

Guidance for the primary inspection data summary report

This guide gives an overview of the data contained in the primary inspection data summary report (IDSR) and information to assist in interpreting the charts.

Published: January 2019

Reference no: 170044



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361

Contents

General information	3
School context in 2018	8
Progress	13
Attainment	17
Early Years Foundation Stage	23
Absence	23
Exclusions	24

General information

This guide provides an overview of the inspection data summary report (IDSR) and information to assist in interpreting the charts.

The IDSR is a tool showing historical data, for inspectors to use when preparing for inspections. During inspection, inspectors will give most weight to the outcomes, attendance and behaviour of pupils currently in the school. They will also take into account historical data.

The IDSR is designed to show how well previous cohorts showed characteristics of good or better performance. It contains a brief overview of 2018 data using clear visual displays. An anonymous primary IDSR is available.¹

Schools' IDSRs will be updated following each analyse school performance (ASP) release. The current IDSR shows 2018 provisional data for primary.

Schools can access their IDSR by logging into ASP, clicking on the 'list of reports' link and clicking on the 'Inspection data summary reports' tab.

IDSRs have been produced for all schools that have data and have an ASP summary report. For queries about locating an IDSR, please contact enquiries@ofsted.gov.uk.

Data sources

Ofsted receives the following datasets from the Department for Education (DfE) to produce the IDSR. The data is supplied and held securely, and is used to calculate school, local authority and national level data. Pupil level data provided does not contain names or addresses, and is not shared with inspectors at any point.

- National Pupil Database extracts relating to:
 - January school census to populate contextual sections
 - phonics and key stage 1 data
 - Early Years Foundation Stage profile data.
- Performance tables datasets for:
 - key stage 2
 - key stage 4
 - key stage 5
- Absence and exclusions school level data.

¹ www.gov.uk/government/publications/using-ofsted-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4

Special schools

Data is shown for special schools. However, due to the varied outcomes of pupils in special schools, percentile rank information has not been calculated. Therefore, special schools do not have a trend page or shading on progress pages.

Areas to investigate for special schools will only appear in the behaviour heading.

Junior and middle schools

A junior school is defined by the statutory lower age being greater than or equal to seven and the statutory high age being equal to 11. A middle school is defined by the statutory lower age being greater than or equal to seven and the statutory high age being greater than 11. For these school types, a standard sentence appears to explain that on average these schools have lower progress scores.

An extra sentence may appear for junior schools to indicate where attainment data is above average but progress data is significantly lower than average. This may be an area to investigate for the inspector.

Missing data

There are a few possible reasons why data for some years is not shown for a particular measure.

- The measure did not exist, was defined differently or was not available to Ofsted for that year. If this is the case, the data is shown as a dash.
- The school had no pupils for a particular measure in that year. If this is the case, the cohort will be shown as a 0 and a dash will be shown for the measure.
- If the school recently changed legal status, i.e. from a local authority maintained school to a sponsor-led academy, the data may be shown under the predecessor school name or URN in ASP.

National figures

The national figures may differ from national figures published in the DfE performance tables and ASP due to the decimal precision selected for display.

Cohorts/number of pupils included

Cohorts display the total number of pupils based on the group and year of the measure presented.

For measures where all of the pupils were entered, the cohort shows the number of pupils the measure is based on. For some measures, it is used as the denominator for percentages. For example, the cohort shown below the key stage 2 attainment charts relates to the denominator for the percentage of pupils attaining the expected standard.

Please note that, as in ASP, if there have been any leavers and joiners then the cohort number shown on progress and attainment data will not necessarily match the context section. The context section is based on a snapshot of the day the school census was taken in January 2018. In addition, the 'number of pupils included' on progress pages is based on only those pupils with prior attainment information.

Areas to investigate

The areas to investigate are shown on the front pages of the IDSR. Some areas are calculated using up to three years' of data to show any trends. Others are calculated based on only the latest year of data shown in the IDSR.

The areas to investigate indicate what inspectors may need to study on inspection, and may include positive areas. They can show when a school's relative performance is higher or lower, consistencies across subjects, and how particular groups or subjects in a school are performing.

The areas to investigate are based on statements related to historical data in the grade descriptors and handbook. It is possible that there will be no areas to investigate flagged for a school. The following text will appear under each heading with no areas to investigate: 'There were no meaningful trends or differences for this measure.'

Some sentences are customised to specify only the subjects and groups that meet the criteria of the sentence.

Areas to investigate cohorts

Sentences are not produced for schools with cohorts or groups that are very small. Many groups of pupils are also very small when split by prior attainment/development.

At key stages 1, 2 and phonics for the latest year, areas to investigate are only indicated for groups of 11 or more pupils. Where the measure is indicating trend across time, the cohort must be at least six pupils.

There are however exceptions to the rule:

- The SEN and disadvantaged by prior attainment trend sentence will only be produced if there are 11 or more pupils in any year group.
- The adjusted progress does not have a cohort limit if the criteria of the sentence is met.
- The permanent exclusions sentence will appear for every school where data is held, regardless of cohort size.

Significance testing

Assessment data and information is only a starting point for discussion with schools and statistical significance testing is used throughout the IDSR to draw attention to potentially noteworthy values to be investigated on inspection.

Significance tests are applied in three places within the IDSR:

Relative progress for the last three years (key stage 2 and key stage 4)

Progress results are calculated for a school based on a specific cohort of pupils. A school may have been just as effective, but have performed differently with a different set of pupils. Similarly, some pupils may be more likely to achieve high or low results independently of which school they attend. To account for this uncertainty, 95% confidence intervals around progress scores are provided as a proxy for the range of scores within which each school's underlying performance can be confidently said to lie.

