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APPENDIX

INTRODUCTION

Of thirty-four countries represented in data collated by the Organisation for Economic Co-operation and Development (OECD), one in five 20-24 year olds were reported to be neither employed nor in education and training (NEET) (OECD 2015, p.28). At a staggering 20% of thirty-four country's populations, surely, the most feasible way to reduce one whole fifth of an identified population's academic and employment outcomes, is to identify and support their positive progression whilst they are still accessing mandatory programmes i.e. to identify potential NEETs at a young age and to support and track them until they are in a positive progression of employment, education or training after the age of 24. Studies undertaken by OECD (2015, p.311) have identified that Key Stage 4 (KS4) "upper secondary education has become the minimum qualification for a smooth and successful transition into the labour market; attainment… reduces the risk of unemployment".

This research study is designed to answer the following research question:
Will a school achieving Progress 8 success enable all learners to positively progress?

Progress 8 success is a type of school performance measure, achieved by comparing learners' academic results to the actual achievements of other learners with the same prior attainment, as recorded in their end of Key Stage 2 assessments. The Department for Education (August 2015) stated that Progress 8 "aims to capture the progress a pupil makes from the end of primary school to the end of secondary school". Progress 8 is mandatory for all schools from 2016, with the Progress 8 score headlining performance tables from 2016/17 onwards.

By ascertaining whether a school achieving ‘Progress 8 success’ will enable all learners to ‘positively progress’ into further education, employment or training at the end of their mandatory academic schooling. Results could then inform the design and delivery of an optimum curriculum that enables both the school and the learner to ‘achieve success’ concurrently in the eyes of the governing body (Ofsted) and society (via training and workplaces).

The research question will be answered by:

(1) Critically analysing the development of Progress 8 through analysing school success measures, achievement and qualifications;
(2) Investigating the numerical data on achieving school Progress 8 success;
(3) Exploring Senior Leadership Team (SLT) perspectives on schools achieving Progress 8 success;
(4) Synthesising the numerical data on Progress 8 and SLT perspectives to gain an indication of industry perspective;
(5) Suggesting a working plan to ensure that both secondary academic institutions are recognised as ‘successful’ and all learners achieve to enable positive progression.

The research question will be answered through the application of a mixed methods study of sequential explanatory design.

The author of this research study has specialised in working solely with disaffected and disengaged learners for over nine years. The author works predominantly with learners that struggle to achieve 5x A*-C GCSEs, who are labelled as a risk of becoming NEET and who generically progress to complete foundation level studies within a local supportive educational institution, or commence a work based training scheme.

By completing this research study, the author aims to provide local and national government authorities with contextualised information that is supported by evidence from both academic research and local practice. The author aims to provide a wider understanding of positive and/or negative implications of the introduced ‘Progress 8 school measure’. As at early 2016, the author believes that Progress 8 literature is limited to how, when and where such data will be collected and published. The author aims to share the findings with existing SLT professionals and trainee teaching professionals, in order for them to make informed decisions in setting of learners’ curricula; in-particular those that have been identified as at the highest risk of becoming NEET.

The research will reference data and views collated from seven, mainstream secondary school situated in one geographical area, within the same local authority. This sample has been selected due to geographical proximity to the author, appropriate sampling size for analysis and perceived reliability of acquiring the requested information.

This research study will begin by investigating the overlying foci of:

1) Past, present and primary school success measures
2) Definitions of learner, curricula and positive progression achievements
3) Impact of past, present and Progress 8 qualification offers

As Progress 8 school success measures are a new (2015/16) national initiative, the author deems each foci equally important in order to fully comprehend developments and motives that have led to the national, mandated implementation of Progress 8.

Synthesis of the collated and analysed quantitative and qualitative data and then synthesis of, in relation to schools achieving Progress 8 success, will follow.

The study will conclude by presenting a viewpoint on whether a school achieving ‘Progress 8 success’ should enable *all* of their learners to ‘positively progress’ into further education, employment at training at the end of their mandatory academic schooling.

LITERATURE REVIEW

In 1995, Gray and Wilcox (p.x) commented that “curriculum developers have realised that real change will not take place in schools if traditional paper-and-pencils tests, be they essay or multiple choice, remain unchanged to exert a constraining influence on how teachers and pupils approach new curricula”. This literature review will explore how 21 years later, schools may appear to be reverting back to ‘traditional paper-and-pencil tests’ and teachers may be perceived as being constrained in delivering their curricula in the guises of school performance, learner achievement and learner progression.

SCHOOL SUCCESS MEASURES

OECD (2015, p.480) recounted the “three most commonly reported main purposes of national assessment are… to provide teachers with student diagnostic information… to evaluate school performance… to provide parents with formative feedback”. By reviewing how schools have historically been made accountable, it may be argued that other factors, such as meet government ideals, should also appear as main purposes of national assessment. Critics of our national education system may share a viewpoint that school success measures are only inclusive of learners that learn and behave in in the government’s conformed and idealised scenarios; by following an academic and linearly examined curricula (see **qualifications** section).

The Past (1960 - 1990s)

Gray and Wilcox (1995, p.2) described 'Black Papers' on education published at the end of the 1960s, publishing a common theme that "standards in literacy and numeracy had deteriorated significantly since the 1950s". The notion of schools being accountable for the quality of education they provided appears to have been introduced and then argued in the late 1970s (Gray and Wilcox 1995, p.4). At this time however, it seemed unclear as to whom schools should be held accountable to; the Secretary of State, local authority, governors, parents or learners. Gray and Wilcox (1995, p.11) further described, how in the late 1980s, "with the passage of the [1998] Education Reform Act a concern with 'quality' in the education service has become something of an obsession". They proceeded on to list four high-profile publications that were the possible start of robust frameworks around making judgments against performance indicators. In 1990, Her Majesty's Inspectors (HMI) undertook national responsibility for monitoring quality in schools. A HMI report presented to parliament, DES (1990) cited in Gray and Wilcox (1995: 11) stated that:

> Across schools and colleges around 70-80% of the work seen was judged to be satisfactory of better… there are serious problems of low and under-achievement; of poor teaching; and of inadequate provision… It is particularly troubling that in 30% schools what the HMI saw was judged as poor or very poor. Those figures, if replicated throughout the system, represent a large number of pupils… getting a raw deal.

Gray et al (1999, p.1) commented on the vast changes that were observed in the education system through the 1990s; "the educational system has moved from a position where changes in performance were so small as barely to excite comment to one where 'improvement' has not merely been expected but demanded". In 1992,

The Education (Schools) Act made provision for the establishment of the Office for Standards in Education (Ofsted) (Gilliard, 2011) and in 1997 it set schools improvement targets, alongside local authorities being required to demonstrate how they had contributed to school improvement.

Gray et al (1999, p.1) documented that “before 1988 the proportion of pupils obtaining more than five A-C passes as O-level [current GCSE] hardly changed from year to year… between 1998 and 1996 however, the figure rose at an historically unprecedented rate”. In 1998 both GCSEs and the national curriculum were introduced, jointly, these were likely to have contributed to the increased performance. In 1992 ‘league tables’ of school exam results, were introduced. Between 1992 and 1995, the number of learners achieving 5 or more A*-C passes rose from around 38-43% (Gray et al, 1999: 11). Gray et al queried if some schools had performed even better than the statistical passes showed, as they had learners who had started with them in different ‘bands’, according to their starting level of performance five years earlier. 1995 statistics showed that learners who started at the 0-10% performance band were significantly less likely to improve their performance by more than 3%. The range of the other 6 bands showed performance improvements between 10% and 20%. This data may suggest that in 1995, low attainers progressed at a significantly slower rate than their peers.

The (More) Recent (2006 – 2015)

The OECD (2015, p.479) published that, “in many countries, results are not reported in isolation. The often include some type of contextual information since school performance outcomes and the characteristics of the student population are often correlated”.

From 1994 – 2003, school performance tables purely published school/learner qualification achievements, recognising five or more A*-C grades being ‘the standard normally needed to prepare for more advanced qualifications’. In 2004, the DfES (as was) published the Secretary of State’s intentions for changes to the 2006 attainment tables.

In 2005 (in preparation for 2006), secondary schools were targeted with 20% of learners achieving 5 or more passes at grade C or above, including English and Maths. Any school that achieved below this figure for three consecutive years was closed (Treadway, 2014). Treadway commented that for the schools below 20%, around 1 in 5 of them had ‘value-added’ scores in the top quartile. For this reason, these schools were not therefore automatically closed but often supported in various ways. From this, schools began to measure learners’ progress and look at ways to look beyond the threshold of 5 A*-C measures. This included analysing overall point scores.

In 2010, 35% of learners were expected to achieve 5 A*-C and an ‘above average percentage’ to make expected progress in both English and Maths.

In 2011, school performance tables saw the addition of ‘narrowing the gap’ data aiming to raise the attainment of learners identified as most deprived. ‘Pupil Premiums’ guaranteed additional funding allocated to learners deemed eligible for free school meals, looked after children and of service personnel; these became headline figures. In addition, a ‘value added’ measure was introduced publishing a

learner's 'best eight' results as they progressed from KS2 to KS4. With additional bonuses for English and Maths built into the measures, similar to as is now seen in Progress 8 where Maths and English (where both language and literature are followed) count as 'two' measured qualifications. The 2011 tables were the first to publish learners as low, middle and high attaining.

In 2014, secondary schools were targeted for 40% learners to achieve 5 A*-C passes including English and Maths, this was in addition to the removal of many previously included qualifications following the outcome of the Wolf Review (see **qualifications** chapter).

The timeline suggests that raising benchmarks throughout the last ten years has largely raised performance, with schools predominantly reaching the higher expected standards. From a 20% A*-C expectation in 2005, to 40% in 2014, Progress 8 seeks to simply ensure that every single individual learners progresses from their KS2 attainment – but to what detriment – who is still 'not narrowing the gap'? (see **achievement** section).

Progress 8

Lauder et al cited in Slee et al (1998, p.63) remarked that,

> schools in different contexts will have different capacities, potentials and limits. This then has a direct bearing on accountability, for schools cannot all be held accountable in the same way. Yet regulatory agencies like Ofsted… clearly assume that schools … should be considered to have the same capacities as other schools.

Since the 1990s, arguably, the British education system (through the DfE and Ofsted) have sought to dispel this situation for instance as by the inclusion of 'value-added' school performance measures. The recently introduced Progress 8 performance measure, further seeks to measure an individual learner's progress, as they move through their mandatory education. Critics may counter-argue that the Progress 8 measure will still hold learners (and schools) accountable in the same way that Lauder et al observed, as learners are required to complete a specific academic offer, regardless of their capabilities, potentials and limits.

Progress 8 is a type of value added measure aiming to track the progress a learner makes from the end of primary to the end of secondary school. **Attainment 8** scores measure an individual's achievement of 8 approved qualifications. A learner's individual Progress 8 score is then calculated by (Attainment 8 – Estimated Attainment 8), The estimated Attainment 8 score is pre-calculated by the DfE following the comparison of end of KS2 assessment results with learners who attained similarly across the country.

Schools will be expected to achieve an overall Progress 8 score of 0 to meet the accepted DfE 'floor standard'. Where the Progress 8 score is below -0.5 the school may

be subject to additional inspection and where over 1, the school will be exempt from routine Ofsted inspections the following academic year. Schools will therefore be required to maintain a positive equilibrium of learners who are deemed to be progressing both below and above progress rates.

A school is exempt from Progress 8 measures if they are; special, independent, pupil referral units, alternative provision or hospital schools, as floor standards do not apply to these institutions. In addition, schools with fewer than 6 learners at the end of KS4 or, where less than 50% have KS2 assessments that can be used as prior attainment scores, will also be exempt.

In performance tables, Progress 8 (with Attainment 8 scores) will be the headline measure featuring alongside:

- Percentage achieving 'C' (to be '5') English and Maths qualifications
- Percentage achieving English Baccalaureate
- *Percentage progressing to sustained education, employment or training during the year of KS4 qualification completion* (currently only *planned* to be introduced)

The OECD (2015, p.479) reported that only two countries,

> indicated reporting the ranking of schools when communicating results… in a few countries steps are taken by the government/education authorities to prohibit or prevent ranking of schools. However, 18 of 29 countries indicated that the media or other groups report upper secondary school (KS4) rankings.

Performance 8 school success measures are, intended to be published solely for the purposes of schools as announced by the DfE (January 2015); "Progress 8 will be calculated for individual pupils solely in order to calculate a school's Progress 8 score, and there will be no need for schools to share individual Progress 8 scores with their pupils". In reality will this non-disclosure happen, or, will learners and/or

their Parent/Carers seek to know more, resulting in the publishing of their individual Attainment 8 achievements? If so, will this have further implications, particularly for learners that, from their score, are not deemed to have progressed? (See **tables C ii-iv** for worked examples.

Primary

End of KS2 attainment scores feature at the very heart of every secondary school Progress 8 score. The DfE (2016, p.3) primary technical guide states that from 2016, primary accountability will be reformed “to allow better recognition of schools doing well with a challenging intake”. In addition to primary schools experiencing new attainment, progress and floor standard measures, colleagues will be required to follow new national curriculum tests and frameworks for teacher assessment. Learners are assessed both at the end of KS1 and the end of KS2, their primary schooling. That KS2 attainment score is used to calculate the learner’s estimated Attainment 8 score for Progress 8 success measures.

