does not necessarily mean a school is below the floor.

In 2017 schools will be above the floor if:

- At least 65% of pupils meet the expected standard in English reading, English writing and mathematics; **or**
- The school achieves sufficient progress scores in **all three** subjects.
At least -5 in English reading, -5 in mathematics and -7 in English writing.

To be above the floor, the school needs to meet either the attainment **or** all of the progress element.

Borough Green Primary Progress Measures: KS1 – KS2

2016 and 2017 progress results

	Progress Scores for KS1 – KS2		
	2017	Confidence Interval 2017	2016
Reading	-1.1	(-3.0 to 0.8)	1.4
Writing	-0.1	(-1.9 to 1.7)	-0.2
Maths	-0.8	(-2.5 to 0.9)	-1.6

Confidence Intervals

If the confidence intervals range between a negative and a positive number the school is in line with national