- When a school has their lower confidence interval limit higher than zero the school's progress score is above average and the result is statistically significant. These are displayed with green boxes on the relative progress for the last three years page.
- When a school has their upper confidence interval limit lower than zero the school's progress score is below average and the result is statistically significant. These are displayed with red boxes on the relative progress for the last three years page.
- In the other cases when the confidence interval straddles zero we cannot say with confidence whether the school's progress score is above or below average, and say the result is not statistically significantly different from average. These are displayed with grey boxes on the relative progress for the last three years page.

Statistical significance for disadvantaged pupils is compared to the national for other pupils.

For more information on the calculation of confidence intervals for progress measures, see the primary or secondary accountability technical guides:

www.gov.uk/government/publications/primary-school-accountability

www.gov.uk/government/publications/progress-8-school-performance-measure

Distribution of total marks for key stage 2 expected standard thresholds

A normal approximation to the binomial distribution is used to identify statistically significant differences from the proportion of pupils achieving the expected standard in reading and mathematics (shown in the areas to investigate).

To ensure that the normal approximation to the binomial distribution test is statistically valid the distribution of scaled scores must be approximately normally distributed. This can be ensured by having a roughly symmetrical distribution and/ or a large enough cohort. The common rule of thumb is that both:

$$\begin{aligned} & nP \\ \text{and} & \\ & n(1-P) \end{aligned}$$

are greater than or equal to 5.

Where:

P represents the national average of pupils reaching the expected standard

n represents the total number of pupils

The significance calculation for proportions is as follows:

$$\begin{aligned} \frac{(p_s - p_n)}{\sqrt{\left(\frac{p_n(1-p_n)}{n_s}\right)}} &> 1.96 \text{ then Sig+} \\ \frac{(p_s - p_n)}{\sqrt{\left(\frac{p_n(1-p_n)}{n_s}\right)}} &< -1.96 \text{ then Sig-} \end{aligned}$$

Otherwise not statistically significant.

Where:

p_s	School's proportion for threshold between the values 0 and 1 i.e. divide percentage by 100
p_n	National proportion
n_s	School's cohort

Conditions:

$$n_s p_n > 5 \text{ and } n_s (1 - p_n) > 5$$

Year one phonics marks

The normal approximation to the binomial distribution also applies to the Year 1 phonics marks page. For more information, see above.

School context in 2018

School information box

The grey box at the top of the school context page displays information about the school. The data comes from two different sources:

Get information about schools (GIAS)

Phase of education, head teacher, gender, local authority, admissions policy, ages, denomination, and special needs provision.

January 2018 school census

Pupils, deprivation quintile, ever 6 FSM %, English additional language %, SEN support % and SEN with EHC plan %.

The data relates to the 2018 January school census, so 'Year 6' data will relate to those pupils who were in Year 6 at the time of the census.

Ethnicity

Ethnicity information is taken from the January 2018 school census and is presented in sentences. There are two sentences that look at the ethnic make-up of the school.

The first sentence displays the largest five groups. Example:

- The largest ethnic groups are: White - British (16.4%), White - any other White background (13.1%), Mixed - any other mixed background (14.6%), Black or Black British - Caribbean (6.2%), Black or Black British - African (39.7%).

The second sentence displays the number of possible ethnic groups and also displays the average number of groups for the phase. The groups included in this sentence are:

- White British
- White Irish
- White Traveller of Irish Heritage
- White Gypsy/Roma
- White Any other White background
- Mixed White and Black Caribbean
- Mixed White and Black African
- Mixed White and Asian
- Mixed Any other Mixed background
- Asian or Asian British Indian

- Asian or Asian British Pakistani
- Asian or Asian British Bangladeshi
- Asian or Asian British Any other Asian background
- Black or Black British Caribbean
- Black or Black British African
- Black or Black British Any other Black background
- Chinese

This excludes the groups 'Any other ethnic group', 'Parent/pupil preferred not to say' and 'Ethnicity not known'. Example:

- This school has 13 out of 17 possible ethnic groups. The average number of groups for this phase of education is 9.

Number on roll

Number on roll information is taken from the January 2018 school census. There are three possible sentences for this section.

The first sentence will only appear if the school is in the top 20% or bottom 20% of all schools nationally for the number of pupils. The sentence will only appear if the cohort for the whole school is greater than 10 pupils. Example:

- The school was in the top 20% of all schools for the number of pupils (428).

The second sentence looks at the number of pupils for each year group and compares them to the average number of pupils in all the other year groups of that school. For example, Year 8 will be compared to the average of years 7, 9, 10 and 11. The sentence will then be generated if the year group is much lower or much higher than the other year groups. A sentence will also be generated if the number of pupils varies for all the year groups. Examples:

- The number of pupils in Year 5 (35) was lower than all other year groups.
- The number of pupils across all years was variable: Year 1 (89), Year 2 (92), Year 3 (90), Year 4 (60), Year 5 (87), Year 6 (59).

The third sentence looks at the number of pupils in 2018 compared to the number of pupils in 2017. A sentence will be generated if the number of pupils has increased or decreased by more than 15 pupils. Example:

- There was a larger than average increase in the total number of pupils, from 404 pupils in 2017 to 428 in 2018.

Girls

The gender figures are taken from the January 2018 school census. There are three possible sentences for this section.

The first sentence will only appear if the school is in the top 20% or bottom 20% of all schools nationally for the percentage of girls. The sentence will only appear if the cohort for the whole school is greater than 10 pupils. Example:

- The school was in the bottom 20% of all schools for the percentage of girls (24%).