Summary

The OECD (2015, p.480) reported that, “results from assessments do not have an impact on students’ progression through schooling or on certification”. Using Progress 8 scores to measure a school’s success appears to completely disregard this research statement. If it is to be accepted as fact, then should a national education system rely purely on the results from assessments to make informed judgements? If they did not, what would be more beneficial measures? Positive destinations and numbers of NEETs, or other value-added measures that are potentially correlated to similar schools and local labour market information - where ultimately learners are being prepared to progress into?

QUALIFICATIONS

An extract from the white paper (DfE 1992:3-4) stated;

> Uniformity in educational provision presupposes that children are all basically the same and that local communities have essentially the same educational needs. The reality is that children have different needs. The provision of education should be geared more to local circumstances and individual needs: hence our commitment to diversity in education.

Whilst it is not proposed that this statement was directed specifically at the curricula that schools delivered, it may be interpreted as acknowledging and reflecting the need for learners to complete programmes of study that are personalised to their individual learning needs and abilities.

The following timeline shows that the curricula learners follow has undergone many changes in our national education system;

The Past (1998-2004)

Gilliard (2011) stated “the Education Reform Act (29 July 1988) was “the most important education act since 1944”. The Act introduced a mandatory National Curriculum, with attainment targets and specific programmes of study to be delivered by the end of each Key Stage. The National Curriculum consisted of three core subjects of English, Maths, Science in addition to six foundation subjects of History, Geography, Technology, Music, Art, Physical Education (and Welsh where applicable).

1994 saw the first review of the National Curriculum. Specific to qualifications, the Dearing Report (1994) recommended that curriculum content should be reduced and that Art, Geography, History and Music should become optional at KS4 (with some curriculum choice at KS3).

Government proposals for a more flexible and personalised KS4 (14-19) curricula highlighted the high regard paid to offering learners a blended academic and/or vocational pathway:

> The choices we are offering must not determine a young person's future irrevocably at 14, but should be flexible enough to allow young people to choose from both academic and vocational routes and switch between options as new interests and aptitudes become apparent… Whether young people choose academic, vocational or a mixture of options at 14, there will be a clear ladder of progression... This will build the foundations for lifelong learning among future generations. DfE (2002: 4)

The report documented skills shortages in school leavers and that "the lack of high-quality vocational pathways in the UK explains in part why far too many young people do not reach or move beyond Level 2, or fall out of education and training before they are 19" (DfE, 2002: 10). Aiming to champion a new, flexible curricula, 'a new award' was detailed aiming to present at Intermediate, Advanced or Higher levels according to GCSEs, vocational achievements and 'wider activities' combinations completed – these awards are not believed to have been executed, neither was a proposed 'Matriculation Diploma'.

The placement of value and a more equal measure of vocational qualifications in performance tables was executed, the aim, to ensure credit for non-GCSE qualifications that, learners achieved through their schooling.

In 1982, the government first attempted to launch a Technical and Vocational Education Initiative aimed at 14-18 year olds through the Department of Employment.

Unfortunately, likely due to costs and rapidly changing landscapes, the initiative was unsuccessful.

In 1986, National Vocational Qualifications (NVQs) were introduced as work-based qualifications, followed by Business and Technology Education Council (BTEC) vocational courses in 1989, which the government approved schools to offer.
During the late 1980s a number of reports acknowledged that Britain had fallen behind internationally and was failing compete with the rest of the world industrially, with regards to delivering vocational education.

With specific regard to vocational qualifications, the OECD (2015, p.314) stated:

> "vocational education and training programmes… are seen as effective in developing skills among those who would otherwise lack qualifications to ensure a smooth and positive transition into the labour market… Countries with well-established vocational and apprenticeship programmes have been more effective in holding the line on youth employment. At the same time, some consider vocational education a less attractive option than an academic education; and some research suggests that participation in vocational education increases the risk of unemployment at later ages".

As we will see in the next section, both views, in support and against vocational qualifications, appear to have been represented through the changes of government.

The (More) Recent (2004-2015)

Further to the earlier formal acceptance of vocational qualifications and widening of the curricula, in a commissioned report, Tomlinson (2004) made the following recommendations as to *how* qualifications should be delivered:

- Replacing traditional qualifications with diplomas at entry, foundation, intermediate and advanced levels
- Introducing 'functional' subjects
- Reducing numbers of exams
- Replacing coursework with a single extended project

Gilliard (2011: ch.11) remarked that head teachers and wider stakeholders including the Chief Inspector of schools and government committees largely backed the recommendations. In 2005 however, the government opted only to introduce a diplomas for vocational courses and to keep the existing GCSE, A level structures.

In 2006, Asthana cited Boston pronouncing that "pupils face[d] a high and excessive exam load which had distorted the balance of what was taught in schools… I am determined to reduce the number of test that pupils… forced to sit".

In 2009, Curtis printed that "the proportion of pupils getting five good GCSEs has risen from 40.7% in 2000 to 47.3% in 2008, however, under pressure from league tables, targets and Ofsted, some 'perverse incentives' have emerged". Curtis further commented that such incentives included introducing more vocational qualifications, entering learners for exams earlier and focusing on C/D borderline learners at the expense of others.

Then… Michael Gove arrived… In 2008, Gove informed a teaching union conference "a Conservative government would reinstate traditional styles of fact-based lessons… so-called progressive education policies [which] taught skills and 'empathy' instead of bodies of knowledge". In support of Gove's ideals, the Nuffield Review (2008) appeared to warn that, "ministers were treating school pupils as if they were business products to be managed rather than children to be educated. The government's aim of boosting the British economy was overshadowing the true role of schools in young people's lives".

Concurrently, new governmental diplomas in construction, media, engineering, IT and society, health and development were introduced to schools, with vocational diplomas to be available from 2011. It should be highlighted that these were *different* to the foundation, intermediate and advanced diplomas introduced in 2005.

In 2010, iGCSEs for key subjects were included into performance tables and the English Baccalaureate (consisting of English, Maths, a Science, language and humanity) qualification was to be offered. The first 'eBacc' attainment measure was published in 2011.

The Wolf Report, reviewing vocational education, was published in 2011. Commissioned by the government following concerns similar to those made by Curtis in 2009, The Wolf Report sought to continue to recognise vocational programmes, but to ensure that those followed through mandatory education had clear routes of progression and were of a level correlating to the demands of the local labour market.

The Wolf Report commented that English and Maths at A*-C were fundamental to employment prospects, however only 50% of learners were achieving this benchmark. It was suggested, that school funding and accountability processes devolved from the government encouraged schools to signpost learners to completing 'inferior alternative qualifications'.

Three progress reports followed publication of the Wolf Review detailing government action taken on each of the 27 recommendations. Only 6 of those recommendations were still in the process of being implemented at the time of the final progress report in February 2015.

Recommendations that possibly had the greatest impact on qualifications included:

- Learners being required to continue English/Maths at 16 where they have not yet achieved A*-C
- A list of approved 14-16 technical and vocational qualifications for reporting in performance tables were published

Both recommendations are clearly evidenced in the Progress 8 qualification offer.

Whilst educationalists may agree with many of the recommendations, critics may observe that the approved qualifications are uniformly linearly examined, with a minimum of 40% end of course examination. This appears to contrast with the educational ideals of Tomlinson only seven years earlier.

With some learners scheduled to sit up to 25 exams in one academic period, Headmaster Ben Evans commented in Education Today (2015, p.16):

> (GCSE) exams themselves have become mundane and lack any real academic challenge… go(ing) little way to preparing pupils for A-levels… having now become simply another hoop to jump through. Every year we hear

> that the percentage of A*s and the A-C pass rates have increased and the media translate this as being a result of better teaching and pupils working harder… Of course it is very difficult for schools to do anything because the system is so entrenched and they cannot put their pupils at a disadvantage.
>
> Schools must ensure that pupils are exposed to a broad and balanced curriculum, which includes non-examinable subjects and activities… this will allow them to acquire essential skills such as assertiveness, resilience and confidence… all essential attributes for successful future lives and careers".

However, the Progress 8 measure appears to suggest that schools may deliver a broad and balanced curricula, as long as it includes a prescribed, academically tested offering.

Attainment 8

As previously described, the Progress 8 school performance measure is calculated using learners' Attainment 8 scores calculated by (Attainment 8 – Estimated Attainment 8). Learner targets of achieving A*-C in English and Maths is incentivised by these qualifications receiving a double point score (English doubled when English Literature is also sat). The 2010 eBacc combination (three of a Science, Computer Science, Humanity or Language) accounts for another three qualifications, the remaining three being *any* qualification – as long as they are from the 'approved' list.

With reference to the number of qualifications a learner takes, the DfE (2016) advised that it "remains a professional judgment led by what best meets the needs of an individual. The Progress 8 score for each pupil will always be determined by dividing the points total by 10… regardless of how many qualifications the pupil sits".

The DfE further indicated that some lower attainers may benefit from taking less qualifications and scoring more points with better grades, with a strong emphasis on English and Maths. Appendix Table **Cii** in-partciular may dispute the workability of this theory, in addition to appendix Table **Civ**.

English Literature

The double-weighting of English Attainment 8 scores wherever both English Language and English literature exams are sat may have a number of implications. Smith (2015) highlighted concerns of one such possible implication: “Some schools may be considering teaching less able students for GCSE English Language ***or*** English Literature and entering them for both examinations solely to obtain double-weighting… students would have to attend the examination, but would be double-weighted for the other English GCSE if they wrote little and were graded U”.

Smith acknowledged that this could cause problems with learners, their parents and potential downgrading from Ofsted. As early, multiple and repeated exam entries are discouraged by only the first result to count towards Progress 8 success measures then “inspectors are likely strongly to criticise entering students for examinations for which they have not been taught solely for Progress 8 purposes and may judge the school as requiring improvement”.

Whilst the DfE may be striving to challenge discussion of texts and encourage wider, more cultured readers, the author supposes that a budding engineer or entrepreneur may query the increased focus and importance of studying English Literature?

ACHIEVEMENT

The OECD (2015, p.373) observed that the "length and quality of the schooling that individuals receive has an impact on student's transition from school to work… To improve the transition from school to work, regardless of the economic climate, education systems should aim to ensure that individual's have the skills that are needed in the labour market".

The OECD quote may be interpreted to imply that learners will be seen to have achieved once that have successfully progressed into the world of work. Definitions of learner achievements however, do not appear to be commonly shared by all associated stakeholders.

Individual Learner Achievement Interpretations

Learning Modalities

Barbe et al (1979) are believed to be the first to propose three learning *modalities* – strengths as opposed to styles – which learners are predisposed to. Learning through vision, audio, or kinaesthetically (VAK) was believed to occur either independently or via a combination, in addition to changing and even integrating over time.

In the 21st century, Fleming, a practicing educator, expanded this earlier model to include reading/writing as an additional modality (VARK). In a study of undergraduates, Beatriz (2011) sought to investigate if assessment format (in this instance multiple choice and arithmetic questions) influenced learners of specific modality preferences. Beatriz concluded "the sensory learning style used for learning affects student outcome when students receive arithmetic questions but not when MCQs are applied". This may suggest that learners displaying a preference for audio or kinaesthetic learning styles may not excel in linear (visual, read/write) assessments.

In an earlier model Bloom (1956) chaired a committee that sought to 'classify' education system goals by creating 6 different classifications of how a learner can be seen to have 'achieved' their educational objectives. The intention being for educators to proactively tailor their delivery to compliment the classification, enabling the educational goals to be achieved. The classification groupings were identified within three domains; cognitive (recall/recognition of knowledge), affective (emotions/attitudes/appreciations) and psychomotor (motor-skills/action based) (Bloom, 1956). Should Bloom's 'Taxonomy of Educational Objectives' be accepted as a model to aid learners achieving, it may be argued that a learner will academically achieve a qualification where the assessment complements their preferred domain style. Therefore possibly learners would only progress their Attainment 8 scores, if they dovetail with their strongest cognitive channel. However, remembering, understanding, applying, analyzing, synthesizing and evaluating are encompassed within the majority of linear and academic assessment methods included in the Progress 8 qualifications. Should a learner excel kinaesthetically, they may be less likely to achieve Attainment 8 success as the mandatory and approved qualifications do not lend themselves to Bloom's psychomotor domain.

Critics of the Progress 8 success measure may suggest that the prescribed assessment of the included qualifications will not allow *all* learners the same capability to achieve.

Low/Middle/High Attainers

Hodgson and Spours (2014) indicated that low, middle and high attainers may receive different learning experiences believing an average of 40% of school learners are categorised as ‘middle attainers’ and that many of them are ‘overlooked’; “middle attainers constitute a large section of the cohort and their progress can be seen as a barometer on the inclusiveness and effectiveness of the English upper secondary education system” Hodgson and Spours commented aspirations of high, middle and low attainers to remain in full-time education decreased linearly as, 90%, 76%, 53%. In addition, within the same study, 46% of high attainers and 66% of middle attainers were experiencing mixed programmes of study with more applied and vocational programmes. Hodgson and Spurs quoted a Year 9 middle attainer as saying “It’s different. It’s not all theory and writing. I understand and learn more by doing and I enjoy it”.

