



WEEKLY DEPARTMENT FOR
EDUCATION PUBLICATIONS
INSIGHT

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Date	Title	Type	Document Details
21 January 2019	Initial teacher training (ITT): criteria and supporting advice	Statutory guidance	<p>This guidance is for:</p> <ul style="list-style-type: none"> • accredited ITT providers and their partner schools • organisations seeking ITT accreditation • Ofsted <p>This statutory guidance sets out what accredited ITT providers must do to comply with the law.</p>
22 January 2019	Tailored support programme: system leader support	Guidance	<p>The tailored support programme has been running since January 2018, providing support to schools with recruitment and retention challenges. An essential element to the programme is the deployment of system leaders - usually national leaders of education (NLE) or equivalent - with experience of providing strategic support to schools, and dealing with teacher supply issues. The programme also deploys external mentors - usually specialist leaders of education (SLE) or equivalent - to provide targeted support to early career teachers in areas such as:</p> <ul style="list-style-type: none"> • behaviour management • effective lesson planning • subject specific knowledge
23 January 2019	The proportion of pupils in academies and free schools, in England, in October 2018	Transparency data	<p>An ad hoc publication showing the number and proportion of pupils in academies and free schools using data from the October 2018 school census. The schools that take part in the census include:</p> <ul style="list-style-type: none"> • all local authority maintained schools • academies • free schools • studio schools • university technical colleges • non-maintained special schools <p>An in-depth look into the number of pupils in schools will be published in June 2019.</p>
23 January 2019	Sponsored academy performance	Research and analysis	<p>This report compares the performance of the different 'cohorts' in academies to the national average performance for state-funded schools. It makes fair comparisons by matching sponsored academies with similar non-academies based on inspection results and the make-up of their pupils.</p>

24 January 2019	<u>Key stage 4 and multi-academy trust performance, 2018 (revised)</u>	National Statistics	<p>Statistical release providing information on the achievements in GCSE examinations and other qualifications of young people in academic year 2017 to 2018.</p> <p>This typically covers those starting the academic year aged 15. It also includes data broken down pupil characteristics including:</p> <ul style="list-style-type: none"> • gender • ethnicity • eligibility for free school meals • disadvantage • special educational needs (SEN) • English as a first language <p>For the first time, this publication also includes achievements of young people in multi-academy trusts.</p> <p>The information is taken from data collated for the 2018 secondary school performance tables.</p>
24 January 2019	<u>A level and other 16 to 18 results: 2017 to 2018 (revised)</u>	National Statistics	<p>This statistical publication provides provisional information on the overall achievements of 16- to 18-year-olds who were at the end of 16 to 18 study by the end of the 2017 to 2018 academic year, including:</p> <ul style="list-style-type: none"> • A levels and other academic level 3 qualifications • tech level and applied general qualifications • level 2 vocational qualifications and technical certificate qualifications • progress in English and maths qualifications (for students without an A* to C grade in these subjects at key stage 4) • level 3 maths qualifications (for students with an A* to C grade in maths at key stage 4) • level 3 value added progress and minimum standards (in revised publication only)
24 January 2019	<u>UK revenue from education related exports and TNE activity</u>	Official Statistics	<p>Estimates of the value of education-related exports and transnational education (TNE) activity for 2016.</p> <p>TNE activity includes education programmes that take place outside the UK, either through partner institutions or directly through distance learning or international campuses.</p>

24 January 2019	<u>Apprenticeships and traineeships: January 2019</u>	National Statistics	<p>This release presents apprenticeships and traineeships statistics reported to date for the first quarter (August to October 2018) of the academic year 2018 to 2019 for England.</p> <p>Final data for earlier years is also available, along with data for apprenticeships broken down by:</p> <ul style="list-style-type: none"> • learner characteristics including: <ul style="list-style-type: none"> • gender • ethnicity • learners with learning difficulties and/or disabilities • different geographical areas
24 January 2019	<u>English Baccalaureate (EBacc)</u>	Guidance	<p>This information is useful for:</p> <ul style="list-style-type: none"> • school leaders • teachers • school careers advisers • parents • pupils <p>Find out the <u>percentage of pupils that took an EBacc language</u> in 2018 at your school and compare this with other schools in England.</p>
24 January 2019	<u>Destination measures for key stage 4 and 16 to 18 students</u>	Guidance	<p>Guidance on key stage 4 and 16 to 18 destination measures data in the <u>school and college performance tables</u>.</p> <p>The 2018 document is for students who finished their phase of study in the 2015 to 2016 academic year.</p> <p>They include:</p> <ul style="list-style-type: none"> • changes to the destination measures • sources of the data • how the measures are calculated • the categories of destinations <p>‘Destination’ means what students went on to do after they finished their study at key stage 4 or at 16 to 18, for example, staying in education or getting employed.</p> <p>The destination measures provide clear and comparable information on the success of schools and colleges in helping all their students take qualifications that offer them the best opportunity to progress.</p>