The second sentence looks at the percentage of girls for each year group and compares them to the average percentage of girls in all the other year groups of that school. For example, Year 8 will be compared to the average of years 7, 9, 10 and 11. The sentence will then be generated if the year group is much lower or much higher than the other year groups. A sentence will also be generated if the percentage of girls varies for all the year groups. Examples:

- The percentage of girls in Year 1 (40%) and Year 4 (38%) was lower than all other year groups.
- The percentage of girls across all years was variable: Year 1 (67%), Year 2 (34%), Year 3 (38%), Year 4 (63%), Year 5 (35%), Year 6 (56%).

The third sentence looks at the percentage of girls in 2018 compared to 2017. A sentence will be generated if the percentage of girls has increased or decreased by one or more standard deviation. Example:

- There was a larger than average decrease in the percentage of girls between 2017 and 2018 than most primary schools nationally.

Disadvantaged

The disadvantaged figures are taken from the January 2018 school census. The disadvantaged section contains sentences on both free school meal (FSM) pupils and children looked after (CLA) pupils. The percentage of FSM refers to the percentage of pupils in receipt of free school meals (FSM). These pupils are those who are, or have been, eligible for free school meals and have claimed them at some time in the last six years (Reception to Year 11) at the time of the January census. There are four possible sentences for this section.

The first sentence will only appear if the school is in the top 20% or bottom 20% of all schools nationally for the percentage of FSM. The sentence will only appear if the cohort for the whole school is greater than 10 pupils. Example:

- The school was in the top 20% of all schools for the proportion of FSM (37.9%).

The second sentence looks at the percentage of FSM for each year group and compares them to the average percentage of FSM in all the other year groups of that school. For example, Year 8 will be compared to the average of years 7, 9, 10 and 11. The sentence will then be generated if the year group is much lower or much higher than the other year groups. A sentence will also be generated if the percentage of FSM varies for all the year groups. Examples:

- The percentage of FSM in Year 3 (71%) and Year 5 (71%) was higher than all other year groups.
- The percentage of FSM across all years was variable: Year 1 (31%), Year 2 (31%), Year 3 (59%), Year 4 (65%), Year 5 (63%), Year 6 (64%).

The third sentence looks at the percentage of FSM in 2018 compared to 2017. A sentence will be generated if the percentage of FSM has increased or decreased by one or more standard deviation. Example:

- There was a larger than average increase in the percentage of FSM between 2017 and 2018 than most primary schools nationally.

The fourth sentence states the number of CLA pupils in the school, and appears for every school even if they have no CLA pupils. Example:

- There were no children looked after in the school.

English as an additional language

The English as an additional language (EAL) figures are taken from the January 2018 school census. These are those whose first language is not English or believed to be other than English. There are three possible sentences for this section.

The first sentence will only appear if the school is in the top 20% or bottom 20% of all schools nationally for the percentage of EAL pupils. The sentence will only appear if the cohort for the whole school is greater than 10 pupils. Example:

- The school was in the lowest 20% of all schools for the proportion of EAL (1.3%).

The second sentence looks at the percentage of EAL pupils for each year group and compares them to the average percentage of EAL pupils in all the other year groups of that school. For example, Year 8 will be compared to the average of years 7, 9, 10 and 11. The sentence will then be generated if the year group is much lower or much higher than the other year groups. A sentence will also be generated if the percentage of EAL pupils varies for all the year groups. Examples:

- The percentage of EAL in Year 6 (39%) was higher than all other year groups.
- The percentage of EAL across all years was variable: Year 1 (73%), Year 2 (75%), Year 3 (63%), Year 4 (39%), Year 5 (55%), Year 6 (80%).

The third sentence looks at the percentage of EAL pupils in 2018 compared to 2017. A sentence will be generated if the percentage of EAL pupils has increased or decreased by one or more standard deviation. Example:

- There was a larger than average decrease in the percentage of EAL pupils between 2017 and 2018.

Special educational needs

The special educational needs (SEN) figures are taken from the January 2018 school census. This section includes the percentage of pupils who have special educational needs and who have a statement of SEN or an education, health and care (EHC) plan. This section also includes the percentage of pupils who have SEN who do not have a statement of special educational needs or EHC plan (SEN support). There are three possible sentences for this section.

The first sentence type will only appear if the school is in the top 20% or bottom 20% of all schools nationally for the percentage of SEN support pupils and the percentage of SEN with EHC/statement pupils. The sentence will only appear if the cohort for the whole school is greater than 10 pupils. Examples:

- The school was in the top 20% of all schools for the proportion of SEN support (17.8%).
- The school was in the top 20% of all schools for the proportion of SEN with EHC/statement (2.5%).

The second sentence type looks at the percentage of SEN pupils which includes SEN support and SEN with EHC/statement pupils for each year group and compares them to the average percentage of SEN in all the other year groups of that school. For example, Year 8 will be compared to the average of years 7, 9, 10 and 11. The sentence will then be generated if the year group is much lower or much higher than the other year groups. A sentence will also be generated if the percentage of SEN pupils varies for all the year groups. Examples:

- The percentage of SEN in Year 2 (3%) was lower than all other year groups.
- The percentage of SEN across all years was variable: Year 1 (23%), Year 2 (10%), Year 3 (8%), Year 4 (37%), Year 5 (32%), Year 6 (33%).

