Understanding the Inspection Data Summary Report (IDSR)
Primary - A Pragmatic Approach – Jan 2019+

Introduction:

The IDSR forms part of the evidence base explored prior to inspectors visiting the school for the purposes of inspection. Other sources of evidence include data / information from ASP, the school website, previous inspection report, monitoring reports, any information from qualifying complaints and other documents relevant to a school's history and context.

When examining data sets it is helpful to consider questions under the **four Ofsted headings (currently)** as this **may inform trends, common areas of strength, or indeed common areas of future development.**

Ofsted headings:

The effectiveness of leadership and management – (leaders at ALL levels, including governors)

The quality of teaching, learning and assessment – (what happens in the classroom – the experience of learning)

Personal development, behaviour and welfare – how pupils are cared for, nurtured, including safeguarding policies, systems and ETHOS

Outcomes – linked to attainment (national expectations at given points – EYFS, Phonics, KS1, KS2) and achievement (progress from starting points). These are different measures and both must be considered.

Some pupils show high attainment but low progress, suggesting a school might be coasting.

Some pupils might show low attainment but above average / well-above average progress – suggesting pupils starting points might be low, and the school is working hard to narrow the gaps and, over time, ensure that % are increasingly closer to the national standard.

Data sets

Be mindful that **Year 6 data is now historic** – these pupils have left the school, but trends from this cohort might influence school improvement priorities

Pupils in other year groups will be in school - Phonics cohort are now year 2; year 2 are now year 3 and so on.

Label up where pupil cohorts are now – this will help to shape questions for leaders in school, and help track if school actions are improving outcomes.

Ofsted will focus on what is happening in the school at that point in time for current pupils – are pupils making good progress, what is attainment like?

Typically, school leaders should be able to tell you about:

- Progress in each year group (if there is a school expectation for this)
- Attainment in each year group (if the school uses a system that logs / tracks this)
- Progress and attainment of different groups: B/ G, SEN, PPG, Other……..

EACH SCHOOL WILL HAVE ITS OWN MECHANISM FOR THIS – THERE IS NO NATIONAL REQUIREMENT; OFSTED DO NOT HAVE A PREFERRED METHODOLOGY ETC

Page 1:

Areas to investigate

KS2 progress
- Progress in writing was significantly above average and in the highest 10%.

KS2 attainment
- In 2018, mathematics attainment of the expected standard was at or above national for the disadvantaged group.

KS1 attainment
- There were no meaningful trends or differences for this measure.

Phonics in 2018
- There were no meaningful trends or differences for this measure.

Behaviour
- In 2017/18, the rate of overall absence (5.50%) was above the national average for schools with a similar level of deprivation (4.67%).
- Overall absence was high (in the highest 10%) for the latest three years for all pupils.
- There were 3 permanent exclusions in 2016/17. There were none in 2015/16. The national average in both of these years was zero.
- In 2016/17, the rate of total fixed term exclusions (3.25%) was above the national average for schools with a similar level of deprivation (0.99%). In 2016/17, the rate of repeat exclusions (1.95%) was above the national average for schools with a similar level of deprivation (0.45%).

Areas to investigate: typically ordered in reverse from KS2 progress and attainment – KS1 attainment – Phonics.

For 'Behaviour' comparisons are made with national data sets. If behaviour / exclusion % are particularly high, this could lead to questions about the effectiveness of leadership and management, similarly safeguarding. What is the school culture and ethos like? Are pupils looked after and do they feel safe?

- How have exclusion rates changed over time
- Have they risen or lowered?
- Have both data sets changed similarly or has one declined and the other risen?
- How does the school's data compare to the national figures?
- Are exclusion rates better or worse than the national figures?

Consider questions against the **four Ofsted headings**:

Effectiveness of leadership and management:

- e.g. What action is the school taking to reduce the levels of fixed term and permanent exclusions?
- How does the school use learning mentors to improve parental relationships and work with families / pupils who have difficulty in following school expectations in terms of behaviour?
- If exclusion rates above national, how is the importance of safeguarding promoted to wider stakeholders?

Teaching, learning and assessment:

- How does the quality of the curriculum contribute to rates of exclusion? Is the curriculum disengaging pupils?

Personal development, behaviour and welfare:

- How are pupils encouraged to develop a sense of responsibility?
- How are pupils with challenging behaviour supported?
- Who oversees pupils' behaviour – are there trends, and if so what action is being taken?

Re fixed term exclusion and permanent exclusions:

- To what extent is the school inclusive – are pupils well supported?
- Do pupils have a voice – are opinions recognised?
- What rewards are in place to encourage pupils to do the right thing? Work with parents as partners
- How do governors hold the school to account?

These often form the basis for **Key Lines of Enquiry (KLEs)**, so ensure that leaders at all levels are familiar with these as they focus meaningful trends which can be seen in the data sets.

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Pages 2 and 3:

Primary school context in 2018

Phase of education: Primary
Headteacher:
Pupils: 135
Gender: Mixed
Deprivation Quintile: Highest 20% (0.4)

Local authority:
Admissions policy: Not applicable
Ages:
Denomination: Does not apply
Special needs provision:

Ever 6 FSM %:
English additional language %: 21.7
SEN support %: 33.3
SEN with EHC plan %: 2.2

Ethnicity

- The largest ethnic groups are: White - British (67.5%), White - any other White background (13.3%), Black or Black British - African (3.3%), Any other ethnic group (3.3%), Ethnicity not known (5.0%).
- This school has 8 out of 17 possible ethnic groups. The average number of groups for this phase of education is 9.

