

# Guidance for the secondary inspection data summary report

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

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**361**

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## 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 secondary IDSR is available.<sup>1</sup>

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

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](mailto: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.

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<sup>1</sup> [www.gov.uk/government/publications/using-ofsted-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4](http://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.

## 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.

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.

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](http://www.gov.uk/government/publications/primary-school-accountability)

[www.gov.uk/government/publications/progress-8-school-performance-measure](http://www.gov.uk/government/publications/progress-8-school-performance-measure)

### Significance calculation for threshold measures

Where the data is based on proportions, the significance calculation is as follows:

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

$$\frac{(p_s - p_n)}{\sqrt{\left(\frac{p_n(1 - p_n)}{n_s}\right)}} < -1.96 \text{ then Sig-}$$

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:

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

This significance testing is used for destinations and English Baccalaureate (Ebacc). For EBacc significance,  $p_n$  is equal to 75%.

## 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 10' data will relate to those pupils who were in Year 10 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 10 (35) was lower than all other year groups.
- The number of pupils across all years was variable: Year 7 (89), Year 8 (92), Year 9 (90), Year 10 (60), Year 11 (87).

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 7 (40%) and Year 10 (38%) was lower than all other year groups.
- The percentage of girls across all years was variable: Year 7 (67%), Year 8 (34%), Year 9 (38%), Year 10 (63%), Year 11 (35%).

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 secondary 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 8 (71%) and Year 10 (71%) was higher than all other year groups.
- The percentage of FSM across all years was variable: Year 7 (31%), Year 8 (31%), Year 9 (59%), Year 10 (65%), Year 11 (63%).

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 secondary 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 11 (39%) was higher than all other year groups.
- The percentage of EAL across all years was variable: Year 7 (73%), Year 8 (75%), Year 9 (63%), Year 10 (39%), Year 11 (55%).

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 8 (3%) was lower than all other year groups.
- The percentage of SEN across all years was variable: Year 7 (23%), Year 8 (10%), Year 9 (8%), Year 10 (37%), Year 11 (32%).

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 difference to national for years 7 and 8 looks at those achieving the expected standard at key stage 2. For years 9 to 11, it looks at the average point score at key stage 2.

Prior attainment for mathematics for years 7 to 11 is calculated using fine points scores. Prior attainment for reading and writing in years 7, 8, 9 and 10 is calculated using points equivalent to whole levels, while English and mathematics prior attainment is calculated using fine points scores. In all cases, teacher assessment is used to determine the level where a valid test result is not available.

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 above the national comparator for the following: reading (Year 8), writing (Year 11), mathematics (Year 9)
- Pupil prior attainment was well below the national comparator for the following: reading (Year 7, Year 10), writing (Year 10), mathematics (Year 10)

## Progress 8

Overall Progress 8 (P8) information for 2018 is based on adjusted progress data. All overall P8 information for 2017 and 2016, as well as P8 information for all of the elements for all years, is based on unadjusted progress data. With the introduction of Universal Credit, 2018 disadvantaged P8 scores are not directly comparable with disadvantaged P8 scores from 2016 or 2017. This also applies to the value-added measure.

P8 aims to capture the progress that pupils make from the end of primary school to the end of secondary school. It is a type of value-added measure. Pupils' results are compared to the actual Attainment 8 (A8) of other pupils with the same prior attainment. Zero is the national average adjusted overall P8 score, or unadjusted for the elements, for all pupils and for each prior attainment group. The cohort shows the number of pupils for whom P8 was calculated, because they had prior attainment at key stage 2. It may be lower than the cohort for A8 because some of the pupils had no prior attainment.

School's P8 scores are calculated as the average of the P8 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.