The third sentence looks at the percentage of SEN support and SEN with EHC/statement pupils in 2018 compared to 2017. A sentence will be generated if the percentage of those pupils have increased or decreased by one or more standard deviation. Examples:

- There was a larger than average decrease in the percentage of SEN with EHC/statement pupils between 2017 and 2018.
- There was a larger than average increase in the percentage of SEN support pupils between 2017 and 2018.

Prior attainment

Prior attainment sentences are provided separately for reading, writing and mathematics where they meet the criteria. This is to show any differences between subjects and year groups.

Prior attainment in reading and in writing for years 1 and 2 is based on the percentage who achieved at least the expected level in the early years foundation stage profile early learning goal. Prior attainment in mathematics for years 1 and 2 is based on the percentage who achieved at least the expected level in both of the mathematics early learning goals.

Prior attainment for Year 3 and 4 is based on the percentage who achieved at least the expected standard at key stage 1.

Prior attainment for years 5 and 6 is calculated using the points equivalent to whole levels, because it is based on key stage 1 teacher assessment.

Prior attainment sentences appear when they are more than one standard deviation above or below the national figure. This means that they are further away from the average than expected. Examples:

- Pupil prior attainment was well below the national comparator for the following: reading (Year 1), mathematics (Year 1)
- Pupil prior attainment was well above the national comparator for the following: reading (Year 4), writing (Year 2), mathematics (Year 1, Year 2, Year 3, Year 4)

Progress

All progress information for 2018 is based on adjusted progress data. All progress information for 2017 and 2016 is based on unadjusted progress data. With the introduction of Universal Credit, 2018 disadvantaged progress scores are not directly comparable with disadvantaged progress scores from 2016 or 2017. The dotted line between 2016 and 2017 on the relative progress pages for disadvantaged pupils denotes a change in methodology. In 2016 disadvantaged pupils were compared to all pupils. This was consistent with the RAISEonline methodology at that time.

The progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school. They are a type of value-added measure. This means that pupils' results are compared with the actual achievements of other pupils nationally with similar prior attainment. Zero is the national average adjusted progress score for all pupils and for each prior attainment group.

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

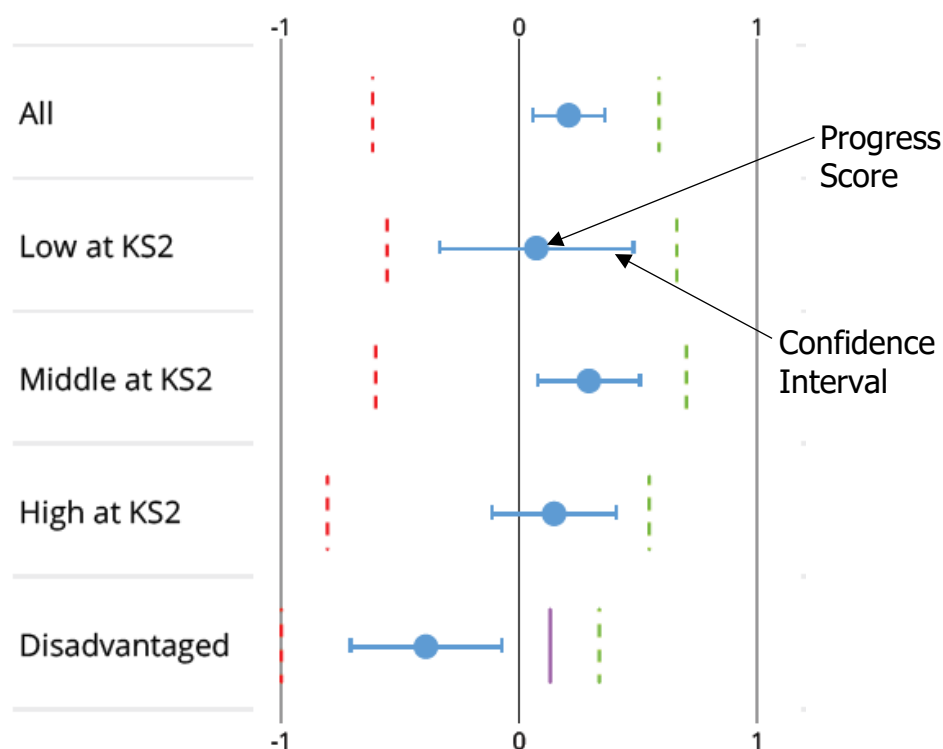
Progress scores are calculated by first assigning pupils into groups with other pupils nationally with similar key stage 1 prior attainment. An average key stage 2 scaled score is calculated for each prior attainment group. The progress score is the difference between the pupil's actual key stage 2 outcome and the average for all other pupils nationally in the same prior attainment group. A school's progress score for a subject is the mean average of its pupils' progress scores in that subject.

The national figures are calculated based on state-funded schools. For the disadvantaged group, the national is displayed for all pupils followed by the national for other pupils (those who are not disadvantaged).

More information on the primary school accountability measures is available at: www.gov.uk/government/publications/primary-school-accountability.

Latest year

Progress in reading, writing and mathematics for 2018 is shown in the IDSR. The first chart shows the progress score with its confidence interval. The confidence interval around a score is shown by the length of the line above the point, and by the length of the line below the point. It indicates the range of uncertainty around the score.