Number on roll

- The school was in the lowest 20% of all schools for the number of pupils (135).
- There was a larger than average decrease in the total number of pupils, from 154 pupils in 2017 to 135 in 2018.

Girls

- The percentage of girls in year 2 (68%) was higher than all other year groups.
- The percentage of girls in year 3 (41%) and year 5 (41%) was lower than all other year groups.

Disadvantaged

- The school was in the top 20% of all schools for the proportion of FSM (51.1%).
- The percentage of FSM in year 6 (92%) was higher than all other year groups.
- The percentage of FSM in year 1 (42%) and year 2 (41%) was lower than all other year groups.
- There were no children looked after in the school.

Primary school context 2018

English as an Additional Language

- The percentage of EAL in year 2 (32%) was higher than all other year groups.
- The percentage of EAL in year 6 (8%) was lower than all other year groups.

Special Educational Needs

- The school was in the top 20% of all schools for the proportion of SEN with EHC/statement (2.2%).
- The school was in the top 20% of all schools for the proportion of SEN support (33.3%).
- The percentage of SEN in year 5 (48%) and year 6 (58%) was higher than all other year groups.

- The percentage of SEN in year 2 (14%) was lower than all other year groups.

Prior Attainment

- Pupil prior attainment was well below the national comparator for the following: Reading (year 1, year 3, year 5, year 6), Writing (year 3, year 5, year 6), Mathematics (year 3, year 4, year 5, year 6)

Primary School Context:. Depending upon the breakdown, this may pose a number of questions under the 'effectiveness of leadership and management.

Ethnicity: e.g. If the school is predominantly white British, how doe leaders ensure pupils have sufficient quality opportunity to learn about other faiths and cultures – SMSC, British Values; what is the quality of the school curriculum and its rationale e.g. educational school visits; speakers; preparation for living life in modern Britain… If the school is very diverse, how do leaders ensure pupils can access the curriculum? What adaptations are made? How are pupils with English as a second language supported? How are such pupils tracked?

What systems are in place with regard to safeguarding e.g. Prevent training; FGM training for staff…….

Make a list of questions, referencing the **four Ofsted headings** (listed above).

Disadvantaged: look at any information with regard to this. If there are particular year groups with high % of PP, how is school money being spent? Does the school's PPG strategy and spending plan align with the profile of the school population, are all monies allocated to Year 2 and Year 6 because of national testing?

SEN: Consider the % of pupils receiving SEN support and those pupils with EHC plans. If SEN % are especially high, questions might need to be asked about the identification process and also examination of SEN attainment and progress information in ASP.

English as an additional language: consider the % for this. If % is high, how do leaders ensure those who don't speak English as a first language are supported in order to access the curriculum and learning. To what extent does the school admit 'new arrivals' where pupils cannot speak any English? If this is the case, are such pupils 'base-lined' in order to identify a starting point; is there a 'buddy' system or equivalent in place to enable new pupils to settle in well and develop positive friendships? How does the school engage with families who may struggle to speak and understand English etc?