This study alone suggests that learners of differing abilities will have different aspirations and levels of achievement. Critics of the Progress 8 success measure may question where the differentiation for learners is within the available qualification options and methods of assessment?

The National Union of Teachers (NUT) ‘Teacher’ circulation (2016, p.33) appeared to share a similar negative viewpoint publishing “the policies, first of Michael Gove and then of Nicky Morgan seem designed to reverse this trend and stifle the aspirations it helped nurture. The decline of the vocational offer, the abolition of modular GCSEs… the rule for secondary education is one size fits all; what’s (supposedly) good for the higher attainers is now declared good for nearly everyone”.

English and Maths

Between 2008 and 2010, over 600 schools took part in a 'National Challenge' aiming for a minimum of 30% of learners to achieve 5x A*-C including English and Maths, arguing that "achieving the floor target is linked to future employability and economic well-being… the better educated/qualified a child is, the greater their chance of future employment and prosperity" (Norman, 2011, p.10).

Whilst this extract from appendix Table **Ai** of 2014/15 schools data demonstrates the vast improvements with at least **40%** learners achieving 5x A*-C, a question may be poised as to why Progress 8 success measures focuses on eight prescribed qualifications, particularly when those learners not achieving 5x A*-C are highly likely (in the author's opinion) to be identified low, or middle attainers and struggling with both the number of academic qualifications and the theoretical delivery and linear assessment styles?

Table Ai:	Actual (2013/14) and Predicted (201			
SCHOOL	14/15 KS4 Provisional Attainment 8 Score	14/15 KS4 Average KS2 Point Score	14/15 KS4 Provisional % NOT 5+ A*-C	2013/14 Actual % NOT 5+ A*-G
NATIONAL	48.2 4.8=D	-	47.2% 612,301	10.3%
COVENTRY	-	-	49.9% 1697	6.5%
WARWICK-SHIRE	-	-	40.2% 2336	4.2%

As an additional, un-ratified observation, as the new Progress 8 success measures are introduced, GCSE qualifications will be assigned grades between 8(A*) and 1(G). Unofficial dialogues surmise that the new 'accepted/minimum target' grade of 5 will require attainment that correlates between a current 'B' and 'C' standardised measure achievement. Should a decrease in learners achieving 5x '8-5' be evidenced in Attainment 8 scores, this could be a significant contributing factor to what is considered progress.

Attendance and Behaviour

Following the National Challenge, Norman (2011, p.17) documented “improving attendance and attitudes to school” as one of the strategies that schools may implement in order to improve numbers of learners achieving 5x A*-C.

A review commissioned by the DfE stated that “children with poor attendance are unlikely to succeed academically and they are more likely not to be in education, employment or training (NEET) when they leave school… there is a clear link between poor attendance at school and lower academic achievement“ (Taylor, 2012:2). National statistics evidenced 3% of learners achieve 5x A*-C where they missed 50% of school, opposed to 73% achieving who had 95% attendance. Comparing these figures with the average 45% achieved in the above extract from appendix table Ai, may suggest that a contributing factor to learners not achieving 5x A*-C in 2014/15 was 80% attendance (whilst attendance figures are available, this in not the main focus of this research study).

Behaviour, arguably, could also be linked to attendance, as learners who have been excluded or participated in managed moves have a lower school attendance (see author’s previous studies, www.thlearn2group.org.uk). Through completion of previous studies, the author holds a viewpoint that learners who struggle to stay on task in mainstream classrooms environments (likely due to learning modalities or social/mental/emotional reasons) may be more likely to participate in either a part-time school timetable, or additional alternative provision completing qualifications that are not approved or assessed as part of the Progress 8 school success measure.

For these learners, it could be proposed that their definition of achieving is simply to attend and to positively engage in their prescribed curricula. Progress 8 success measures supports some of these learners, as results are not published for Special Educational Needs schools, or Pupil Referral Units. However, all learners, with varying, sometimes complex needs are subject to the measure in mainstream schools.

Nurture

For logistical, financial, political and other reasons, schools primarily deliver academic curricula to learners in a routine, classroom style of delivery. Some learners find it more difficult to engage in this manner and thrive a more nurturing environment where academic teaching and learning is balanced with a more nurturing and home-like delivery style and environment.

Formal ‘nurture groups’ were started in primary settings in 1969 where “large numbers of young children were entering… with severe emotional, behavioural and social difficulties, leading to unmanageable rates of referral for placement in special schools” (The Nurture Group Network, 2015). A national nurture group organisation ascribes insecure childhood attachment as a primary contributor to learners thriving in formal, academic nurture environments.

An alternative viewpoint as to why some learners thrive in more nurturing academic settings, is that their needs, as identified by Maslow’s Hierarchy of Needs (1954) are being met more acutely. Maslow proposed that a person has fundamental needs that are required to realised before they are able meet their full potential. Maslow hypothesised that once physiological needs such as water, food, shelter and clothing are met, a person will need to feel safe (such as physically, from harm, in work, with

family) before they are able to feel as though they belong and are cared for/loved through family/friendship/intimacy. Maslow expressed that as a race, we then need to feel a sense of belonging and acceptance, which, in turn will raise our self-esteem and self-respect. It is at this point a person may feel as though they have value and are contributing and perhaps that they have status or recognition. Finally, once all basic and mental needs have been fulfilled, a person is able to realise, use and celebrate their full potential (Wikipedia, 2016).

It could be argued that mainstream learners that are 'insecurely attached', and/or do not have their basic needs met (and therefore neither the needs further up the hierarchy) will be unable to successfully meet the Progress 8 measure, with 8 academic qualifications being overbearing for them to meet or sustain. It may be that for these learners, 'real' achievement is for them to feel safe and secure enough to attend the secondary setting and to positively engage, as they develop a sense that 'someone cares' and of belonging and to develop their self-esteem to allow them to self actualise; albeit by achieving a lower level of qualification(s)?

Positive Progressions

In 2010, Mansell wrote remarked, "Teachers and school leaders often say that C grades are so crucial to pupils, in allowing them entry to sixth form or college, that the extra emphasis is justified. However, the practice tends not to be defended at national level".

The author relates this quote to the benchmarks and requirements that positive progression routes require. Progression routes may include further education, training, employment or self-employment (excluding volunteering for the purpose of this research study). The author accepts that further education institutions primarily

require specific numbers of and grades of GCSEs to secure entry onto their courses, however, a range of courses for learners who do not achieve ‘C’ grade GCSEs are widely available as referenced by local and national web searches.

Local labour market requirements are perhaps, a hugely under-estimated measure in relation defining school-leaver’s achievements. In an informal survey of 95 teachers, only one person could define what ‘LMI’ (labour market information) was. No teacher had knowledge of the industries that were perceived to have the most vacancies and prospects locally, in the next 10+ years. This surely raises a question, are schools sufficiently preparing learners for the ‘real’ world of employment and for them progressing positively?

Furthermore, when reviewing local job applications online, in two sectors believed to have 45,000+ prospects locally in the next 10+ years (according to published local labour market information), no read adverts required a language or humanities subject qualifications. Without doubt, English and Maths were required in some format (not necessarily at grade C, but at a functional level appropriate to the job role). In the author’s opinion, science, in respect of engineering and also childcare would also significantly aid aspiring employees.

Whilst the Progress 8 success measure ensures that learners are presented with a broad range of experiences that may introduce them to progression ideas they may not have otherwise considered, would learner’s achievement in relation to progressing positively at the end of their mandatory schooling be that they leave with a skill set that employers deem as ‘work ready’?

Employer Achievement Interpretations

An employer who has no knowledge (or possibly interest!) of school success measures could be forgiven for not being able to ascertain whether a young person was suitably skilled and/or qualified for a role within their organisation, simply by looking at their Attainment 8 (specific qualifications) grades.

The author believes it would be fair to hypothesise that a number of current employers still refer to school qualifications as 'O' levels as opposed to GCSES, which were introduced as far back as 1988. Will the introduction of Attainment 8 scores (8-1) and the *speculated* higher grading of current 'C' GCSEs (5), in addition to the prescribed qualifications that are academically assessed, support the skills and 'work ready' demands of local employers?

A press release by the DfE in January 2016 cited the 2016 UK Commission for Employment and Skills report in headlining: "New research shows that the modest economic growth of the past four years has been met by an unprecedented shortage of skills, leaving thousands of vacancies unfilled". Will the new Progress 8 success measure exacerbate this situation, as schools are deterred from placing learners on vocational training courses that are not 'approved' qualifications? Could learner achievement in this context be defined as those who positively progress into further education, training **or** employment/self-employment?

School Achievement Interpretations

In the earlier-mentioned National Challenge, Norman (2011, p.15) observed that to raise the attainment of learners passing 5x A*-C schools must, “ensure a broad and balanced curriculum, appropriate to the needs of the learners, with chances for vocational and practical learning opportunities, was common to each school”.

The author would argue that having Progress 8 as a headline school success measure, schools are less inclined to provide a ‘broad and balanced’ curriculum, but to deliver a ‘prescribed and approved’ curricula that ensures the best possible Attainment 8 scores. In one local example, a respondent described how their secondary head teacher made the decision for a learner estimated to achieve an A* in a self-selected and approved qualification, to be removed from their controlled assessment to participate in additional English support where they were ‘only’ estimated a ‘C’ grade in their GCSE English.

Alen and Thomson (2015) commented that demand of the Progress 8 measure is “encouraging schools to deliver a curriculum that politicians desire for as many pupils as possible”.

Slee and Weiner (1998, p.5) comment that educational performance is defined according “to a narrow and fragmented set of test criteria. Students’ achievements in pencil and paper [limited and] culturally specific tests are then used as the data for comparison and the compilation of published league tables”.

Practitioners could present a case that Progress 8 is another instance where our 2016 practices, are regressing back to those observed in the 1990s; learners being required to follow a academic pathway of linearly examined qualifications, as

opposed learners successfully completing bespoke curricula pathways that aid their individual (positive) progressions and meet their social, emotional and learning needs and facilitate them in becoming valued contributing members of society as opposed to NEET.

Are schools being unjustly judged by being mandated such a prescribed system that ultimately states if they have achieved and been successful? Would success measures be more valid and reliable if there were a more differentiated measures correlating to their learner needs and context?

Summary

In order to maintain valid, reliable and consistent quality assurance standards, alongside improving standards, skills and knowledge, a national government is required to set tightly prescribed benchmarks and monitoring processes that schools are required achieve.

As contextual variations between schools and their learners will always exist, should mainstream government appraisal systems recognise and compensate for this, or, should we aim for all learners to achieve a set minimum threshold?

METHODOLOGY

FRAMEWORKS

Creswell (2009, p.6) described four philosophical worldviews as being the explanation for how a researcher selects a qualitative, quantitative or a mixed methods approach to their research. Of the four worldviews, two have been identified as conceivable frameworks for this study:

(1) Creswell (2009, p.7) suggests that a researcher holding a post-positivist viewpoint may believe that the causes probably determine the effects or outcomes; “the problems studied by post-positivists reflect the need to identify and assess the causes that influence outcomes, such as found in experiments”. In context, a researcher may begin with a theory and collect data to support or disprove and make changes prior to collecting further data.

(2) Advocacy and participatory viewpoints, Creswell (2009, p9) believe that “research inquiry need to be intertwined with politics and a political agenda. Thus, the research contains an action agenda for reform that may change the lives of the participants, the institutions in which individuals work or live, and the researcher’s life”. In context, as a researcher I may address specific issues, which, consequently the participants use the learned information to make future changes.

Upon reflection of the two, the author adopts the advocacy and participatory viewpoint. The research inquiry specifically addresses a topical political and social issue with outcomes that may affect academic institutions, school leavers and places of employment. Creswell (2009, p.9) further described that this worldview “assumes the inquirer will proceed collaboratively so as not to further marginalize the participants of the inquiry… participants may help design questions, collect data,

analyse information, or reap the rewards of the research". Throughout this study it will be the author's aim to ensure that the investigation is objective, to ensure respondents provide their responses without bias, to enable them to analyse provided data without prejudice. It is the overall intention and hope that all respondents will reap rewards of the research by applying their knowledge and observations when designing curricula for learners within their academic institutions.

DESIGN

"Qualitative methods of design are used in research to provide an in-depth description of a specific topic" Mertens (1998, p.159), as opposed to quantitative methods, which are intended to; "obtain answers to research questions, isolating variables for study" Sapsford and Jupp (1996, p.336). A mixed method approach incorporates elements of both qualitative and quantitative data collection. Newman and Benz (1998) cited in Creswell (2009, p.3) stated that, "mixed methods resides in the middle of the continuum because it incorporates elements of both qualitative and quantitative approaches". Correlational research, where "the researcher is interested in using one or more variables to predict performance" Mertens (1998, p.93) is an approach appropriate for studying non-manipulable variables; as both variables can be analysed.