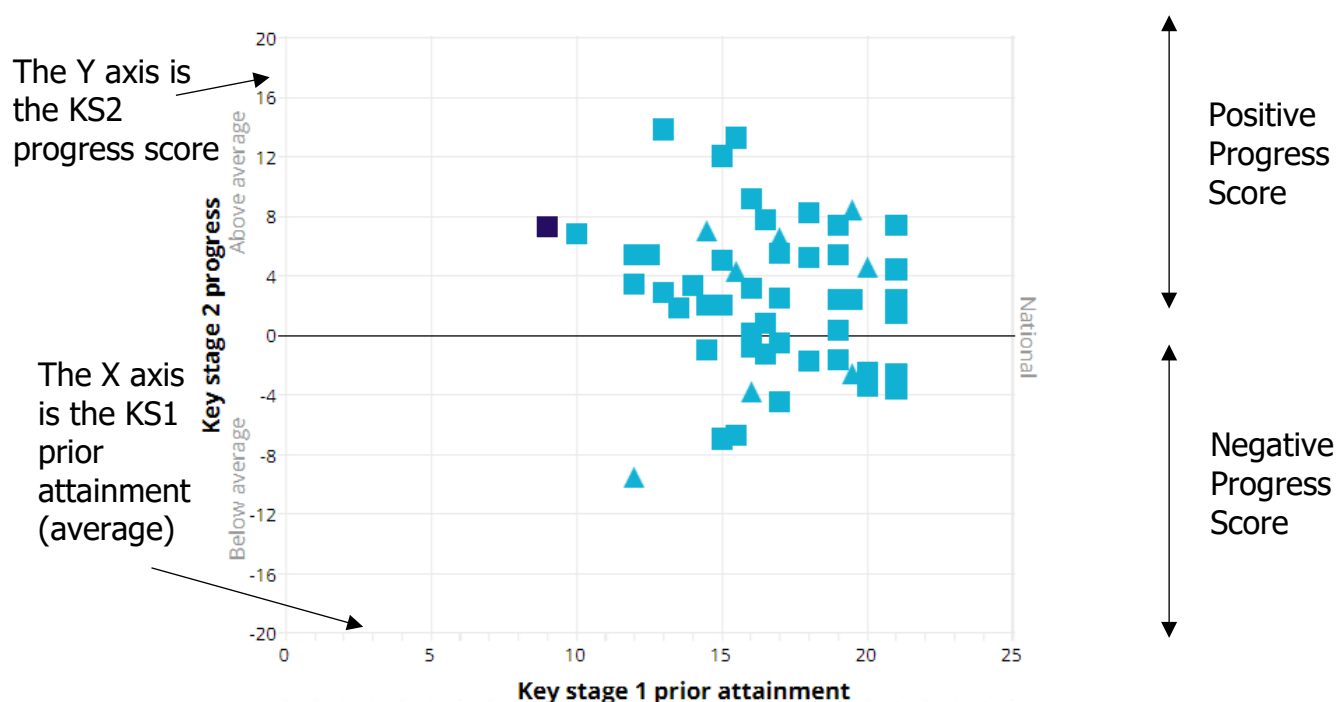


Confidence intervals should be taken into account when making comparisons with national averages.

Where the whole of the confidence interval is above zero, the score is significantly above average (sig+). If the confidence interval is wholly below the zero line, the score is significantly below average (sig-). Otherwise, the score is not significantly different from zero. The calculation of areas to investigate uses the significance values based on these confidence intervals. For the disadvantaged group the comparison is not to the zero line but the national for other pupils (those that are not disadvantaged).

The second chart is a scatterplot which can be used to identify the spread of scores and clusters of pupils. These show average prior attainment on the X axis (horizontal) and progress on the Y axis (vertical). The national is the zero line across the middle. Any plots above zero indicate positive progress scores and any below zero have negative progress scores. The example below is for key stage 4.

Disadvantaged/other is shown by the shape of the marker, SEN (including both SEN with a statement or EHC plan and SEN support) is shown by the colour of the marker.



Areas to investigate for progress in the latest year

[**Please click here to see cohort criteria.](#)

Key stage 2 progress in the latest year

A sentence for key stage 2 progress in the latest year is shown when progress for reading, writing or mathematics is significantly below national and in the bottom/top 10% for all pupils, based on the distribution of scores for all pupils. This sentence only refers to all pupils and does not highlight specific prior attainment groups. Example:

- Progress in reading and mathematics was significantly above average and in the highest 10%.

Key stage 2 adjusted progress

A sentence for key stage 2 progress scores in the latest year is shown when the overall adjusted progress score in each subject has increased by more than 0.1 compared to the unadjusted progress score. This sentence also highlights the number of pupils that have been adjusted to increase the score. Adjusted progress scores are calculated by DfE.² Example:

- The adjusted progress score in reading was 0.2 higher than the unadjusted score. 2 pupils had an adjustment to their score.

Trend

This section shows how the school has performed compared with other schools nationally on each subject over the last three years, regardless of the methodology at the time. There is a clear indication of the position in terms of the quintile, where each quintile represents 20% of schools. Red boxes will indicate where a figure was, statistically, significantly below the national average. Green boxes will indicate where a figure was, statistically, significantly above the national average. As in the rest of the report, figures are displayed in grey when they are based on 10 or fewer pupils. Also, no statistical significance will show for cohorts of 10 or fewer pupils.

Disadvantaged pupils are ranked against all schools' disadvantaged pupil groups, except for key stage 2 2016 where it is based on RAISEonline methodology, which measured the group against all pupils. Significance for the disadvantaged group is measured against the 'other' national (those pupils that are not disadvantaged).

Areas to investigate for progress trend

[**Please click here to see cohort criteria.](#)

Key stage 2 progress trend

Key stage 2 progress trend sentences are indicated for consistent high or low performance across the three subjects (reading, writing and mathematics) for pupils overall, disadvantaged pupils and prior attainment groups. Sentences are flagged if the groups are in the bottom/top quintile for each subject for at least the latest two years based on the distribution of scores for all pupils and have a cohort of six or more for each of the years. Example:

- Writing progress was in the bottom quintile (20%) for at least two years for all pupils, high prior attainers and disadvantaged pupils.