Prior attainment: this will identify any year groups that were particularly strong or weak at the point of KS1 national testing. If some year groups were 'well below', has their attainment improved over time – the gap from the national is now closing. If 'well-above' has this high attainment been maintained?
If there are distinct differences, or attainment has worsened, are there reasons for this which can provide a context for current pupils and learning?
Page 4:
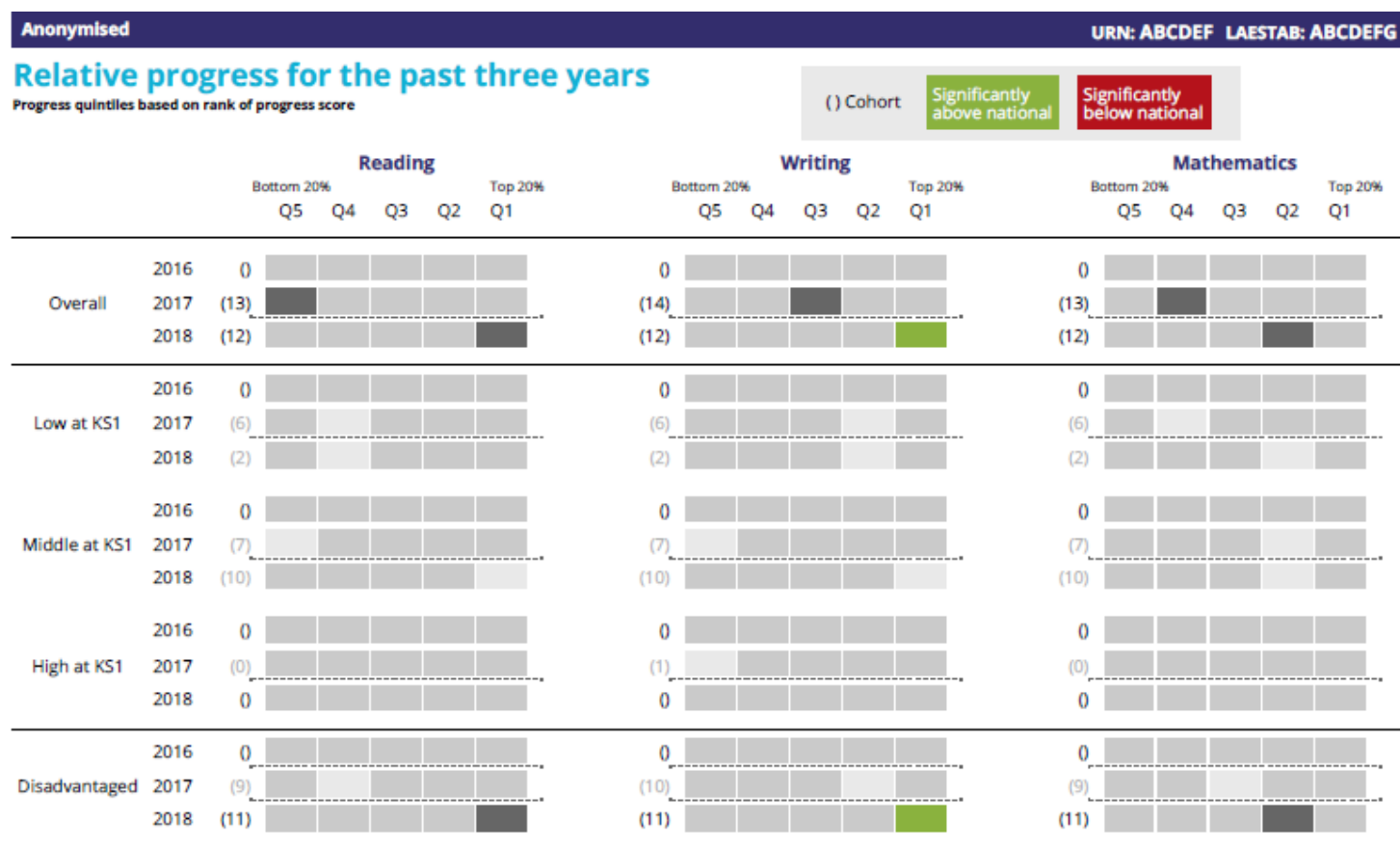
Relative progress for the past three years: THIS IS A KEY PAGE AND PROVIDES A VALUABLE SUMMARY.

This data set is based upon progress from starting point, rather than attainment.

--------------- denotes changes in KS2 assessments. 2016 was the first year of new style national curriculum tests.

Quintile 5 (bottom 20%) 81 - 100	Quintile 4 61 - 80	Quintile 3 41 - 60	Quintile 2 21 - 40	Quintile 1 (top 20%) 1 - 20
Well-below average **Includes sig-reference**	**Below average**	**Average**	**Above average**	**Well-above average** **Includes sig+ reference**

For reading, writing and maths, AND for the different groups – ALL, Lower prior attainment (LAP) , Middle prior attainment (MAP), High prior attainment (HAP) and Disadvantaged (Dis), consider the following:

- Is there an overall trend – e.g static, where percentages are in the same quintile? An upward trend? A downward trend?
- Are progress rates different for different groups or is it equal?
- Are progress rates very different in different years? If so ask questions e.g. staffing changes in Year 6, especially in one form entry schools
- What is progress like for different subjects (R, W, M)? If pupils are doing well in writing but not reading and maths, then questions need to be posed under the **four Ofsted headings.**

REMEMBER THIS DATA SET IS HISTORIC, BUT IS DOES SHOW TRENDS WHICH NEED TO BE CONSIDERED.

e.g. Effectiveness of leadership and management:

- How effective are middle leaders in ensuring all pupil groups make at least good progress?
- If there is a downward trend, what action is being taken by the leader of this area to slow the trend and bring about improvements? What are current rates of progress across the school?
- How effective are quality assurance systems in ensuring pupils make good progress and attainment over time (KS1 – KS2)?
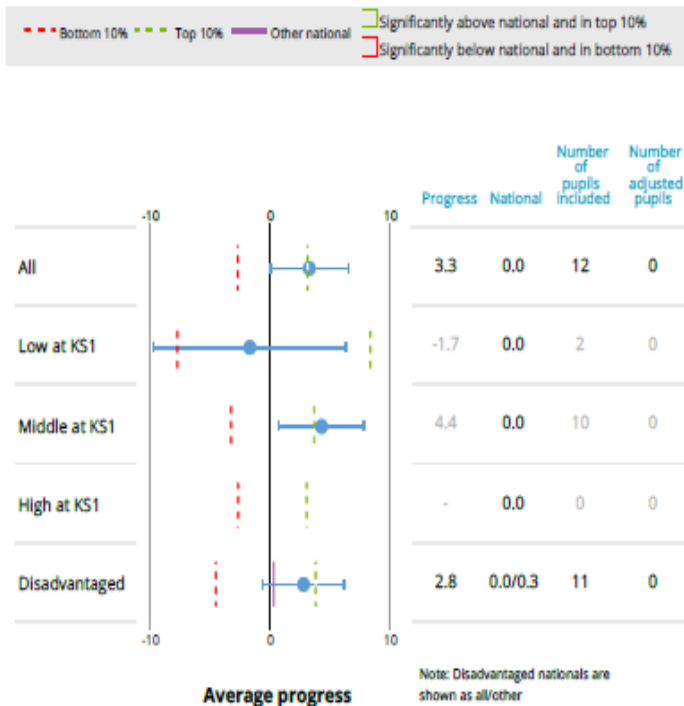
Teaching, Learning & Assessment