Of the four types of design; this study adopts mixed methods. Teddle and Tashakkori (cited in Denzin and Lincoln 2011) stated, that "MMR offers a third alternative based on pragmatism, which argues that the two methodological approaches are compatible and can be fruitfully used in conjunction with one another". As pragmatists are seen as holding philosophical worldviews near the centre between

positivist and interpretivists (Buckler, 2015), this may still fit within the earlier adopted viewpoint of advocacy and participatory.

Critics of the mixed method design have suggested that, “MMR subordinates qualitative methods to a secondary position to quantitative methods”. This viewpoint it heavily disputed by Teddlie and Tashakkori and Creswell et al. (2006) who concluded in a dedicated study that ‘qualitative research can enhance MMR”.

Mixed Method Approaches

Creswell (2009, p.11) outlines models that provide specific direction within the selected type of research design. These will be referenced as approaches to inquiry, as a similar vein to Denzin and Lincoln (2011). Within the mixed method design, Creswell (2009, p.14) outlines three such approaches; sequential mixed methods, concurrent mixed methods and transformative mixed methods.

i) Sequential beginning with either quantitative or qualitative data before following up with the other to elaborate on the findings of one method;
ii) Concurrent merging the quantitative and qualitative data to provide a comprehensive analysis of the research problem;
iii) Transformative using an overarching perspective containing both quantitative and qualitative data.

Of the above, the sequential approach will be adopted with quantitative data presented to participants in order to collect qualitative data.

Mixed Methods Design

Creswell (2009, p.207) further breaks down the approaches within the mixed method design to four important aspects; timing, weighting, mixing and theorising. Creswell believes that each aspect influences how a mixed method study can be carried out.

a) anticipates gathering data *sequentially* in two phases, quantitative and qualitative;
b) anticipates giving *equal* weighting to both the quantitative and qualitative in order to provide the qualitative participants with high quality data for analysis;
c) anticipates *embedding* the quantitative data to provide supportive information for collation of the qualitative data;
d) aims to ensure personal theories around Progress8 success and connected positive progression remain *independent* to all participants throughout the whole of the study.

The above four factors have resulted in this research study being a Sequential Explanatory Design. The quantitative data will be collected and analysed before collecting qualitative data, which, will build on the results of the initial quantitative data. In contradiction, Creswell (2009, p.211) describes how “weight typically is given to the quantitative data and the mixing of the data occurs when the initial quantitative results inform the secondary qualitative data collection”. If this claim is true, this research will in-fact be giving more weighting to the quantitative data and the mixing will be connected as opposed to embedded.

DATA COLLECTION

Cohen, Manion, Morrison (2011, p.12) list nine data collection methods:

- Interviews
- Questionnaires
- Observation
- Tests
- Accounts
- Biographies and Case Studies
- Role playing
- Simulations
- Personal constructs

They make clear that the choice of method should follow an earlier decision on the methodology to be undertaken:

- Survey
- Experiment
- In-depth ethnography
- Action research
- Case study research
- Testing and assessment

Of the listed data collection methods, three may be appropriate for this study:

(1) Interviews (quantitative and/or qualitative)

Lowe (2007, p.78) described,

> the purpose of the interview can be to gather information related to the research question. It can be used to test a hypothesis or it can be used to follow up unexpected results or to triangulate with other methods, such as observation.

Interviews can be a useful research tool largely due to their adaptability. Bell (1999, p.135) stated “a skilful interviewer can follow up ideas, probe responses and investigate motives and feelings”. Whilst this may be true, limitations include time taken to conduct transcribe and analyse, loss of spoken word, interpretation and meaning through transcribing, interviewer bias, reliability, congruence and generalisability.

(2) Questionnaires (quantitative and/or qualitative)

Self-completion questionnaires “offer a relatively cheap method of data collection over the personal interview” (May, 1997, p89) in addition to offering anonymity and the perception of being less threatening to participants. Questionnaires, however, rely on ensuring questions are unambiguous, non-threatening and not answered using a ‘given response’ (May, 1991) as opposed to an honest opinion. In addition, enough data is required to be produced in order to answer key research questions.

(3) Tests (quantitative)

Denscombe (2003, p.61) describes “the point of conducting an experiment is to isolate individual factors and observe their effect in detail”. Denscombe further describes that experiments are required to have a control, casual

> factors to be identified and detailed measurements. Denscombe states there are no rules on how the data is collected.

Quantitative Data Collection

Quantitative data will be collected by tests in this study. The tests will aim to assess a connection between two variables (Schools' achievement and positive progression outcomes). Flick (2015, p.111) describes this as "aim[ing] to assess the connections between variables or to identify the causes of specific events". Furthermore, Flick describes,

> Quantitative research is based on (a) standardising the research situation and the research procedures and (b) controlling as many conditions as possible. In most cases, variables are defined…

The collection of quantitative data gathered through numerical analysis in this research study is anticipated to be ordinal, where the data is based on counts of things assigned to specific categories (e.g. yes/no that the learner is judged to be able to positively progress). But further, "the categories stand in some clear, ordered, ranked relationship. This means that the data in each category can be compared with data in the other categories" Denscombe (2003, p.237) (e.g. schools' Progress 8 achievement following completion of learners' different curricula).

Quantitative data in relation to school and learner achievement will aim to be presented as two data sets:

1. Historical and current achievement and destination data of seven local authority secondary schools as published by both the Department for Education and Ofsted. The purpose of collating this data is to visually show, for comparison, raw KS2 assessment data, numbers of low/middle/high attainers, learners gaining 5x A*-C GCSE grades and numbers of NEETs within one area of a local authority and compared locally and nationally.
2. Calculated Attainment 8 and Progress 8 scores for a sample of four secondary learners, each were following a range of academic curricula, with varying KS2 attainment levels. Progress 8 subjects will be calculated subtracting a learner's Attainment 8 score from their estimated Attainment 8 score using the Department for Education (2015) calculations. In order to calculate reliably, current (anonymous) learner's Key Stage 2 attainment scores will be required. The purpose of collating this data is to demonstrate potential ranges in measures that will contribute to a school Progress 8 score.

The data will be used to draw observations and then to discover relationships by synthesising with the quantitative and qualitative questionnaire responses.

Qualitative Data Collection

Qualitative data is sought to be collected from serving SLT in this study, ideally head teachers, based in seven secondary schools within the same local authority area. Persons holding these positions are notoriously 'busy' people with extreme limited time available to contribute to activities that do not feature high on their school priority

list. In order to gain an overall picture of the respondent's opinion therefore, I will use a questionnaire.

The questionnaire will comprise of fixed questions that:

- have a mixture of open and closed responses, aiming to capture viewpoints;
- enforce referencing of (provided) personalised quantitative data, aiming to glean both accurate information and professional, qualitative opinion;
- are clear and using industry terminology, aiming to be easy to follow for the industry professional;
- are short, yet in-depth, aiming to gain extended professional insight;
- can be logically followed, aiming to prompt professionals to complete and supply optimum return.

A pilot questionnaire will be shared with external similar professionals prior to sending, to test for the above. Questionnaires will be hand-delivered with a short return date, aiming to ensure completion and that returns are not overlooked. Respondents will also be offered the option to provide responses verbally, via telephone or in person in order to encourage a submitted response.

In order to maintain reliability of results, I will be questioning serving SLTs only, who are ultimately responsible for designing and offering accountable curricula to the learners in their school. I acknowledge limitations in that the SLTs may not take time to consider and respond to questions in depth and that Progress 8 may affect their schools in vastly different ways with the differing levels of academia of their learners.

RELIABILITY

Providing the option for respondents to submit a response verbally or in person, may negatively affect the reliability of results as respondents may offer a more indepth or contextualised viewpoint than when recording answers on paper.

Providing the verbal response option may be interpreted as respondents participating in an interview rather than a questionnaire. Lowe (2007, p.80) observed that interviewers "have biases, emotions, overt and subconscious needs which the researcher needs to try and overcome through careful design and execution". Durant (3/200) cited in Powney and Watts (1987, p.36) simply stated that "interviewer bias is more difficult to eradicate than cheating" and Bell (1999 p.139) commented "it is easier to acknowledge the fact that bias can creep into [an interview] than to eliminate it altogether".

It may be argued that all interviews should have an element of structure and focus. Both Bell (1999, p.135) and Lowe (2007, p.80) made reference to Grebenik and Moser's (1962) *continuum of formality* whereby they identify all interviews as taking place on a continuum between formal and informal. Lowe (2007, p.81) identified interviews as being structured, semi-structured or unstructured in relation to questions, or as being conducted as a focus group or as group interviews. Additionally, Powney and Watts (1987, p.17) identified interviews as being un/focused, limited/in-depth and types of interviewers as being either "respondent… the interviewer retains control throughout the whole process… informant… the goal is to gain some insight into the perceptions of a particular person(s) within a situation".

Where the verbal response option is preferred by the respondent, to ensure the minimum bias and the optimum reliability and validity, the aim will be to collate responses with no deviation from the written question, on a one-to-one basis.

With reference to the questionnaires, due to the consistent presentation of questions, there may be a danger that SLTs lapse into providing set responses. Allison et al (1996, p.87) described 'response set' as "tendency to get into a rut by assessing all items in the same way… expect[ing] their view will fall in that position and not give each item due thought". Structuring the questionnaires into three differently formatted questions aims to limit set responses and increase reliability of responses.

Similar to the potential bias described where verbal responses are collated, there is a danger that as the questionnaire designer, the author may impart systematic bias that may lead SLT responses through presentation of the questionnaire. As warned by Oppenheim (1992, p.277) precautions will need to taken against this "by designing the code categories as unambiguously as possible with no overlap between them". Ensuring no overlap could prove challenging, as the three separately formatted questions are interconnected. The non-factual (opinion based) responses to questions will be more sensitive to "linguistic, situational and other biases" (Oppenheim, 1992, p.143) and the aim will be to develop multiple questions in order to decrease the need to rely purely on the few, non-factual question responses.

The sample sizes will not allow for any results to be generalised.

ETHICS

Informed Consent

Every effort will be taken to ensure that respondents do not experience any stress, pain or invasion of privacy by participation in this study. Respondents will be briefed on the use of the data to ensure that they feel in control of what happens with their responses after submission.

Access and Acceptance

Prior to completion, respondents will receive a covering letter demonstrating the author's competency, knowledge and experience, to aid in demonstrating worthiness to be granted permission and access to conducting the research questionnaires. The covering letter will include benefits of participating in the study and dissemination of conclusions. Respondents will be contacted through Headteachers' formal communication channels to maintain transparency.

Effects of Research

Respondents will be fully informed around the ownership of the collated data. Subjective and objective responses will be reported anonymously to preserve the respondent's dignity and maintain sensitivity to the school context. In addition to individual school performance statistics being published nationally, respondent's will be made aware that the study observations may be shared in the public domain.

Adopted Procedures

Respondents will not be recorded/involved without their knowledge or consent and they will not be coerced to participate. Information on the true value of the research will not be witheld. All respondent information will be confidentially coded with no traceability. No personal or sensitive data will be either collated or recorded.

ANALYSIS

(For **Tables** see Appendices)

Numerical Data on the Achieving of Progress 8 Success

Achievement and Destination Data of Seven LA Schools

Table **Ai** was included to provide actual and predicted attainment, 5x A*-C/G and NEET data for the seven local secondary schools to which questionnaires were presented. National, the local authority and adjoining local authority data was also provided in other to provide performance comparison(s). For the purpose of this research study, 'Destination not sustained/captured' has been interpreted as NEETs and NEETs have been assumed as an outcome of a learner being less likely to positively progress.

The data largely appeared to suggest that NEETs are not necessarily learners whom are categorised as low attainers, nor those that did not achieve the average KS2 point score. School 'C' presented as having the highest numbers of KS4 low attainers with a mid-range number of NEETs in the last academic year. School 'T' presented with the highest number of low attainers that were not making the expected levels of progress in English and Maths, but also a mid-range number of NEETs. School 'T' presented with the highest percentage of learners predicted not to achieve 5x A*-C and school 'S' the lowest, however, both showed a similar earlier KS2 average point score.

Whilst this data suggests that low attainment does not positively correlate to numbers of NEETs, school 'K' did present with the lowest numbers of NEETs and also the highest average KS2 point scores. It may be argued that this point score of 1.2 above the average (of schools presented) is not a significant observation in relation to the

sample size. National and local authority average KS2 point scores were not available.

The data may have provided an opportunity to explore combinations of factors that increase the likelihood of a learner becoming NEET in further detail. School ‘A’ presented with the highest number of NEETs, in addition to both the second-highest of learners not achieving 5x A*-C and the second-lowest learner KS2 average point scores. This data may indicate that a substantial number of low attainers at school ‘A’ did not progress and that the ethos supporting the Progress 8 success measure would benefit the learners of this school.

There may be a weak correlation between presented percentages of school cohort learners not achieving 5x A*-C and numbers of NEETs, however the current sample size would only be able to provide speculation:

Table Ei

NOT 5x A*-C RANKING	SCHOOL	NEETS RANKING
48%	T	2/3/4
46%	A	1
35%	M	2/3/4
33%	C	2/3/4
27%	N	5
22%	K	7
19%	S	6

In further support of this notion, schools ‘K’ and ‘S’ presented with the highest average GCSE grade of a low attainer (C-) and also the lowest numbers of NEETs.