² www.gov.uk/government/publications/primary-school-accountability

Key stage 2 progress trend of disadvantaged pupils

There are also three possible sentences for progress of disadvantaged compared to the national in the last two years: one sentence for where a particular disadvantaged prior attainment group has been significantly below the national for other pupils; one for where they have been significantly below the national for disadvantaged pupils; and one for where they have been significantly above the national for other pupils. These sentences flag for overall disadvantaged pupils and disadvantaged prior attainment groups. Statistical significance is based on a 95% confidence interval which is calculated by Ofsted. Examples:

- Reading progress was significantly below the national for disadvantaged pupils for at least two years for the following groups: overall disadvantaged, disadvantaged middle.
- Writing progress was significantly above the national for other pupils for at least two years for the following groups: overall disadvantaged, disadvantaged low.
- Mathematics progress was significantly below the national for other pupils for at least two years for the following groups: overall disadvantaged.

Key stage 2 progress of pupils who have special educational needs

A sentence will be generated if the progress of pupils who are identified as having SEN EHC or statement, or those identified as SEN support, are significantly above or below the national for all pupils for each subject by prior attainment group. This sentence will only appear for SEN prior attainment groups. Statistical significance is based on a 95% confidence interval which is calculated by Ofsted. Example:

- Writing and mathematics progress for SEN support middle prior attainers was significantly below the national for all pupils over the last two years.

Attainment

For reading, English grammar, punctuation and spelling (EGPS) and mathematics, test results are used to determine if pupils are meeting the expected standard. The pupils' raw test scores are mapped to scaled scores. The conversion tables are available at: www.gov.uk/guidance/scaled-scores-at-key-stage-2.

All scaled scores are between 80 and 120. A scaled score of 100 represents the expected standard in the test. Therefore, pupils scoring 100 or more will have met the expected standard of the test. A score of 99 means that a pupil has not met the expected standard. For 2018, a score of 110 means that a pupil has met the high standard.

Writing and science data is based on teacher assessments. The teacher assessment frameworks are available at: www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2.

Latest year

Key stage 2 reading/mathematics scaled scores

These charts display the distribution of total marks achieved by pupils in the school compared to the national. At each scaled score interval the chart plots how many pupils reached this score or higher. The charts are 'decremental', as such, it will be common to see a gradual decrease in the numbers attaining the higher scores, as is the case nationally.

There is no scaled score for writing because there was no test outcome.

Chart sentence

The sentence above the chart states the percentage of pupils achieving the expected standard in the latest year in comparison to the national average. The sentence also states if this difference is statistically significant. School percentage calculations use the overall attainment cohort as the denominator. Example:

- In 2018, 76% of pupils achieved the expected standard, 1 percentage point above the national. This difference was not statistically significant.
- A school is deemed in line with national if the percentage reaching the expected standard is within 0.499999 of the national (positively or negatively). There is no cohort criteria for this sentence generation. For details of the significance testing, please see the [Significance Testing](#) section.
- To aid interpretation of the graph alongside the sentence, the percentage points that equate to one pupil have been provided. The overall cohort (including those who did not attain a scaled score of 80+) is also displayed.

National line

The national average line has been converted from national percentages to a profiled number of pupils based on the school overall attainment cohort using the following calculation:

National percentage at each score interval multiplied by the overall subject attainment cohort, including those pupils not reaching the minimum score of 80.

Chart x axis – scaled scores

The range of scaled scores available for each key stage 2 test is the same as set in 2016 and is intended to stay the same in future years. The lowest scaled score is 80 and the highest scaled score is 120.

Pupils scoring at least a scaled score of 100 will have met the expected standard of the test. A pupil awarded a scaled score of 99 or below has not met the expected standard in the test. Pupils scoring at least a scaled score of 110 will have met the high standard.

Further detailed information about scaled scores at key stage 2 can be found here:

www.gov.uk/guidance/scaled-scores-at-key-stage-2#range-of-scaled-scores.

Key stage 1

For key stage 1, teacher assessments are used to determine if pupils are meeting the expected standard.

The teacher assessment frameworks are available at:

www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1.

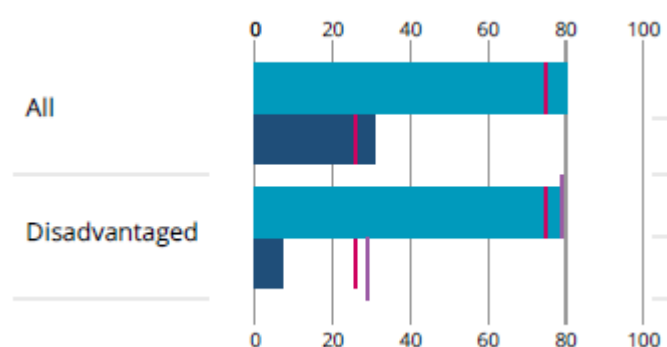
The '% diff' is the difference between the national figure and the school figure.

The difference as a number of pupils is also calculated and uses the following formula:

$(\text{School figure} - \text{National Figure}) / (100 / \text{Cohort})$.

The resulting figure is then truncated as it represents a number of pupils. For example, if the school had a diff no of -3, this means that if a further three more pupils made the expected level then they would be at national level. A diff no of +3 would mean the school had the equivalent of three pupils above the national for expected standard. Trying to replicate this calculation using data presented in the IDSR may not result in the figure. This is because the IDSR calculation is based on unrounded data.