- How effective are school assessment systems, including moderation, to ensure assessments are accurate (especially if writing is higher as this is a teacher assessment judgement as opposed to a test).
- CHECK WRITING AGAINST EPGS IN ASP – TO CHECK IF EPGS SKILLS ARE TRANSFERRED AS OPPOSED TO TEACHING TO THE TEST – THEY SHOULD BE CONGRUENT.
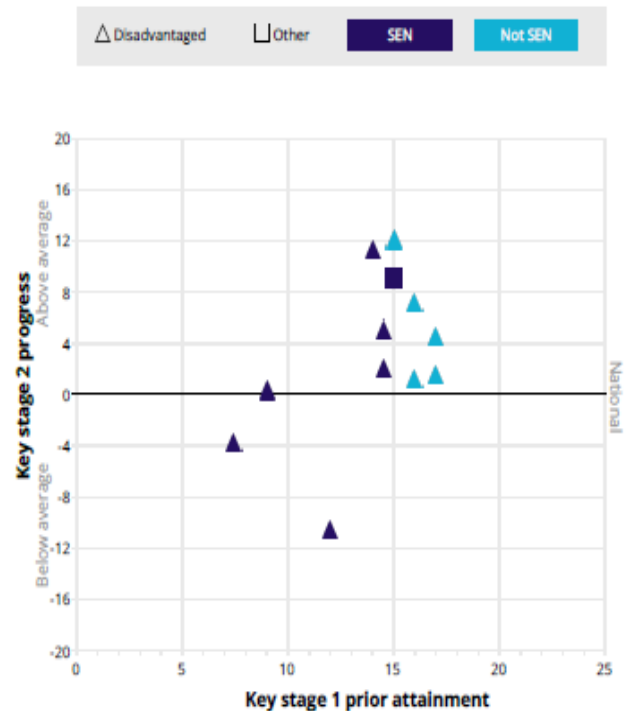
Page 5 - reading:

Reading Progress and reading scatter plot

Reading progress in 20XX; writing progress (TA) (page 6) and maths progress (page 7):

Remember progress is about progress from starting points – this is very different to attainment (age related expectations via NC testing – i.e pupils attaining a 'national standard' for their age group.)

Progress scores are for the school, NOT individual pupils.

Dot / box and whiskers measures – the dot denotes the midpoint (median) of the data set; the whiskers identify the range.

Typically the shorter the whiskers, the more reliable the data set. Small groups show wider variation, and may include 'outliers'. An outlier is any value that is numerically distant from most of the other data points in a set of data. In this context, where progress scores deviate 3.25 away from the national mean, any outliers are removed and the mean is re-calculated.

Locate the zero line. If a school makes 'expected progress' then this produces a value of zero.

Dotted lines depict different markers:

------------------- bottom 10%

------------------- top 10%

 Other national - denotes in horizontal green line

If the **entire dot and whiskers are above the zero line, this denotes sig + and in top 10%**

If the **entire dot and whiskers are below the zero line, this denotes sig- and in bottom 10%**

If the **dot and whiskers straddle the zero line, then this can be read as being 'broadly average'**

Considerations / activity:

- Look at how each group have performed and their progress measure. If there are differences, then this will pose questions – reasons for the difference – expectation / challenge / support / use of PPG etc
- Be aware of very small numbers in the group i.e. less than 5, as this is not statistically reliable. Small groups of 10 or fewer are denoted in grey (number of pupils included column).
- Again, from examining the data, identify questions under the **four Ofsted headings** **– effectiveness of leadership and management; teaching, learning & assessment; outcomes will be the main focus here.**