Analysis of the English and Maths learners appeared to show 67% more learners did not achieve expected levels of progress in Maths, when compared against English. Upon further analysis of the low middle and high attainer percentages however, it appeared that the differences were only applicable in low attainers:

Average English low/middle/high:	35% / 29% / 11%
Average Maths low/middle/high:	59% / 28% / 16%

The data presented an average 11.8% KS4 learners categorised as low attainers and **nationally** 10% of learners not achieving 5x A*-G. This could suggest that circa 10% of learners are unlikely to manage the demands of an academic Progress 8 success measured curricula, and there is a requirement nationally for an alternative progress measure for such a cohort. However, both local authority 5x A*-G percentages (4.2% and 6.5%) and the average percentage of the presented schools (1.8%) could indicate that a separate measure for 10% would be too high in this geographical area.

Four Learner Sample of Achievement 8 and Progress 8 Scores

Tables **Ci-iv** were included to provide an overview of potential, typical learner Attainment 8 scores and their subsequent contribution to school Progress 8 success measures. At the design of this research study, it was intended to include a table **B** showing an overview of one local school Progress 8 cohort. Without this data, it is difficult to hypothesise how representative tables **C** would be within one school year group.

Table **Cii** highlights significantly lower Attainment 8 scores for learners that both do not sit English Literature qualifications to qualify them for double-weighting and also for those that are weaker in their double-weighted qualifications. Using only the data in table **Cii**, if this learner had attended (and even failed) an English Literature exam, their Attainment 8 total would have been 72 and the school Progress 8 success measure positively, +0.3.

Table **Ciii** indicates the increased challenge of a learner attaining at a high level in KS2 achieving a higher Attainment 8 score. Using only the data in table **Ciii**, this learner would have been required to receive an A* in Maths AND an additional 3x A*s in order to have an Attainment 8 total of 77 and subsequent school Progress 8 success measure of +0.072.

I believe table **Civ** to represent a middle attainer (average point score above 4) who has been successful in achieving a minimum of 'the benchmark C grade' in all qualifications sat, which contributed to a full academic timetable. The data identifies that even if the learner had received double-weighting for their English, they would still have achieved a negative Attainment 8 total of 36 and school Progress 8 success measure of -0.987. Using the same data, if the learner had both the English double-weighting and a 'C' grade in any eBacc subject, they would have achieved an Attainment 8 total of 41 and subsequent school Progress 8 success measure of -0.487. This data suggests that a learner may therefore need to achieve double-weighting in both English and Maths subjects, in addition to sitting exams for at least five other approved qualifications.

SLT Perspectives on Schools Achieving Progress 8 Success

SLT respondents unanimously agreed that the provided data (see appendices) was a true and accurate reflection of their school demographics, indicating accurate national data collection.

Following the recommendations of Lowe (2007, p.134) for analysing results, remaining comparable qualitative responses have been grouped into six themes:

Table Fi: **Learners may be at a disadvantage sitting exams for 8 approved qualifications**
- A disadvantage if low attainers all have to follow approved, Progress 8 subjects where they are not best suited for them *- We are almost cramming the subjects in* *- Our Y11 learners have 25 exams this year*
- All 29 low attainers are taking 7 qualifications and are given extra support for English an Maths to enable them to achieve well in the subjects that count double *- The course should be suitable for their needs and be an appropriate pathway*
-
-
- Learners are completing qualifications, generally, because they need to *- They do not have to complete unapproved qualifications however, as they are capable of passing the approved*

The majority of SLT appeared to feel that learners would not have been following their current programmes of study. If the Progress 8 prescribed qualifications were not in place. Of the qualifications that were being followed, the SLT indicated that the learners were capable of achieving progress in them.

Table Fii: **Learners may not progress due to social/mental/emotional reasons rather than lack of ability**
- Disaffected/disengaged learners generically don't progress to social, mental and emotional reasons rather than lack of ability
-
- Social and emotional issues will affect low, middle and higher attainers achieving Progress 8 expectations
-
- Most (last year's NEETs) were just disaffected, it was their attitude not their ability

The SLT responses indicated that lack of Attainment 8 success, in many cases, may be due to learner's individual social, mental or emotional needs as opposed to their level of attainment. Their responses may also indicate that they believed the qualifications being followed did not best meet these or their academic needs.

Table Fiii: **Not all learners are achieving 5x A*-C**
-
- Last year we had one NEET who was a middle attainer, they were the only learner not to achieve 5x A-C.*
- None of our NEETs achieved 5x A-C and 50% achieved 5x A*-G last year*
- None of our most current NEETs achieved 5x A-C however all achieved 5x A*-G*
- None of our NEETs achieved 5x A-C even though they were capable*

The majority of SLT felt that learners not achieving 5x A*-C was a consistent NEET indicator. However, the SLT shared that this indicator was not bespoke to their entire NEET population.

Table Fiv: **Not all NEETs are red RONIs or low attainers**
-
- We currently have 5 red RONIs, 100% of our red and 27% of our amber are not on track to achieve Progress 8 success
-
- We currently have 3 red and 4 amber RONIs. 2 reds and 2 ambers may achieve Progress 8 success (therefore 2 ambers may not)
- We currently have 25-30 red RONIs, the majority should achieve Attainment 8 success *- A minority of the NEETs did not achieve a minimum of level 4 in their KS2 assessments*

At least two of the SLT respondents shared, learners that were identified as at medium (not highest) risk of becoming NEET were not on track to achieve Attainment 8 target, indicating that RONIs were not a single qualifying factor in learners not achieving Progress 8 success measures. Furthermore (possibly contrary to the following table), there were indications that there was no significantly positive

correlation between NEETs and learners not achieving KS2 achievement benchmarks.

Table Fv: **KS2 performance significantly affects Attainment 8 outcomes**
- We provide intervention strategies to our KS2 underperformers
- All of our low attainers would have been working below the expected level when they sat their KS2 assessments
- All of our low attainers would have been working below the expected L4 when they sat their KS2 assessments and around 50% of our middle attainers *- None of the low attainers or 50% of the middle attainers would have made their 2 levels of expected progress between KS1 and KS2*
- None of our current NEETs achieved a minimum of L4 in their KS2 assessments
- 35% of our low attainers were working below 4C on arrival

All SLT respondents identified learners' underperformance at KS2 (working below the expected level and not making 2 levels of expected progress) as a factor that they both needed to and did address in a bid to ensure learners' Attainment 8 success.

Three of SLT believed 100% of their low attainers were working below the expected L4 when they sat their KS2 assessments and one believed this to be true for only 35% of their low attainers.

Table Fvi: **All learners *could* achieve Attainment 8 success**
-
- We expect the overall figure of our low, middle and high attainers to be significantly above expected progress *- All our low attainers would have been working below the expected level however they could still achieve Progress 8 success*
- Over 75% of our low attainers should achieve Progress 8 success, however, pupils with very high KS2 scores would not be able to achieve the grades *- Learners that were working below the expected L4 and that didn't make the 2 levels of progress could achieve Progress 8 success*
- Learners that did not make 2 levels of progress are unlikely to achieve Progress 8 success *- Some of the low attainers that were below the expected L4 at KS2 will achieve Progress 8 success*
- Following of the curricula is the main issue… however they are capable of passing the approved qualifications *- It is our job to make sure that they do achieve Attainment 8* *- We believe that the less able can still have positive outcomes*

When questioned if *all* learners were *able* to achieve Attainment 8 success in their school, responses were varied, however the spirit appeared to show that yes, regardless of KS2 attainment or RONI status, learners were academically able to achieve Attainment 8 success.

Two responses claimed undoubtedly that all learners could achieve their Attainment 8 target, one that stated that it was their job to ensure that this happened and one that identified that learners with very high KS2 and correlating estimated Attainment 8 scores would not be able to achieve their aim.

DISCUSSION

Synthesising the Numerical Data on Progress 8 and SLT Perspectives to Gain an Indication of Industry Perspective

Through answering the research question, this research study has sought to critically analyse how the mandatory application of Progress 8 school success measures may impact the potential for *all* learners to positively progress, with a particular focus on learners who have been identified as more likely to become NEET.

Comparing the development of school success measures, achievement, qualifications and contrasting with the analysis of numerical performance data and SLT perspectives has identified a number of common themes for discussion.

Will there be populations of schools, which are disadvantaged by the Progress 8 success measures?

Lauder et al (cited in Slee et al, 1998) commented that, “schools in different contexts have different capabilities, potentials and limits. This then has a direct bearing on accountability, for schools cannot all be held accountable in the same way”. Appearing to support this statement, in 1992, the DfE white paper stated “the reality is that children have different needs. The provision of education should be geared more to local circumstances and individual needs: hence our commitment to diversity in education.” Will the current Progress 8 success measure, as currently defined disadvantage populations within a school and/or entire schools? UK national press, for example, has commented that inner city schools with high numbers of refugee children for whom English is an additional language and have no KS2 assessment

records are likely to gain positive Progress 8 success measure scores, as they have a reduced population/baseline to score against.

Contradicting this, schools that have a higher intake of learners who achieved below the average KS2 assessment score and did not make their two levels of progress could be thought to be at a disadvantage as it would seem that learners have an increased challenge to significantly progress. An opposing view may be that it is easier for a low attainer to make progressive improvements compared to learners that have demonstrated consistent learning and attainment scores.

One SLT respondent made specific reference to unreasonable expectations and pressures being put on very high attainers; “pupils with very high Progress 8 scores would not be able to achieve the grades”. Another SLT made reference to their Y11 learners having 25 exams and their disaffected/disadvantaged learners struggling to cope with sitting such a high quantity; particularly as exams have reverted to being set linearly post course. Very high attainers will potentially sit more that 25 exams as they complete courses that are additional to the minimum requirement. As these learners are more likely to be independent and conscientious, very high attainers may be more likely to prepare and self-study for their academic exams in comparison to lower attainers. Schools may (possibly inadvertently) contribute to the stress and negative wellbeing of very high attainers for the purpose of contributing to their school Progress 8 success measures.

Where schools have such identified populations, they may need to choose to whether to focus efforts on ways to maximise the positive attainment 8 scores of the majority of learners aiming to balance an overall progress 8 score, or, seek to utilise additional interventions and resources to progress all populations (as per the measure’s intention) or, simply continue teaching to the best of their ability with no additional efforts to align Progress 8 scores.

Will there be 10% of a school population that do not achieve Attainment 8?

In 1990, Des (cited in Gray and Wilcox 1995:11) identified that “30% of schools that the HMI saw were judged as poor or very poor. Those figures, if replicated throughout the system, represent a large number of pupils… getting a raw deal”. In 2013/14, national data showed 10.3% of learners did not achieve 5x A*-G GCSE grades. This data may suggest that 23 years later, 10% of learners are still… getting a raw deal, it does not however indicate if those learners progressed academically between their KS2 and KS4 assessments.

Locally, a significantly lower number of 4.2% of learners did not achieve 5*A-G however, therefore embedding of a measure to account for 10% of lower attainers could endanger school efforts to academically progress the lower attainers, whom, it could be argued may benefit the most. SLT respondents conclusively appeared to share the view that learners who had not achieved the average KS2 point score, or, made their expected two levels of progress needed to access additional interventions in order to have any possibility of achieving Attainment 8 success. It could therefore be argued that the Progress 8 success measure is already successful in progressing all learners, in--particular the lowest attainers.

Incorporating some form of value-added measure such as current pupil premium measures and those identified by the Fischer Family Trust may aid in progressing all learners, specifically the aforementioned ‘10%’. This could take place through:

- A re-calibration/re-categorisation of vocational/less linearly and academically assessed qualifications benefit in providing a more inclusive provision that reflects all learner modalities;
- Creation of a Foundation Tier with its own set of progression measures with learners qualifying by meeting a minimum number of accepted and standardised

criteria (this would need focus on standardisation, particularly as four of the five SLT respondents believed that *all* of their learners *could* progress in the current format);

- Identifying learners deemed to be under-performing at KS2 and likely to be later identified at high risk of becoming NEET and least likely to progress. Increasing KS1/KS2 interventions, similar to 14-19 year old programs such as are often funded by the European Social Fund, Big Lottery and others;

Is 5x A*-C a fair and appropriate standardised 'benchmark' score?

In 1999, Gray et al documented the number of learners achieving 5 or more A*-C passes between 1992 and 1995 as rising from around 38-43%. Gray et al referenced 'starting bands' according to the learners' starting performance levels five years earlier; this was possibly one of the first published measures of low, middle and high attainments.

In 2005 the DfE introduced minimal targets for schools to have learners pass 5x A*-C grades. Starting with 20% in 2005, this increased to 35% in 2010 and 40% in 2014. The data presented an average 11.8% KS4 learners categorised as low attainers and **nationally** 10.3% of learners not achieving 5x A*-G. The LA percentages equalled 4.2% and 6.5% and the average percentage of the presented schools 1.8% not achieving 5x A*-G. In contrast, nationally, 47.2% learners did not achieve 5* A-C, the LA percentages equalling 49.9% and 40.2% and the average percentage of the presented schools being 32.8%. In light of these statistics and considering the national benchmarks, would 5x A*-D grades perhaps be a more efficient and more inclusive performance measure?