Attainment of the expected standard



At key stage 1, the bars show the percentage of pupils with a teacher assessment of expected standard or higher next to the percentage attaining greater depth. If all pupils attained greater depth, both percentages would be 100%. If no pupils achieved the expected standard, no bar is displayed.

For science at key stages 1 and 2, the only outcome of the teacher assessment was whether pupils met the expected standard.

From 2018, this displays data only for the all and disadvantaged groups.

National averages

The national average for all pupils is displayed in pink. The disadvantaged group has both the national average for all pupils in pink, and the national average for other pupils (non-disadvantaged) in purple.

Phonics Year 1

The phonics chart displays the distribution of total Year 1 phonics marks achieved by pupils in the school compared to the national. At each phonics mark gained the chart plots how many pupils reached this score or higher. The charts are 'decremental', as such it will be common to see a gradual decrease in the numbers attaining the higher marks as is the case nationally.

Chart sentence

The sentence above the chart states the percentage of pupils achieving the expected standard in the latest year in comparison to the national average. The sentence also states if this difference is statistically significant. School percentage calculations use the school year 1 phonics attainment cohort as the denominator. Example:

- In 2018, 89% of pupils achieved the expected standard, 6 percentage points above the national proportion. This difference was not statistically significant.

A school is deemed in line with national if the percentage reaching the expected standard is within 0.499999 of the national (positively or negatively). There is no cohort criteria for this sentence generation. For details of the significance testing, please see the [Significance Testing](#) section.

To aid interpretation of the graph alongside the sentence, the percentage points that equate to one pupil have been provided. The overall cohort (including those who did not sit the test) is also displayed.

National line

The national average line has been converted from national percentages to a profiled number of pupils based on the school Year 1 phonics attainment cohort using the following calculation:

National percentage at each phonics mark interval multiplied by the overall school Year 1 phonics attainment cohort, including those pupils who did not sit the test.

Phonics marks

The lowest phonics mark is 0 and the highest phonics mark is 40. Pupils scoring at least 32 marks will have met the phonics expected standard in the test. A pupil scoring 31 or below has not met the expected standard.

Areas to investigate for attainment in the latest year

[**Please click here to see cohort criteria.](#)

Key stage 2 attainment of the expected standard for each subject

Sentences will appear for key stage 2 attainment scores of the expected standard that are at or above national for each subject. This sentence will appear for prior attainment groups and disadvantaged pupils. The school percentage is flagged if it is in line with the national percentage or above it. Example:

- In 2018, writing and mathematics attainment of the expected standard was at or above national for prior attainment groups: middle, high.

Key stage 2 attainment of the expected standard for combined subjects

Sentences will be generated under this heading stating the number of pupils achieving the key stage 2 expected standard in reading, writing and mathematics combined. It will also state how many percentage points above or below the national the school percentage is. This sentence will only appear if the difference was statistically significant. For details of the significance testing, please see the [Significance Testing](#) section. Example:

- In 2018, 51% of pupils achieved the expected standard in reading, writing and mathematics, 13 percentage points below the national proportion. This was a statistically significant difference.

Key stage 1 attainment of the expected standard for each subject

Sentences will be generated under this heading for key stage 1 attainment scores of the expected standard that are at or above national. This sentence will only flag for disadvantaged pupils. The school percentage is flagged if it is in line with the national percentage or above it. Example:

- In 2018, reading (82%) and mathematics (82%) attainment of the expected standard was above national for the disadvantaged group.

Key stage 1 attainment of the expected standard in top/bottom 10%

A sentence will also be generated if the key stage 1 attainment for the school is in the top or bottom 10% in reading, writing and mathematics based on the distribution scores for all pupils. Examples:

- In 2018, attainment of the expected standard in all subjects was above average and in the highest 10% for all pupils.
- In 2018, attainment of the expected standard in reading (89%) and writing (88%) was above average and in the highest 10%.

Pupils meeting the expected standard

Sentences will appear when either all, the vast majority (more than 96%) or a very large majority (more than 90%) of pupils met the phonics expected standard in Year 1. Sentences will also appear when fewer than 70% of pupils met the expected standard in Year 1. Examples:

- A very large majority of pupils (92%) met the phonics expected standard in year 1.
- Fewer than 70% of pupils met the expected standard in phonics in year 1.

Pupils not meeting the expected standard

Sentences will appear stating the average mark attained by pupils who sat the test but did not meet the phonics expected standard in Year 1, i.e. those pupils who scored between zero and 31 marks. Example:

- The average mark for pupils not meeting the phonics expected standard in year 1 was 14.

Trend

Areas to investigate for attainment trend

[**Please click here to see cohort criteria.](#)

Key stage 2 attainment trend

Sentences are flagged for key stage 2 attainment if the groups are in the bottom quintile for each subject for at least the latest two years. This sentence covers all pupils, disadvantaged pupils and prior attainment groups. Example:

- Mathematics attainment was in the bottom quintile (20%) for at least two years for all pupils and low prior attainers.

Key stage 2 three year attainment averages

Sentences are flagged for key stage 2 three-year attainment averages if they are in the top and bottom 10% for mathematics and reading. DfE calculate the three-year average attainment score. More information is available here:

www.gov.uk/government/publications/primary-school-accountability. Example:

- The three-year average reading attainment score (108.6) was in the top 10%.