24 January 2019	Higher education outcomes for EBacc subject entry	Research and analysis	<p>This information is useful for:</p> <ul style="list-style-type: none"> • school leaders • teachers • school careers advisers • pupils and parents <p>The research explores the higher education destinations of pupils who took different EBacc subjects. It compares pupils:</p> <ul style="list-style-type: none"> • enrolled at Russell Group universities • enrolled at other higher education institutions • pupils with no recorded higher education outcome <p>The main focus is the language and humanity entry. These subjects are historically the most common missing pillars for pupils entering 4 of the 5 EBacc subject areas.</p>
24 January 2019	Apprenticeships and traineeships data	Statistical data set	Information on the number of apprenticeship starts, achievements, and participation, and additional traineeship measures.
24 January 2019	Secondary school performance tables in England: 2018 (revised)	National Statistics	<p>The secondary school performance tables show:</p> <ul style="list-style-type: none"> • attainment results for pupils at the end of key stage 4 • the progress made by pupils between the end of primary school to the end of secondary school • data on the performance of disadvantaged pupils • differences in the performance of: <ul style="list-style-type: none"> • pupils who had low attainment at the end of primary school • pupils who had high attainment at the end of primary school • pupils who were at the expected level at the end of primary school
24 January 2019	16 to 18 accountability headline measures	Guidance	<p>The 5 new headline measures in the performance tables covering 16 to 18 education in 2017 and 2018 are:</p> <ul style="list-style-type: none"> • progress • attainment • progress in English and maths • retention • destinations

24 January 2019	<u>Secondary accountability measures (including Progress 8 and Attainment 8)</u>	Guidance	<p>A new secondary school accountability system was introduced in 2016. The guidance on this page explains how secondary accountability measures have been calculated in 2017. It also gives more information about recently announced reforms that will apply to accountability measures in 2018 and 2019.</p> <p>This information is for:</p> <ul style="list-style-type: none"> • school leaders • governing bodies <p>It applies to:</p> <ul style="list-style-type: none"> • local-authority-maintained schools • academies • free schools
24 January 2019	<u>School and college performance tables in England: 2017 to 2018</u>	National Statistics	<p>The 16 to 18 performance tables show the results of sixth-form age students in secondary schools and further education colleges who finished 16 to 18 study by the end of academic year 2017 to 2018.</p> <p>The results include:</p> <ul style="list-style-type: none"> • attainment in level 3 qualifications including A levels, academic, tech levels and applied general • progress made by students between key stage 4 and graded level 3 qualifications (excluding tech levels) • English and maths progress (for students who did not achieve A* to C in GCSE or equivalent English and maths qualifications by the end of key stage 4) • attainment in level 2 vocational qualifications and technical certificate qualifications
24 January 2019	<u>Ready reckoners and transition matrices for key stage 2</u>	Guidance	<p>Ready reckoners: The pupil progress ready reckoner calculates progress scores in reading, writing and maths for an individual pupil.</p> <p>The school progress ready reckoner shows how your school's progress scores are calculated from individual pupil progress scores in each subject.</p> <p>Transition matrices: Transition matrices explore national distributions of key stage 2 outcomes in reading, writing and mathematics for pupils in England sharing the same key stage 1 prior attainment.</p>