For a number of years our society has publicised a national benchmark of achieving a 'C' grade at GCSE. With speculation that an existing 'C' grade does not equate linearly to a 'new 5' and given that observers (e.g. employers) may not understand

the new scoring system, this could be a good opportunity to include a ‘D’(4) grade as a benchmark grade in terms of attainment and success measures. Whilst this may be seen as a lowering of national standards, progression routes such as further education institutions and employers would still know, understand and communicate their specific minimum entry requirements and maintain their industry standards. Practices such as mandatory study of English and Maths in further education and full-time training programmes until a minimum ‘C’(5) (or correlating level 2?) grade is achieved could potentially still be maintained.

Furthermore, as an observation, the author queries whether an increased proportion of learners achieving higher marks such as A*, equates to a linear increase of academic ability. Perhaps emphasis should move away from the scoring and publicising of grades.

Of the included LA schools, two presented the highest average GCSE grade of a low attainer as (C-). Two of the schools presented with ‘D’s and three with ‘E’s. Assuming that these averages are representative of low attainers nationally, it could be be more beneficial for learners to successfully achieve and have their success measured on a different benchmark. For example, with specific reference to the expected Maths progress data, should learners be required to successfully achieve level 1 in Functional Skills Maths, prior to being required to progress to ‘C’ GCSE Maths? As low attainers are likely to access further education, training or employment at a higher vocational and less academic level, progressing to successfully pass their level 2 be more appropriate to support their chosen pathway. Meeting performance measure statistics may not the best method for learners to improve basic and academic skills.

Does achieving 5x A*-C correlate with a learner positively progressing?

Both a larger data sample and a breakdown of individual NEET characteristics would be required to provide a considered response to this discussion point, however, SLT respondents clearly indicated a belief that NEETs were not necessarily learners that were low attainers, that had been identified as red RONIs, or that did not achieve 5x A*-C. In addition, there was no significant correlation in the numerical data between the percentage of a schools' NEETs and those not achieving 5x A*-G. No assumption can therefore be made that a learner who achieves 5x A*-C will remain in education, employment or training.

Are the current mandatory qualifications best suited to aiding all learners' progression?

Three of the five SLT believed that learners had not progressed due to social, mental and emotional reasons, rather than a lack of academic ability. In addition, they recorded that they felt the (Progress 8) qualifications were not being apposite to these, or their academic needs. Hodgson and Spours (2014) made reference to 53% of low attainers being likely to progress into further education and the 2011 Wolf Report commented that English and Maths at A*-C were fundamental to employment prospects. The report endorsed continuation of vocational programmes, so long as they were deemed to be of a minimum robustness, with clear routes of progression and associated with local labour market needs. Progress 8 'subject categories' may not, therefore be inclusive enough to positively affect learners struggling to attain academically, for ability or due to social/mental/emotional reasons.

Should English Literature be a requirement associated with receiving a double-weighted score in English? It may be argued that this scoring is not standardised as

per the double-weighting of Maths, however, local and national data shows that low, middle AND high attainers progress significantly less in Maths than English, therefore the measure may be justified. Completing an academic qualification in English Literature purely for improving a school performance may not be justified, however, one school commented that their learners are enjoying English Literature more and that language in qualifications is deemed now to be more technical. As a positive intervention, this school identifies low attainers at Year 7 and works with them to complete a one-year delivered more like primary, through literacy. It could therefore be argued that Progress 8 success measures are having a positive effect on all learners.

In contrast, Progress 8 success measures could be seen to be having a negative effect where schools force learners to sit an additional academic exam in which they are likely to achieve a low grade, if any, purely in an effort to boost a *school* performance measure. This can be seen in one of the given examples where a learner whose timetable is already reduced to allow for additional English and Maths interventions and completion of a non-approved vocational qualification that will progress to the next level at Post 16 was forced to sit the English Literature exam.

A double-weighting of Science could be deemed as more beneficial to all learners. It could be argued that at least one of the traditional school sciences of biology, chemistry and physics are utilised in all learner progression routes. Wikipedia also presents the ‘branches of Science’, where logic and Maths feature as Sciences. A ‘functional’ Science involving logic could therefore be beneficial to incorporate into a double-weighted Maths score and the learned skills be more transferable for all learners.

Should vocational qualifications be incorporated into school success performance measures to aid preparation of learners into their local labour markets?

Multiple agencies and organisations have endorsed secondary school learners completing vocational qualifications. In 2015 The OECD recommended that, “education systems should aim to ensure that individual’s have the skills that are needed in the labour market”. They further commented that, “some consider vocational education a less attractive option than an academic education”. With reference to this point, the author would query why the Progress 8 approved vocational qualifications have been required to be of a ‘more academic’ format, with a minimum of a 40% exam that is completed linearly at the end of the course.

The Wolf Review brought about a format of approving technical and vocational levels at a standardised level, however, this mandated and standardised format may not ‘make’ a qualification more robust. The approved vocational qualification should surely meet the needs of the learner and the end user (e.g. employer) as a priority. Early indications from the SLT responses suggested that schools were ensuring learners focus on completing the academic ‘category’ qualifications as a priority over vocational and enrichment qualifications that they may have historically offered their lower and/or less academic learners. One SLT specifically commented, “it is a disadvantage if those [low attainers] learners all have to follow approved, Progress 8 subjects where they are not best suited for them”. Another school had begun to incorporate approved BTECs, therefore it could be argued that vocational offers are still available and successful. A comparison of skill, knowledge and understanding competencies of learners that complete more practical non-approved and Progress 8 approved vocational qualifications could be a valid exercise.

The DfE appear to publish mixed messages with respect to learners completing vocational pathways. In 2002 they shared that they had a “high regard … to offering learners a blended academic and/or vocational pathway … choices we are offering … should be flexible enough to allow young people to choose from both academic and vocational routes and switch between options as new interests and aptitudes become apparent…” However, the 2016 Progress 8 school performance measures, do not appear to support choosing and switching between options – unless the school is willing to forfeit individual attainment 8 scores. Concurrent to the introduction of the Progress 8 success measures in 2016, the DfE publicly acknowledged an “unprecedented shortage of skills, leaving thousands of vacancies unfilled”, observers may challenge whether the inclusion of ‘open’ qualification categories in Progress 8 success measures will go in any way to reverse this trend.

Of a particular concern to the author, one learner example demonstrated the challenge of achieving a positive attainment 8 score where they had (very successfully – achieving all ‘B’s and ‘C’s) followed an English, Maths and three BTEC subjects route. One SLT aptly commented “Learners achieving Progress 8 success … make positive progress on their next course providing it is suitable for their individual needs and it is an appropriate pathway”.

Incorporating an increased range of ‘robust’ vocational qualifications into the Progress 8 success measure open qualifications, without changing the learners’ gained skills, knowledge and understanding levels could contribute to an increased number of learners positively contributing to a schools Progress 8 success measure and making a seamless positive progression within their chosen industry.

CONCLUSION

Will a school achieving Progress 8 success enable all learners to positively progress?

Both the reviewed school and academic data appear to suggest that the Progress 8 school success measures will bring about improved academic achievement of learners. Regardless of KS2 assessment scores, or RONI categorisation, four of five SLT believe that **yes**, all learners are ***able*** achieve positive attainment 8 scores and contribute to school Progress 8 success measure scores.

What is unclear however is, whether an increase in individual learner achievement will aid that individual learner's positive progression and whether the curricula followed is best suited to prepare them for their individual progression route.

When tracking, reviewing, developing the implementation of the Progress 8 success measures, the author would urge the government to consider implications of any of the following:

(1) incorporating a 'Foundation' pathway; a standardised measure that incorporates other value-added measures to be more inclusive and recognise non-academic learner progression;

(2) reducing Progress 8 to Progress 5 to allow for greater curricula flexibility and individualisation;

(3) reducing Progress 8 to measure English, Maths, attendance and progression;

(4) incorporating a recognition of learners that share characteristics of learners attending SEN schools and PRUs (which are not measured against Progress 8 success measures) that are attending mainstream provision;

(5) reviewing the requirement to complete ‘academic’ style vocational qualifications with a minimum of 40% linearly sat examinations;

(6) removing English literature as a mandatory requirement to achieve a double-weighting score for the English ‘bucket’;

(7) incorporating either a double-weighted Science, that includes options for logic, computer, social and an overarching ‘functional’ Science;

(8) incorporating quality and standardised vocational experiences, or a similar incentive to engage with *real* progression routes and industries;

(9) including Functional Skills (i.e. levels) performance in success measures;

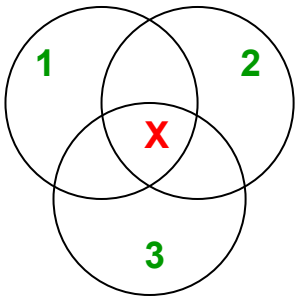
(10) recording *some* performance measures at the end of KS3;

(11) supporting nationalised KS1&2 interventions (such as by allocating ESF funding) aimed to support those learners not making expected levels of progress;

(12) avoiding proactive publicising of Progress 8 success measures in the public domain, or with learners, parents/carers;

(13) introducing systems into the education sector for a five-year cycle prior to making extensive changes.

When designing and delivering an optimum curriculum that enables both the school and the learner to 'achieve success' concurrently in the eyes of the governing body (Ofsted) and society (via training and workplaces), schools may find it helpful to identify learners who are best suited to a Progress 8 success measures curricula using the following exercise:



1) Learners on track to achieve C+ (5) English
2) Learners on track to achieve C+ (5) Maths
3) Learners on track to achieve positive Attainment 8

Learners featuring between two categories may be identified as requiring some intervention

Learners featuring within the central area may be best suited to alternative, bespoke or reduced timetables

Prior to the first publication of Progress 8 school success measure scores, what remains to be seen, is what the implications will be to schools that achieve negative Progress 8 scores for their school. This study supports that positive attainment 8 English *language* and Maths scores should remain a requirement and that measuring improvements in individual learners' attainment is a fair system to measure school performance.

This study has highlighted that the academic offer mandated by the Progress 8 success measures is unlikely to aid the positive progression of a substantial number of school leavers, therefore currently, not all learners are ***likely*** to positively progress through achieving Attainment 8 success. Schools are therefore encouraged to design and implement curricula that is focused on individuals' likely progression routes to enable them the best possible chances of positively progressing into their local labour market, or to further education or training.

LIMITATIONS

This study acknowledges that the data sample and perspectives gained were too small to form valid conclusions and that assumptions were formed based on these being representative of a national picture.

This study aimed to provide contextualised positive and negative viewpoints and implications of the Progress 8 school success measure, for schools to make informed decisions in setting learners' curricula; in-particular those that have been identified as most at highest risk of becoming NEET. Data included in this study did not allow for any conclusions to accurately make recommendations related to learners who may be deemed more likely to become NEET, but used assumptions learned through conclusions of previous studies. The author would therefore recommend reading related studies prior to making informed decisions regarding identifying learners who may be more likely to become NEET and considerations on how to proactively support their positive progressions.

SUGGESTIONS FOR FURTHER RESEARCH

The data suggested that low attainment did not positively correlate to numbers of NEETs. Further research with a larger sample size may be beneficial to test if the observed point score of 1.2 above the average (of schools presented) is significant.

The data may have provided an opportunity to explore combinations of factors that increase the likelihood of a learner becoming NEET in further detail. Further research specifically into how low attainers may benefit from the Progress 8 success measure progress may be valuable.

The national data statistics may have indicated that circa 10% of learners were unlikely to manage the demands of an academic Progress 8 success measured curricula, as opposed to 4.2% and 6.5% of the referenced local authority schools (representing 1.8% of the national population). Further research to investigate percentages / a formula of learners that are unlikely to meet Progress 8 success measures in different geographical areas and if there could be a national requirement for an alternative progress measure for such a cohort may prove invaluable.

The author believes this study would support two main areas for further research:

(1) Compare and contrast (a) knowledge and understanding and (b) competency and skills of learners that complete

   a. Approved
   b. Practical based

   vocational qualifications that were previously published on the Qualifications Credit Framework, with current Progress 8 approved qualifications.

(2) Agree a definition of 'Work Ready' that is equally agreed by:

   a. Government
   b. Schools
   c. Employers

   In order for the school curricula offer to be revised to ensure learners leave school 'Work Ready', as an absolute priority.

"How do you teach a child whose job hasn't been invented yet? Simple, give them hands on experiences right in the classroom". *HP Advertising*

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APPENDIX

ACHIEVEMENT AND DESTINATION DATA OF SEVEN LA SCHOOLS

Data referencing in the following tables are all representative of one (anonymous) LA. Table Ai is further representative of one area, a cluster of seven secondary schools, within that LA.

Throughout, data that is highlighted in **'tan'** refers to learners completing their KS4 compulsory education in 2013/14 and **'blue'** in academic year of 2014/15.