Key stage 1 attainment trend

Sentences will be generated under this heading for key stage 1 attainment trends. Sentences are flagged to include each subject for which either the all or

disadvantaged groups, or both, are in the bottom quintile for at least the latest three years. Example:

- Reading attainment was in the bottom 20% for at least three years for all and disadvantaged pupils.

Early Years Foundation Stage

Early Years Foundation Stage (EYFS) data is for 2018.

Children achieving a good level of development are those achieving at least the expected level in these areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics

Further information on EYFS statistics can be found here:

www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2017-to-2018.

Latest year

Areas to investigate for Early Years Foundation Stage in the latest year

[**Please click here to see cohort criteria.](#)

A sentence will appear when the percentage achieving a good level of development in the latest year is either significantly above or significantly below the national average for all schools. Examples:

- The percentage achieving a good level of development (90%) was significantly above average (72%).
- The percentage achieving a good level of development (46%) was significantly below average (72%).

Absence

Following the latest update, absence data is based on three terms for 2018, 2017 and 2016. Further information on absence statistics can be found here:

www.gov.uk/government/publications/absence-statistics-guide.

Latest year

Areas to investigate for absence in the latest year

[**Please click here to see cohort criteria.](#)

Overall absence in the latest year

Sentences will appear comparing the rate of overall absence in the latest year with the national average for schools of the same phase of education and with a similar level of deprivation (in the same IDACI quintile). Example:

- In 2017/18, the rate of overall absence (5.40%) was slightly above the national average for schools with a similar level of deprivation (5.39%).

Rate of overall absence by group

Sentences will appear when the rate of overall absence was at least 10 percentage points above the national comparator for at least one or more groups (boys, girls, pupils in receipt of free school meals, pupils whose first language was not English or pupils with special educational needs). National comparators will be profiled by phase of education with the exception of special schools which will be compared to secondary schools. Example:

- The overall absence rate for the following group(s) was at least ten percentage points above the corresponding national in 2017/18: girls (26% vs 10%); pupils in receipt of free school meals (22% vs 12%).

Trend

Areas to investigate for absence trend

[**Please click here to see cohort criteria.](#)

Rate of overall absence trend

Sentences will appear when the rate of overall absence was in the highest or lowest 10% in each of the last two or three years. Examples:

- Overall absence was high (in the highest 10%) for the latest three years for all pupils.
- Overall absence was low (in the lowest 10%) for the latest two years for all pupils.

Exclusions

For fixed-term exclusions, 'total' relates to the number of pupils that were given one or more fixed-term exclusions during the academic year, while 'repeat' relates to the

number of pupils that were given two or more fixed-term exclusions during the academic year.

The rate of total or repeat exclusions is calculated by dividing the number of pupils excluded by the number on roll. The national comparator used for all fixed-term exclusions is profiled by phase of education, including special schools.

The number of pupils with a permanent exclusion is provided for up to the last three years. The national average number of pupils with a permanent exclusion is also included, and this is also profiled by phase of education.

The numbers of pupils with fixed-term or permanent exclusions are often very small. These numbers, and the percentages based on them, should be interpreted with caution, particularly when making comparisons over time. The exclusions data is for cohorts prior to the one shown on the context page and the number on roll may have changed over time.³

Latest year

Areas to investigate for exclusions in the latest year

******[Please click here to see cohort criteria.](#)

Total and fixed-term exclusions in the latest year

Sentences will appear comparing the rate of total and repeat fixed-term exclusions in the latest year with the national average for schools of the same phase of education and with a similar level of deprivation (in the same IDACI quintile). This measure relates to the proportion of pupils with one or more fixed term exclusion. Example:

- In 2016/17, the rate of total fixed term exclusions (6.72%) was below the national average for schools with a similar level of deprivation (7.35%).

Fixed-term exclusions by group

Sentences will appear when all of the pupils with fixed-term exclusions were either boys, girls, pupils in receipt of free school meals, pupils whose first language was not English or pupils with special educational needs. Sentences will not appear for boys/girls if the school is a single-sex school or for pupils with special educational needs if the school is a special school. Example:

- All of the pupils with fixed term exclusions in 2016/17 were pupils with special educational needs.

³ Further information on exclusions statistics can be found here:
www.gov.uk/government/publications/exclusions-statistics-guide

Rate of fixed-term exclusions by group

Sentences will appear when the rate of fixed-term exclusions was at least 10 percentage points above the national comparator for at least one or more groups (boys, girls, pupils in receipt of free school meals, pupils whose first language was not English or pupils with special educational needs). National comparators will be profiled by phase of education. For this measure, the denominator is the group of pupils who had had one or more fixed term exclusion and the numerator is the number of those pupils that are in the group in question. Example:

- The rate of fixed term exclusions for the following group(s) was at least 10 percentage points above the corresponding national in 2016/17: boys (85% vs 70%); pupils in receipt of free school meals (73% vs 54%); pupils with special educational needs (52% vs 31%).

Trend

Areas to investigate for exclusions trend

[**Please click here to see cohort criteria.](#)

Permanent exclusions trend

Sentences will appear for every school stating the number of permanent exclusions in each of the last three years, where data is held for that school. The national average for each year will also be stated. Example:

- There was 1 permanent exclusion in 2016/17. There were no permanent exclusions in either 2015/16 or 2014/15. The national average in each of these years was zero.

Rate of total and/or repeat fixed-term exclusions trend

Sentences will appear when the rate of total and/or repeat fixed-term exclusions was above the national comparator in each of the last three years. This measure relates to the proportion of pupils with one or more fixed term exclusion. Example:

- The rate of [total/repeat] fixed term exclusions was above national for three years (2014/15 to 2016/17).



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