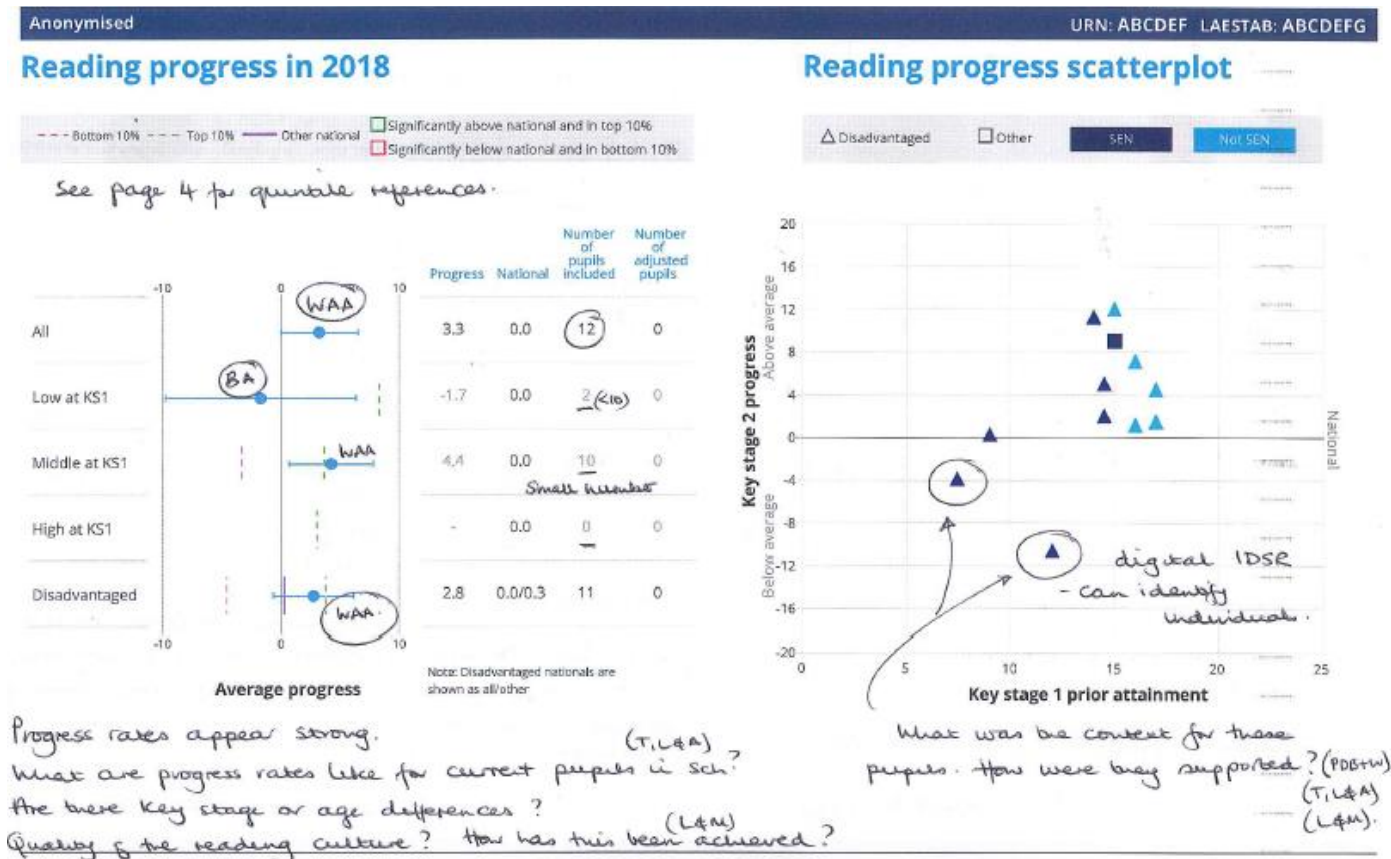**Reading progress scatter plots (and the same for writing and maths)**

When exploring this, this provides more detailed information including those who are disadvantaged and those who are not (other), and SEN information. ASP will hold all the details re progress of different groups.

If there are any outliers, then this might generate questions about the effectiveness of leaders and managers, the quality of teaching, learning and assessment, and potentially personal development, behaviour and welfare.

Electronic IDSR's will enable viewers to hover over scatter points and identify who these individual pupils are; this then may facilitate the production of a 'case study' where provision has been particularly successful.
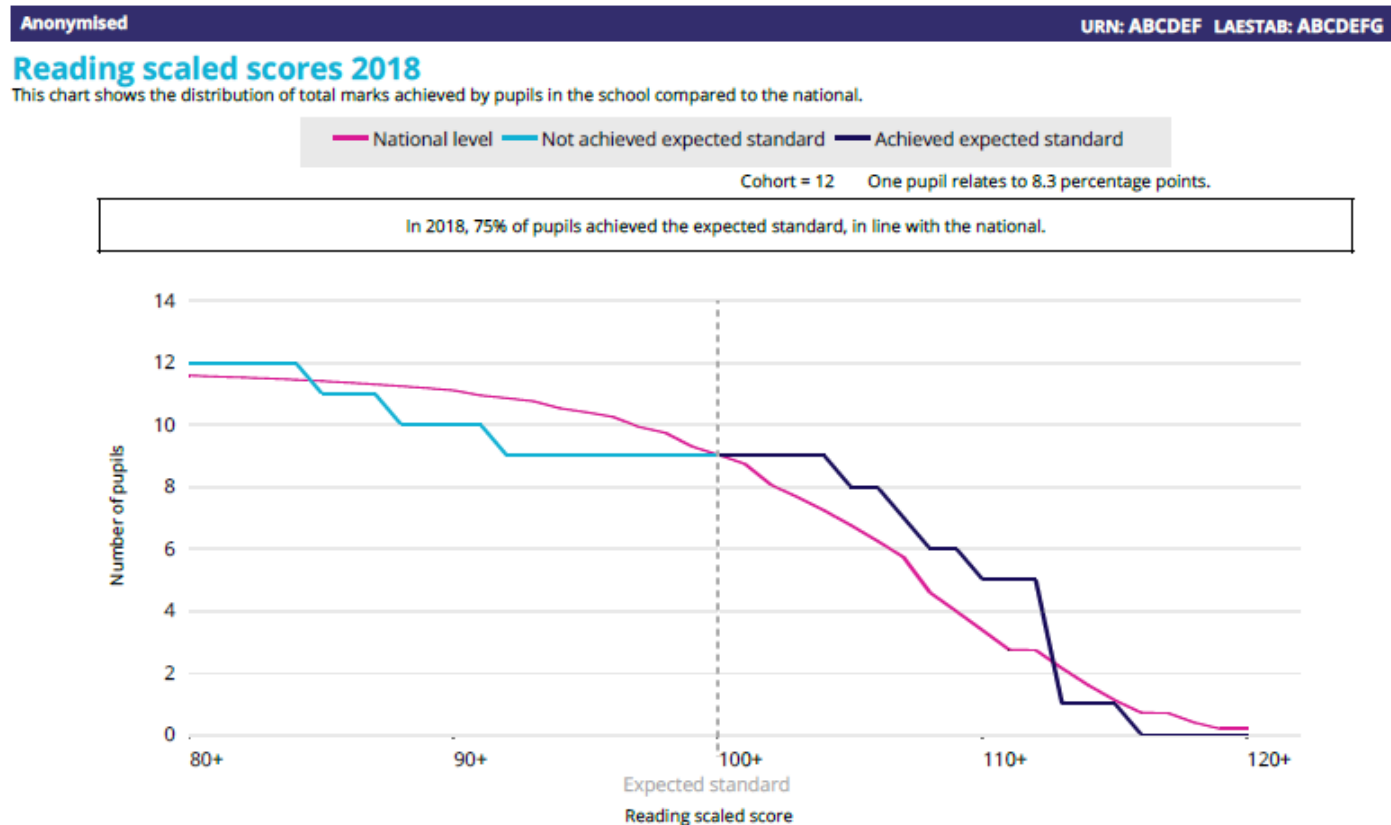
Example of annotations and questions:

Reading progress in 2018

See page 4 for quintile references.

Progress rates appear strong.
What are progress rates like for current pupils in sch? (T,L&A)
Are there Key stage or age differences?
Quality of the reading culture? How has this been achieved? (L&M)

Reading progress scatterplot

digital IDSR
- can identify
individuals.

What was the context for these
pupils. How were they supported? (PDBfW)
(T,L&A)
(L&M).

Pages 8 and 9:

Reading and maths scaled scores.

Reading scaled scores 2018
This chart shows the distribution of total marks achieved by pupils in the school compared to the national.

National level — Not achieved expected standard — Achieved expected standard

Cohort = 12   One pupil relates to 8.3 percentage points.

In 2018, 75% of pupils achieved the expected standard, in line with the national.

Explore how close the school's line aligns with the national.

The vertical dotted line identifies the expected standard, so anything to the left of this indicates the number of pupils who haven't met the standard, and to the right, the number who have.

Ideally the number who don't meet the standard should be below the national, and the number that do, above the national.

Make comparisons accordingly and ask questions under the graph heading, so <u>for reading</u>, questions might reference:

Effectiveness of Leadership and management:

- How well is reading led and managed?
- Are standards high, and if so how have these been achieved?
- Are expectations high enough?
- What is the reading culture like in school from the data provided?

Teaching, learning and assessment:

- How effective is teaching and learning?
- Are pupils attaining standards of which they are capable?
- Does internal assessment appear to be accurate (based upon the scaled score info)?
- Do pupils enjoy reading? If so, how has this been achieved and is this the same for all year groups? If not, why not?
- If pupils cannot read (e.g. scaled scores are poor compared to national) then is the reading curriculum of a sufficient high-quality to enable pupils to access learning across all subjects?

Personal development behaviour and welfare:

- Do pupils engage in reading routinely?
- Does reading material enable all groups to enjoy reading as a result of reading content and activity?
- Does reading promote a love of learning and positive attitudes to school?

Outcomes:

- Are standards high enough?
- Is there sufficient challenge?
- What is attainment like for all groups across the school?
- X ref exploration of ASP detailed information