			Performance table headline measures – that is, pupils who achieved the expected standard or higher – are also included.
24 January 2019	Ready reckoners and transition matrices for key stage 4	Guidance	<p>Ready reckoners: The pupil Progress 8 ready reckoner calculates the Progress 8 score for an individual pupil.</p> <p>The school Progress 8 ready reckoner shows how your school’s Progress 8 score is calculated from individual pupil Progress 8 scores.</p> <p>The English Baccalaureate (EBacc) pupil ready reckoner calculates value-added (VA) scores for EBacc subjects (science, humanities and languages) for an individual pupil.</p> <p>The EBacc school ready reckoner shows how your school’s VAscores for EBacc subjects are calculated from individual pupil VA scores.</p> <p>The Progress 8 measure is a secondary school accountability system that aims to encourage schools to teach a broad curriculum. It measures pupils’ progress across 8 subjects from age 11 to 16.</p> <p>Transition matrices: The transition matrices explore the national distribution of GCSE grades in each subject, and attainment in headline indicators for all pupils with the same key stage 2 prior attainment.</p> <p>Results are available in separate spreadsheets for pupils by gender, disadvantage, special educational needs (SEN) and English as an additional language (EAL).</p>
24 January 2019	Ready reckoner and transition matrices for 16 to 18	Guidance	<p>Use the ready reckoner to calculate level 3 value-added results.</p> <p>The transition matrices spreadsheet shows data for the subjects included in the level 3 value-added measure.</p> <p>Level 3 value-added is a progress measure for school sixth forms and colleges which is used in the 16 to 18 performance tables.</p>
24 January 2019	Destinations of KS4 and KS5 pupils: 2017	Official Statistics	<p>Statistics showing the percentage of students staying in education or going into employment or an apprenticeship for at least 2 terms in the 2016 to 2017 academic year, after finishing study in the 2015 to 2016 academic year at:</p> <ul style="list-style-type: none"> • key stage 4 (after year 11, usually aged 16) • key stage 5 (after A levels or other level 3 qualifications, usually aged 18) <p>Sustained destinations include:</p> <ul style="list-style-type: none"> • school sixth forms

			<ul style="list-style-type: none"> • further education and sixth-form colleges • higher education institutions (universities) • apprenticeships • employment <p>The way apprenticeships are counted has changed in this release. The percentage of students who do not sustain an education, employment or apprenticeship destination during this year, and those with no activity captured in the data, are also shown.</p> <p>The releases give breakdowns for specific student characteristics, including:</p> <ul style="list-style-type: none"> • gender • ethnicity • disadvantaged status and free school meals eligibility • special educational needs (and learning difficulties and disabilities at key stage 5) • prior attainment <p>Additional experimental statistics using the destination measure methodology include:</p> <ul style="list-style-type: none"> • destinations of 16- to 18-year-old students who entered technical certificates and other approved level 2 vocational qualifications, and for academic, applied general and tech level students • higher education and apprenticeship destinations at level 4 and above
24 January 2019	Attitudes to education and children's services	Research and analysis	<p>Reports contain answers to questions seeking to measure public attitudes to:</p> <ul style="list-style-type: none"> • the role of schools • post-16 education • pre-school care and education • special educational needs and disability • child abuse and child protection
24 January 2019	School performance: key stage 4 similar schools	Guidance	<p>Guidance on using school performance tables to see how a school is performing at key stage 4 compared to a school with a similar intake of pupils. A 'similar intake of pupils' is calculated by estimating the attainment for each pupil achieving the expected standard or higher in reading, writing and mathematics.</p>

24 January 2019	List of schools by EBacc language entry	Transparency data	<p>This list shows the percentage of pupils entering an EBacc language at key stage 4 in 2018.</p> <p>It was updated as of 4pm on 24 January to reflect the rounding of the EBacc language entry percentages used in school performance tables methodology. It allows schools and parents to compare their school against other schools in England.</p> <p>The government's ambition is for:</p> <ul style="list-style-type: none"> • 75% of pupils to study EBacc subjects at GCSE by 2022 • 90% of pupils to study EBacc subjects at GCSE by 2025 <p>This information is useful for:</p> <ul style="list-style-type: none"> • school leaders • teachers • school careers advisors • pupils and parents <p>The list also gives the percentage of disadvantaged pupils at key stage 4 for each school. EBacc language entry is lower for disadvantaged pupils on average.</p>
25 January 2019	Evaluation of the maths teacher exchange: China and England	Research and analysis	<p>These reports evaluate:</p> <ul style="list-style-type: none"> • the maths teacher exchange (MTE) • how primary schools in England are implementing learning from the exchange