Table Ai: Actual (2013/14) and Predicted (2014/15) Performance Data

SCHOOL	14/15 KS4 Provisional Attainment 8 Score	14/15 KS4 Average KS2 Point Score	14/15 KS4 Provisional % NOT 5+ A*-C	2013/14 Actual % NOT 5+ A*-G	2013/14 KS4 ^Low Attainers	13/14 KS4 Average GCSE grade Low Attainer	% NOT Expected English Progress LOW/MID/HIGH Attainers	% NOT Expected Maths Progress LOW/MID/HIGH Attainers	2013/14 DESTINATION NOT SUSTAINED + NOT CAPTURED
NATIONAL	48.2 4.8=D	-	47.2% 612,301	10.3%	-	N/A	51.4% 29.8% 14.4%	73.6% 34.7% 15.3%	7+4 = 11%
COVENTRY	-	-	49.9% 1697	6.5%	-	N/A	42.6% 25.1% 14.8%	72.7% 37.8% 23%	
WARWICK - SHIRE	-	-	40.2% 2336	4.2%	-	N/A	49% 29.9% 15%	71.6% 34.6% 13.4%	3% 178
A	N/A	27.6 3.4=E	46% 69	1% 2	12% 20	E (3)	40% (8) 35% 12%	68% (14) 33% 8%	9+3 =12% (13+4) 17
C	N/A	25.8 3.2=E	33% 32	3% 3	28% 24	D (4)	8% (2) 2% 13%	62% (15) 29% 33%	9+0 = 9% (8+0) 8
K	N/A	29.4 3.6=E	22% 59	1% 3	6% 16	C- (5)	6% (1) 23% 10%	31% (5) 27% 5%	3+0 = 3% (8+0) 8
M	N/A	28.9 3.5=E	35% 96	3% 8	9% 22	D (4)	61% (13) 21% 9%	64% (14) 33% 23%	7+2 = 9% (19+5) 24
N	N/A	28.4 3.5=E	27% 54	2% 4	10% 15	E (3)	53% (8) 45% 20%	80% (12) 30% 17%	5+3 = 8% (9+5) 14
S	N/A	28.5 3.5=E	19% 42	0% 0	8% 17	C- (5)	12% (2) 19% 5%	29% (5) 15% 7%	4+2 = 6% (9+5) 14
T	47.8 4.8=D	28.7 3.5=E	48% 74	3% 5	10% 21	E+ (3.5)	71% (15) 63% 12%	81% (17) 31% 22%	5+4 = 9% (9+6) 15
TOTALS	-	AV**28.2**	**426**	**25**	**135**	-	**59**	-	**100**

^ Low Attainers = below expected L4 at the end of KS2 when achieved at least the minimum expected levels of progress KS2 - 4 in English

Sources: Ofsted Performance Tables, Data Dashboard, Attainment 8 Statistics, Individual School Exclusion Data

FOUR LEARNER SAMPLE OF ACHIEVEMENT 8 AND PROGRESS 8 SCORES

Table Ci:

BUCKET	SUBJECT	GRADE	POINTS	WEIGHTING	TOTAL
English	Language	B	6	x2	12
Maths	Maths	B	6	x2	12
eBACC	Chemistry	B	6	1	6
	Literature	B	6	1	6
	History	A	7	1	7
Open	Geography	B	6	1	6
	Child Development	B	6	1	6
	Religious Education	B	6	1	6
KS2 Average Point Score = 5.1				Attainment 8 Total	61
Estimated Attainment 8 score = 59.32				Progress 8 Score **	**+0.168**

Table Cii:

BUCKET	SUBJECT	GRADE	POINTS	WEIGHTING	TOTAL
English	Language	C	5	1	5
Maths	Maths	A	7	x2	14
eBACC	Science	A	7	1	7
	Science	A	7	1	7
	ICT	A*	8	1	8
Open	Music	A	7	1	7
	Art and Design	A	7	1	7
	Physical Education	A	7	1	7
KS2 Average Point Score = 5.3				Attainment 8 Total	62
Estimated Attainment 8 score = 63.92				Progress 8 Score **	**-0.192**

Table Ciii:

BUCKET	SUBJECT	GRADE	POINTS	WEIGHTING	TOTAL
English	Language	A*	8	x2	16
Maths	Maths	A	7	x2	14
eBACC	Biology	A	7	1	7
	Chemistry	A	7	1	7
	Computer Science	A	7	1	7
Open	Literature	A	7	1	7
	Religious Education	A	7	1	7
	Art and Design	A	7	1	7
KS2 Average Point Score = 5.8				Attainment 8 Total	72
Estimated Attainment 8 score = 76.28				Progress 8 Score **	**-0.428**

Table Civ:

BUCKET	SUBJECT	GRADE	POINTS	WEIGHTING	TOTAL
English	Language	C	5	1	5
Maths	Maths	C	5	x2	10
eBACC	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
Open	BTEC Science	C	5	1	5
	BTEC Sport	B	6	1	6
	BTEC Art	C	5	1	5
KS2 Average Point Score = 4.5				Attainment 8 Total	31
Estimated Attainment 8 score = 45.87				Progress 8 Score **	**-1.487**

Estimated Attainment 8 score taken from Department for Education: 2015 Attainment 8 Estimates for Each KS2 Fine Level
Progress 8 Score = (Attainment 8 – Estimated Attainment 8) / 10

SLT RESPONSES

Response Di

"Progress 8 success reflects 75% of our low attainers, so it is good. However, it is a disadvantage if those learners all have to follow approved, Progress 8 subjects where not best suited for them.

*If learners are following an academic curriculum, that is fine, however we are finding that we are almost cramming the subjects in. Progress **5**, of mandatory subjects could be a suitable solution, and then schools could fill the remaining subject slots how they best see fit.*

Currently, our Y11 learners have 25 exams this year. Our disaffected/disengaged learners can really struggle with this. Disaffected/disengaged learners generically don't progress to social, mental and emotional reasons rather than a lack of ability.

Regarding our KS2 underperformers, each term we highlight who is underachieving and then provide intervention strategies. A solution could be having all-through schools to enable them to catch up or to train themselves?

Should secondaries get penalised by the end performance if the learners were 'already behind'? A 2008 Labour study predicting outcomes by SATS showed that low attainers were only encouraged to get to the next level and then coast through".

Response Dii

"The provided data was correct, however not the expected progress figures. On average, we expect the overall figure of our low, middle and high attainers to be significantly above expected progress.

We have 29 low attainers taking English and Maths, English Literature and 2 Sciences, in addition to 2 other GCSES or equivalent (approved) BTEC, therefore 7 qualifications. They are all given extra support for English and Maths to enable them to achieve well in the subjects that count double. The average low attainer's GCSE grade does represent a likely Attainment 8 score.

All middle and high attainers will sit qualifications to meet the full Progress 8 threshold; this could be a combination of GCSEs or BTECs. All of our middle and high attainers are likely to achieve Progress 8 success.

All of our low attainers would have been working below the expected level when they sat their KS2 assessments, however they could still achieve Progress 8 success.
Last year we had one NEET who was a middle attainer They were the only learner to not achieve 5+ A-C GCSEs. We currently have 5 red RONIs, none of these and 7 of our 26 amber RONIs are on track to achieve Progress 8 success.*

Learners achieving Progress 8 success will enable them to make positive progress on their next course providing it is suitable for their individual needs and it is an appropriate pathway."

Response Diii

"The low attainer data is the official figure, under the current definitions. Above 75% of low attainers should meet Progress 8 expectations, however social and emotional issues will affect low, middle and high attainers achieving Progress 8 expectations.

All of our pupils complete English, Maths, 2 Science and 3 other qualifications. Over 75% of our low attainers should achieve Progress 8 success, however, pupils with very high Progress 8 scores would not be able to achieve the grades.

All of our low attainers would have been working below the expected level 4 when they sat their KS4 assessments, as around 50% of our middle attainers. None of the low attainers and 50% of the middle attains would have made their expected 2 levels of progress between KS1 and KS2. However, learners that were working below the expected level 4 and that didn't make 2 levels of progress could achieve Progress 8 success.

None of our NEETs achieved 5+ A-C and 50% achieved 5+ A*-G last year.*

Response Div

"The low attainer data is representative of our school. Most of our middle and high attainers will meet national Progress 8 expectations, but only some of our low attainers.

Less than 5% of our students will not meet the Progress 8 academic offer.

Most of our low attainers would have been working at below the expected level 4 when they sat their KS2 assessments and some of the middle attainers. Some of those same low attainers will achieve Progress 8 success.

Learners that did not make 2 levels of progress between KS1 and KS2 are unlikely to achieve Progress 8 success.

Most of our NEETs are low attainers. None of our most current NEETs achieved 5+ A-C GCSEs, however they all achieved 5+ A*-G GCSEs. Of those NEETs, none of them achieved a minimum of level 4 in the KS2 assessments.*

We currently have 3 red RONIs and 4 amber RONIs. Two reds and two ambers may achieve Progress 8 success.

I do not believe that every learner achieving Progress 8 success with enable them all to positively progress."

Response Dv

We possibly have more low attainers, e.g. more at 4C. We classify low attainers as being below level 4. We believe that the attainments being collected so early are skewed with Maths having very high low attainment and English being lower; particularly for white, working class boys.

42 of 116 (35%) of our low attainers were working below 4C on arrival. English had 10 achieving below level 4 when we retested them, Maths data was more reliable "but even then they were coached over the line".

This year we anticipate that 3 out of 16 identified learners may not achieve Attainment 8 success. The following of the curricula being the main issue. Learners are completing qualifications, generally, because they need to. They do not need to complete unapproved qualifications however, as they are capable of passing the approved.

It is our job to make sure they do achieve Attainment 8. "Ability can be taught through metacognitive feedback". Research shows that in some households there are 30 million less words being spoken by the age of 4.

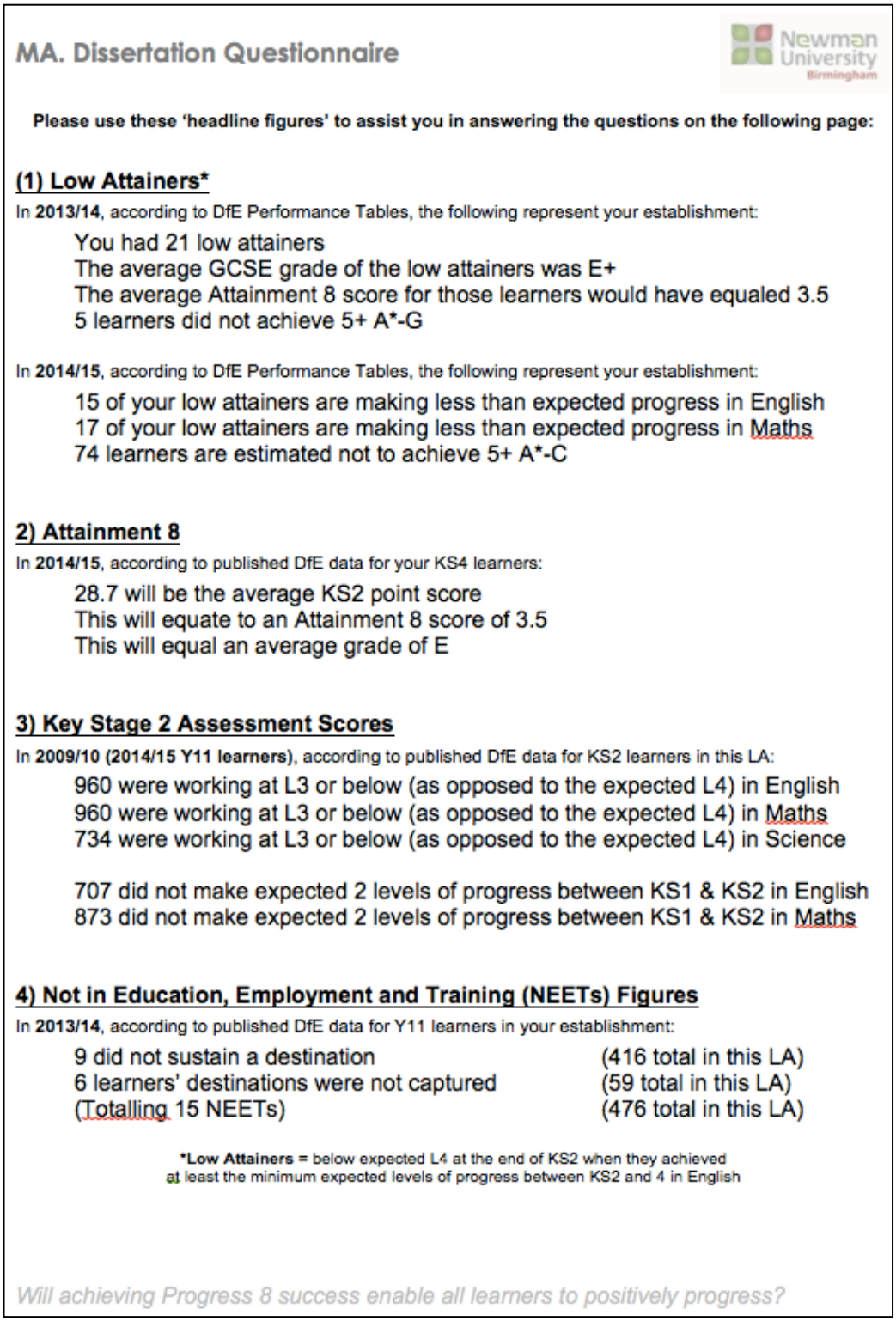
In Y7 we identify our low attainers and work with them to complete an 'opening minds' curricula, which is delivered more like primary, through literacy. We are finding that learners are enjoying literature more and that the general language in qualifications is more technical.