Example of annotated page:
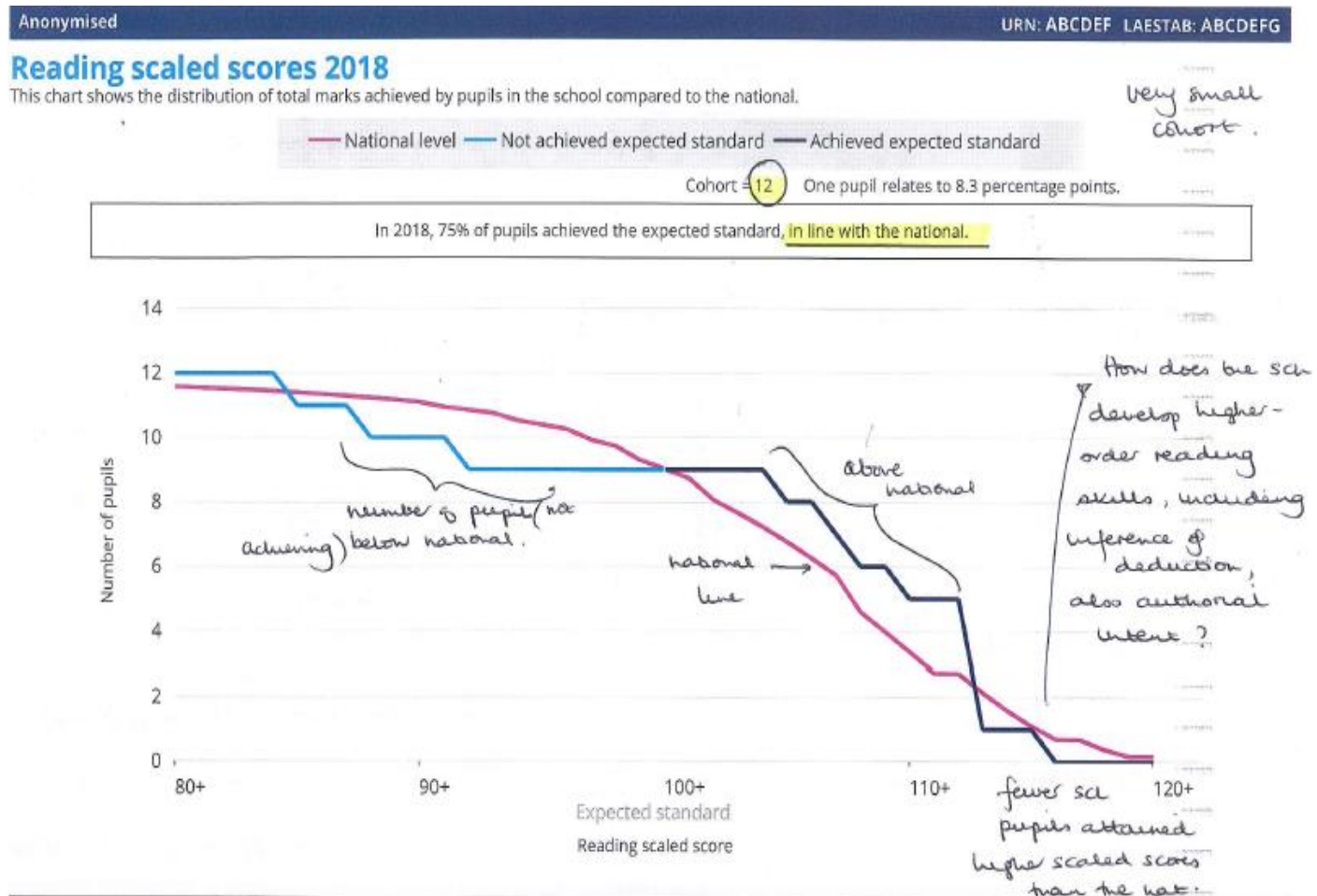
Repeat activity for maths.

For writing, there is no scaled score graph for pupils as pupils are given 1 of three scaled scores based upon the Teacher Assessment judgement for writing – Working Towards = 93; Expected = 103; Greater Depth = 113.
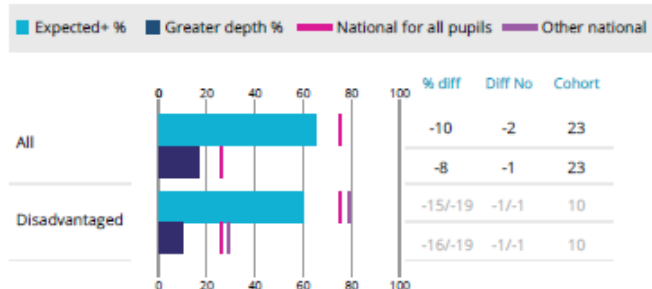
Page 10:

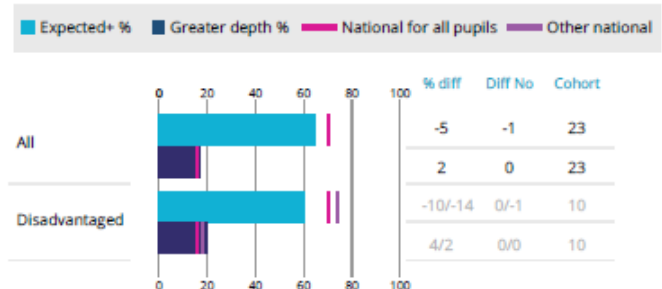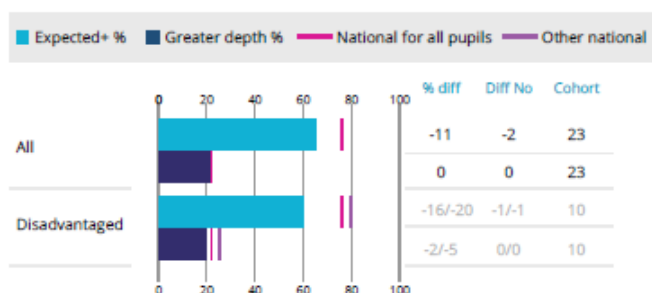Key Stage 1 attainment for reading, writing, maths and science
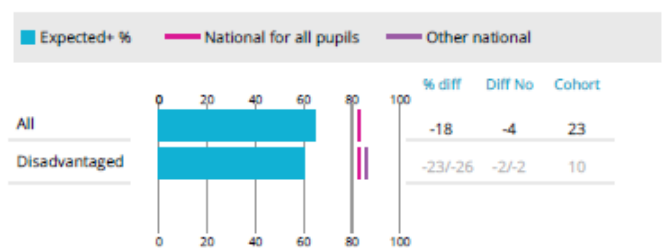

Attainment is defined as age related expectations via NC testing – i.e pupils attaining a 'national standard' for their age group.

These data sets focus upon attainment at Key Stage 1 – end of Year 1

The horizontal bar graphs are shown in 2 colours **light blue** = pupils attaining the national standard and above (EXP+), and the **dark blue** denotes pupils that attain the higher standard – 'greater depth'.