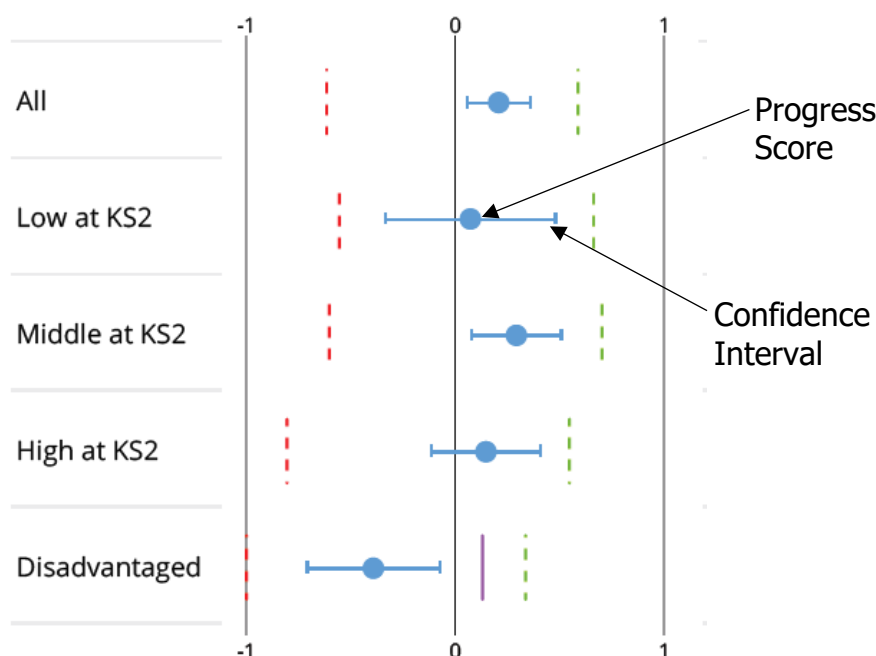
P8 scores are calculated by first assigning pupils into groups with other pupils nationally with similar key stage 2 prior attainment. An average key stage 4 A8 score is calculated for each prior attainment group. The P8 score is the difference between the pupil's actual key stage 4 outcome and the average for all other pupils nationally in the same prior attainment group. A school's P8 score is the mean average of its pupils' P8 scores, either overall or in one of the elements, as applicable.

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 secondary school accountability measures, including P8 and A8 is available at: [www.gov.uk/government/publications/progress-8-school-performance-measure](http://www.gov.uk/government/publications/progress-8-school-performance-measure).

### Latest year

Overall P8 for 2018, as well as progress in the English, mathematics, open and EBacc elements, is shown in the IDSR. The first chart shows the P8 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.

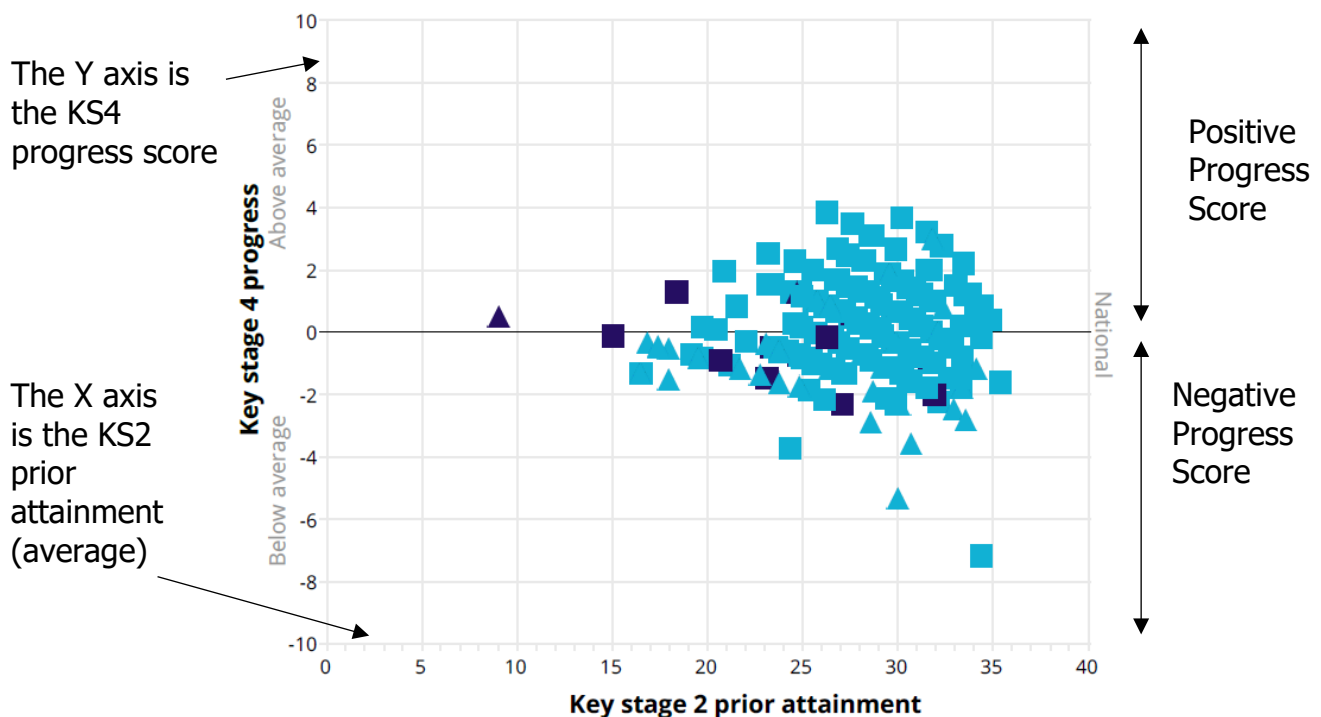


Confidence intervals should be taken into account when making comparisons with national averages.