Last year, none of our NEETs achieved 5x A-C, even though they were capable. A minority of the NEETs did not achieve a minimum of level 4 in their KS2 assessments, but most were just disaffected, it was their attitude and not their ability.*

We currently have 25-30 red RONIs, the majority should achieve Attainment 8 success. We believe that the less able can still have positive outcomes.

QUESTIONNAIRES

1. Each SLT was given an initial sheet with 'headline data' specific to their establishment's published statistics:



MA. Dissertation Questionnaire

Newman University Birmingham

Please use these 'headline figures' to assist you in answering the questions on the following page:

(1) Low Attainers*

In **2013/14**, according to DfE Performance Tables, the following represent your establishment:

You had 21 low attainers
The average GCSE grade of the low attainers was E+
The average Attainment 8 score for those learners would have equaled 3.5
5 learners did not achieve 5+ A*-G

In **2014/15**, according to DfE Performance Tables, the following represent your establishment:

15 of your low attainers are making less than expected progress in English
17 of your low attainers are making less than expected progress in Maths
74 learners are estimated not to achieve 5+ A*-C

2) Attainment 8

In **2014/15**, according to published DfE data for your KS4 learners:

28.7 will be the average KS2 point score
This will equate to an Attainment 8 score of 3.5
This will equal an average grade of E

3) Key Stage 2 Assessment Scores

In **2009/10 (2014/15 Y11 learners)**, according to published DfE data for KS2 learners in this LA:

960 were working at L3 or below (as opposed to the expected L4) in English
960 were working at L3 or below (as opposed to the expected L4) in Maths
734 were working at L3 or below (as opposed to the expected L4) in Science

707 did not make expected 2 levels of progress between KS1 & KS2 in English
873 did not make expected 2 levels of progress between KS1 & KS2 in Maths

4) Not in Education, Employment and Training (NEETs) Figures

In **2013/14**, according to published DfE data for Y11 learners in your establishment:

9 did not sustain a destination	(416 total in this LA)
6 learners' destinations were not captured	(59 total in this LA)
(Totalling 15 NEETs)	(476 total in this LA)

***Low Attainers** = below expected L4 at the end of KS2 when they achieved at least the minimum expected levels of progress between KS2 and 4 in English

Will achieving Progress 8 success enable all learners to positively progress?

2. Each SLT was asked the following questions, anonymously and in confidence:

(1) Low Attainers

Do you believe the low attainers data is representative of your school?

How many of your middle and high attainers do you think will meet national Progress 8 expectations?

How many of your low attainers do you think will meet national Progress 8 expectations?

In your identified low attainment group, what is the average or actual current Progress 8 academic offer?

Please enter the number completing each (as best as possible)…			OTHER/COMMENTS
English and Maths	and English Literature	and Science	
and 1 Progress 8 GCSE	and 2 Progress 8 GCSEs	and 3 Progress 8 GCSEs	
and 1 approved vocational qualification	and 2 approved vocational qualifications	and 3 approved vocational qualifications	
and 1 un-approved vocational qualification	and 2 un-approved vocational qualifications	and 3 un-approved vocational qualifications	

In your opinion, which of those low attainers' academic offers would be able to achieve Progress 8 success?

In your opinion, which of those low attainers' academic offers wouldn't be able to achieve Progress 8 success?

In your identified middle attainment group, what is the average or actual current Progress 8 academic offer?

Please enter the number completing each (as best as possible)…			OTHER/COMMENTS
English and Maths	and English Literature	and Science	
and 1 Progress 8 GCSE	and 2 Progress 8 GCSEs	and 3 Progress 8 GCSEs	
and 1 approved vocational qualification	and 2 approved vocational qualifications	and 3 approved vocational qualifications	
and 1 un-approved vocational qualification	and 2 un-approved vocational qualifications	and 3 un-approved vocational qualifications	

In your opinion, which of those mid attainers' academic offers would be able to achieve Progress 8 success?

In your opinion, which of those mid attainers' academic offers wouldn't be able to achieve Progress 8 success?

In your opinion, do you believe the average low attainer GCSE grade represents a likely Attainment 8 score?

(2) Key Stage 2 Assessment Scores

How many of your current low attainers do you believe would have been working at below the expected level 4 when they sat their Key Stage 2 assessments?

How many of your current middle attainers do you believe would have been working at below the expected level 4 when they sat their Key Stage 2 assessments?

In your opinion, do you think learners that were working below the expected level 4 when they sat their Key Stage 2 assessments, could achieve Progress 8 success?

Thinking of the numbers you identified above:

How many low attainers do you think did not make their expected 2 levels of progress between KS1 and KS2?

How many middle attainers do you think didn't make their expected 2 levels of progress between KS1 & KS2?

In your opinion, do you think learners that were did not make their expected 2 levels of progress between KS1 and KS2, could achieve Progress 8 success?

(3) NEETs

How many of your NEETs would identify as:
- low attainers:
- middle attainers:
- high attainers:

How many of your NEETs do you believe did not achieve 5+ A*-C?

How many of your NEETs do you believe did not achieve 5+ A*-G?

How many of your NEETs do you believe did not achieve a minimum of level 4 in KS2 assessments?

How many of your NEETs do you believe did not make 2 levels of progress between KS1 and KS2?

How many 'red RONIs' do you currently have (2014/15)?

In your opinion, how many of those red RONIs might achieve Progress 8 success?

How many 'amber RONIs' do you currently have (2014/15)?

In your opinion, how many of those amber RONIs could/will achieve Progress 8 success?

In your opinion, will every learner achieving Progress 8 success (in your establishment) enable every learner to positively progress?

KS2, Levels of Attainment:

Table Aii:	Percentage **and Number of Attainment at Key Stage 2 in 2009/10**					
	LEVEL 2 OR BELOW	**LEVEL 3 OR BELOW**	**LEVEL 4 OR ABOVE**	**LEVEL 5 OR ABOVE**	**LEVEL 6**	
ENGLISH	X	X 20 **12,541** 12 **423** 17 **960**	X 80 78 83	X 31 30 37	X	England (State) West Midlands Coventry Warwickshire
MATHS	X	X 19 **11,914** 20 **705** 17 **960**	X 81 80 83	X 34 31 39	X	England (State) West Midlands Coventry Warwickshire
SCIENCE	X	X 15 **9406** 17 **599** 13 **734**	X 85 83 87	X 36 32 40	X	England (State) West Midlands Coventry Warwickshire

Source: Department for Education Key Stage 2 Performance Tables 2010

Table Aiii:	Percentage **and Number of Attainment at Key Stage 2 in 2013/14**					
	LEVEL 2 OR BELOW	**LEVEL 3 OR BELOW**	**LEVEL 4 OR ABOVE**	**LEVEL 5 OR ABOVE**	**LEVEL 6**	
ENGLISH Teacher	3 **16,545** 3 **1862** 4 **148** 2 **108**	12 **66,179** 12 **7447** 14 **519** 10 **538**	88 88 86 90	41 39 37 46	2 2 1 3	England (State) West Midlands Coventry Warwickshire
MATHS Teacher	3 **16,546** 3 **1862** 4 **148** 2 **108**	12 **66,184** 13 **8068** 14 **517** 10 **538**	88 87 86 90	44 43 42 51	8 8 6 11	England (State) West Midlands Coventry Warwickshire
MATHS Tests	3 **16,546** 4 **2482** 4 **148** 3 **161**	13 **71,699** 15 **9309** 16 **591** 12 **645**	86 84 84 87	42 39 40 46	9 8 7 11	England (State) West Midlands Coventry Warwickshire
SCIENCE Teacher	3 **16,826** 3 **1862** 3 **111** 2 **108**	12 **67,304** 12 **7447** 15 **554** 10 **538**	88 88 85 90	39 38 33 43	0 0 0 0	England (State) West Midlands Coventry Warwickshire

Source: Department for Education Key Stage 2 Performance Tables 2014

Table Aiv:	Percentage **and Number of Attainment at Key Stage 2 in 2014/15**					
	LEVEL 2 OR BELOW	**LEVEL 3 OR BELOW**	**LEVEL 4 OR ABOVE**	**LEVEL 5 OR ABOVE**	**LEVEL 6**	
ENGLISH Teacher	3 **17,186** 3 **1941** 4 **155** 2 **115**	11 **63,016** 12 **7764** 14 **544** 10 **574**	89 88 86 90	43 42 39 49	2 2 1 2	England (State) West Midlands Coventry Warwickshire
MATHS Teacher	3 **17,186** 3 **1941** 4 **155** 2 **115**	11 **63,016** 12 **7764** 14 **544** 10 **574**	89 88 86 90	45 44 43 50	9 9 7 12	England (State) West Midlands Coventry Warwickshire
MATHS Tests	4 **22,916** 4 **2588** 6 **233** 3 **172**	13 **74,478** 14 **9059** 17 **660** 13 **747**	87 86 83 86	41 39 37 44	9 8 7 11	England (State) West Midlands Coventry Warwickshire
SCIENCE Teacher	3 **17,186** 3 **1941** 4 **155** 2 **115**	11 **63,016** 12 **7764** 15 **582** 9 **517**	89 88 85 91	40 39 34 45	0 0 0 0	England (State) West Midlands Coventry Warwickshire

Source: Department for Education Key Stage 2 Performance Tables 2015

KS2, Two Levels of Progress

Table Av:	Percentage **and Number NOT Making 2 Levels of Progress KS1-2**							
	2014/15	**2013/14**	**2012/13**	**2011/12**	**2010/11**	**2009/10**	**2008/09**	
READING	9 **49,316** 10 **6219** 10 **366** 9 **501**	9 **47,728** 10 **5994** 9 **316** 8 **418**	12 **510,840** 12 **6930** 12 **396** 12 **619**	10 **51,427** 11 **6388** 10 **331** 11 **580**	X	18 **95,376** 16 **6470**	16 **61,529** 17 **10,172**	England (State) West Midlands Coventry Warwickshire
WRITING	6 **32,904** 7 **4357** 6 **219** 7 **390.46**	7 **37,143** 7 **4199** 6 **211** 7 **366**	8 **40,889** 8 **4621** 8 **264** 9 **464**	10 **51,444** 9 **5227** 10 **332** 11 **578**	X	13 **378** 15 **707**	17 **538** 16 **869**	England (State) West Midlands Coventry Warwickshire
MATHS	10 **54,876** 11 **6846** 11 **401** 12 **671**	10 **53,161** 12 **7206** 11 **387** 10 **524**	12 **61,408** 13 **7514** 12 **395** 13 **672**	13 **66,892** 13 **7550** 13 **430** 15 **790**	17 **89,957** 18 **10,775** 18 **605** 17 **937**	17 **66,077** 19 **7961** 17 **499** 18 **873**	19 **101408** 20 **12,386** 21 **700** 18 **1006**	England (State) West Midlands Coventry Warwickshire

Source: Department for Education Key Stage 2 Performance Tables 2015 & 2009/10

Y11, NEETs

Table Avi:	Percentage **and Number of NEETs**					
	2013/14	**2012/13**	**2011/12**	**2010/11**	**2009/10**	
DESTINATION NOT SUSTAINED	5 **28,055** 6 **3831** 5 **175** 5 **297**	6 **33,095** 6 **3727** 6 **209** 6 **347**	6 **33,442** 7 **4353** 8 **270** 6 **345**	7 **39,789** 7 **4444** 6 **213** 5 **300**	9 **51,220** 9 **310** 10 **581**	England (State) West Midlands Coventry Warwickshire
DESTINATION NOT SUSTAINED / RECORDED NEET	2 **11,222** 2 **1277** 1 **35** 2 **119**	2 **11,032** 2 **1242** 3 **104** 2 **116**	3 **16,721** 3 **1866** 2 **67** 2 **118**	3 **17,052** 2 **1270** 2 **71** 3 **180**	X	England (State) West Midlands Coventry Warwickshire
ACTIVITY NOT CAPTURED IN DATA	1 **5611** 1 **638** 2 **70** 1 **59**	2 **11,032** 2 **1242** 2 **70** 1 **58**	2 **11,147** 2 **1244** 2 **67** 2 **118**	2 **11,368** 2 **1270** 2 **71** 2 **120**	6 **34,147** 5 **172** 6 **349**	England (State) West Midlands Coventry Warwickshire
TOTAL	8 **44,889** 9 **5746** 8 **280** 8 **476**	10 **55,158** 10 **6212** 11 **383** 9 **520**	11 **61,310** 12 **7463** 12 **406** 10 **591**	12 **68,209** 11 **6984** 10 **355** 10 **601**	15 **85,367** 14 **482** 16 **930**	England (State) West Midlands Coventry Warwickshire

Source: Department for Education Key Stage 4 Destination Tables 2015