Where the whole of the confidence interval is above zero, the P8 score is significantly above average (sig+). If the confidence interval is wholly below the zero line, the P8 score is significantly below average (sig-). Otherwise, the P8 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 P8 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 P8 scores and any below zero have negative P8 scores. The example below is for key stage 4.

Disadvantaged/other is shown by the shape of the marker, special education needs (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 8 in the latest year

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

### Overall P8 in the latest year

A sentence for overall P8 in the latest year is shown when a school's P8 score is both significantly above national and in the top 10% for all pupils or is significantly below

national and in the bottom 10% for all pupils, based on the distribution of scores for all pupils. This sentence will highlight specific pupil groups – all, prior attainment groups or disadvantaged – as applicable. Examples:

- In 2018, Progress 8 was significantly above average and in the highest 10% for the following groups of pupils: all, low prior attainers and high prior attainers.
- In 2018, Progress 8 was significantly below average and in the lowest 10% for the following groups of pupils: all, low prior attainers, middle prior attainers, high prior attainers and disadvantaged.

A sentence comparing the latest year’s adjusted and unadjusted P8 scores is generated when the adjusted P8 score is more than 0.1 higher than the unadjusted P8 score. This sentence is generated to assess the impact of excluding outliers from the P8 measure. Example:

- The adjusted Progress 8 score was 0.2 higher than the unadjusted score. 10 pupils had an adjustment to their score.

## Trend

This section shows how the school has performed compared with other schools nationally overall and for each P8 element 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. Significance for the disadvantaged group is measured against the ‘other’ national (those pupils that are not disadvantaged).

## Areas to investigate for P8 trend

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

### Overall P8 trend

Overall P8 trend sentences are indicated for consistent high or low performance 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:

- Progress 8 was in the bottom quintile (20%) for at least two years for all pupils, middle prior attainers, high prior attainers and disadvantaged pupils.

A sentence will be generated if the progress of disadvantaged pupils is significantly above the national for other pupils (all pupils excluding disadvantaged) groups.

### **P8 elements trend**

Trend sentences for the elements of P8 (English, mathematics, open and EBacc) are indicated for consistent high or low performance for all pupils only. Sentences are flagged if the school is in the bottom/top quintile for any of the elements 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. Examples:

- All Progress 8 elements were in the top quintile (20%) for the last two years.
- Progress 8 mathematics, English, EBacc elements were in the bottom quintile (20%) for the last two years.

### **Overall P8 trend of disadvantaged pupils**

There are three possible sentences for overall P8 of disadvantaged pupils 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:

- Progress 8 was significantly above the national for other pupils for at least two years for the following groups: overall disadvantaged, disadvantaged middle.
- Progress 8 was significantly below the national for other pupils for at least two years for the following groups: overall disadvantaged, disadvantaged middle, disadvantaged high.
- Progress 8 was significantly below the national for disadvantaged pupils for at least two years for the following groups: overall disadvantaged, disadvantaged low.

### **Overall P8 trend of pupils who have special educational needs**

Sentences 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 overall P8 by prior attainment group for the last two years. 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:



- Progress 8 for SEN support low and middle prior attainers was significantly below the national for all pupils over the last two years.

## Attainment 8

There is no longer any graphical representation of A8 in the secondary IDSR. Sentences will indicate significant differences or trends for A8 overall in the latest year and the last two years.

### Latest year

#### Areas to investigate for attainment in the latest year

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

#### Key stage 4 Attainment 8 in the latest year

Sentences will appear for key stage 4 A8 scores that are in the top/bottom 10%, when ranked against other maintained mainstream schools. The sentence is not generated for groups, only for all pupils. Example:

- In 2018, Attainment 8 was in the highest 10% of all schools.
- In 2018, Attainment 8 was in the lowest 10% of all schools.

### Trend

#### Areas to investigate for Attainment 8 trend

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

#### Key stage 4 Attainment 8 in the past two years

Sentences will appear for key stage 4 A8 scores that are in the top/bottom 20% when ranked against other maintained mainstream schools. The sentence is not generated for groups, only for all pupils. Example:

- Attainment 8 was in the top quintile (20%) for at least the past two years.
- Attainment 8 was in the bottom quintile (20%) for at least the past two years.

## English Baccalaureate

The EBacc is a set of subjects at GCSE that keeps young people's options open for further study and future careers.

The EBacc is:

- English language and literature

- maths
- the sciences
- geography or history
- a language

The government's ambition is to see 75% of pupils studying the EBacc subject combination at GCSE by 2022, and 90% by 2025.

Secondary schools are measured on the number of pupils that take GCSEs in these core subjects. Schools are also measured on how well their pupils do in these subjects.

Pupils' attainment is calculated as an average point score, meaning that all results at all grades count towards the EBacc.

A school's EBacc average point score is calculated as follows:

- add together the EBacc average point score for all pupils at the end of key stage 4
- divide by the number of pupils in the group

To calculate a pupil's average point score, DfE takes an average of the points scored in the five EBacc subject areas. The EBacc is a performance measure for schools, not a qualification for pupils. Pupils' individual average point scores are not published.

Currently, the IDSR and ASP use the number of pupils entered for science, languages and humanities respectively as the denominator for the pillar APS calculation. However, Compare School Performance (CSP) uses the total number of eligible pupils across all pillar calculations. The IDSR and ASP are aiming to reflect the CSP methodology in February 2019.

## Latest year

### Areas to investigate for English Baccalaureate in the latest year

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

A sentence will appear for every school displaying the EBacc entry rate alongside the government entry ambition. The sentence also lists those pillars that have the lowest entry rates. The sentence for lowest entry pillars is only triggered for a maximum of two of the lowest entry pillars. Example:

- It is the government's ambition that 75% of all pupils should begin studying the full set of EBacc subjects by 2022. While there is some time to go until 2022, the EBacc entry rate in this school is 33% in 2018: significantly below 75%. The following subject area(s) have the lowest entry rates: Languages at 39%.

Another sentence will trigger if a pillar's value added score was in the top/bottom quintile for the latest two years. This measure only looks at the overall group.

Example:

- Science value added for all pupils was in the top quintile (20%) for the latest two years.

## Qualification entry and attainment

The IDSR displays sentences that look at qualification entry, attainment and achievement in order to assist inspectors in identifying any unusual patterns.

### Latest year

#### Areas to investigate for qualification entry in the latest year

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

A sentence will be displayed when the proportion of pupils entered for the English for speakers of other languages (ESOL) qualification is at least double the proportion of EAL pupils in Year 11. Example:

- In 2018, around 97% of pupils were entered for the English for speakers of other languages (ESOL) qualification, at least double the proportion of EAL pupils in Year 11.

Sentences will be shown when more than 80% of a school's cohort has been entered for a subject and attainment in that subject is either high (more than 90% achieving grade 4 or above) or low (less than 50% achieving grade 4 or above). Examples:

- In 2018, there were two subjects with a high proportion of entries (over 80%) and low attainment. These were mathematics and double science.
- In 2018, there was one subject, engineering, with a high proportion of entries (over 80%) and high attainment.

A sentence will also be generated when the percentage of pupils achieving grade 4 or above in English language is at least two standard deviations higher than the percentage of pupils achieving grade 4 or above in English literature, or vice versa. Example:

- In 2018, achievement of grade 4 or above in English literature was higher than in English language.

## 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](http://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.<sup>2</sup>

## **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.

### **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

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<sup>2</sup> Further information on exclusions statistics can be found here: [www.gov.uk/government/publications/exclusions-statistics-guide](http://www.gov.uk/government/publications/exclusions-statistics-guide)

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).

## Destinations

The destinations data for the latest year relates to pupils who completed key stage 4 in 2016. It shows the percentage of all pupils in sustained education, employment or apprenticeships for at least two terms in the 2016/17 academic year. Sustained destinations include school sixth forms, further education and sixth form colleges, higher education institutions (universities), apprenticeships and employment. The data for the two years prior to the latest year is also used for trend analysis.

### Latest year

#### Areas to investigate for destinations in the latest year

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

### **Sustained destinations in the latest year**

A sentence will appear if the proportion of all pupils in sustained education, employment or apprenticeships in the latest year was significantly higher or lower than the national proportion. Example:

- For pupils who completed KS4 in 2016, 89% were in sustained education, employment or apprenticeships. This was significantly lower than the national proportion (94%).

### **Trend**

#### **Areas to investigate for destinations trend**

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

#### **Sustained destinations trend**

A sentence will appear if the proportion of all pupils in sustained education, employment or apprenticeships/training was significantly higher or lower than the national proportion in each of the last three years. Example:

- For pupils who completed KS4, the proportion of pupils in sustained education, employment or apprenticeships was significantly higher than national for the last three years.



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