Other markers help make comparisons

Pink line = national for all pupils

Green line = other national (i.e. pupils that are not disadvantaged)

Considerations / activity:

- Identify the difference from the school result to the national – it the school performing above, in line or below the national data set?

The 'Diff' column shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number

Be wary of small numbers in groups (<5) as these may not be statistically viable. <10 indicated in grey.

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Explore the % attaining the Expected+ standard

Explore the % attaining the high standard

Consider questions to ask under the **four Ofsted headings**: L&M:

- If % are low – who is leading reading in school? Why are results so low? Is the person new to post and what support has been put in place to enable them to be skilful leaders
- How is reading taught in school? (cross ref to phonics check and EYFS reference)
- What is the reading culture of the school?
- If % of pupils attaining the high standard is low – are expectations high enough and are pupils challenged across the different groups explored?
- How is PPG money spent to secure good outcomes for disadvantaged pupils?

T,L&A:
- What is the quality of the teaching of reading (if it's low)?
- If it's good – what has bought about such good outcomes – is this the same for other year groups in school, or just Y2? If so, there will be questions to ask about the quality of the curriculum and equality of opportunity
- How is PPG money used to support classroom practice – what extras are they receiving and what is the impact to date – check across all year groups
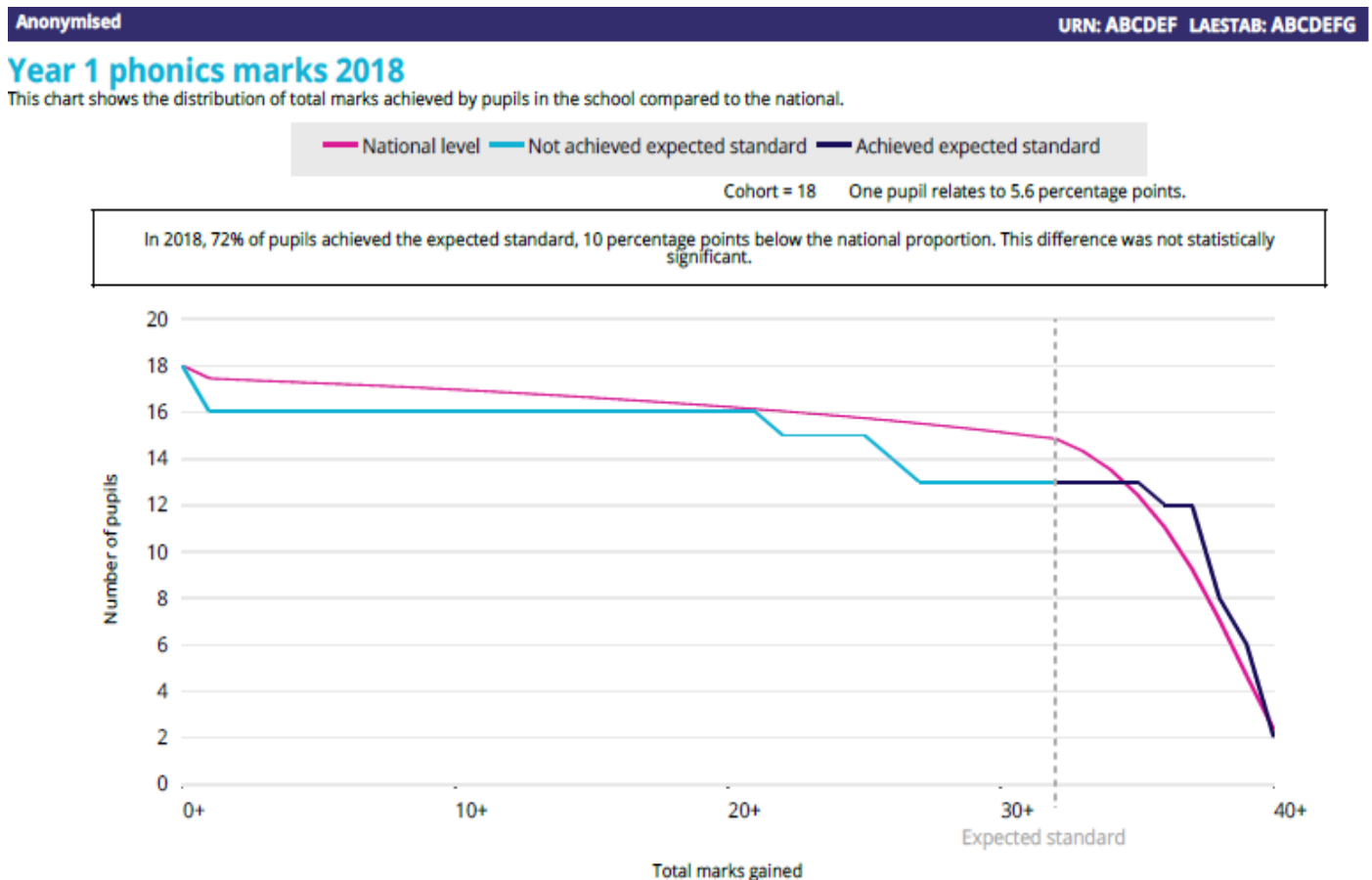
Example annotated page:
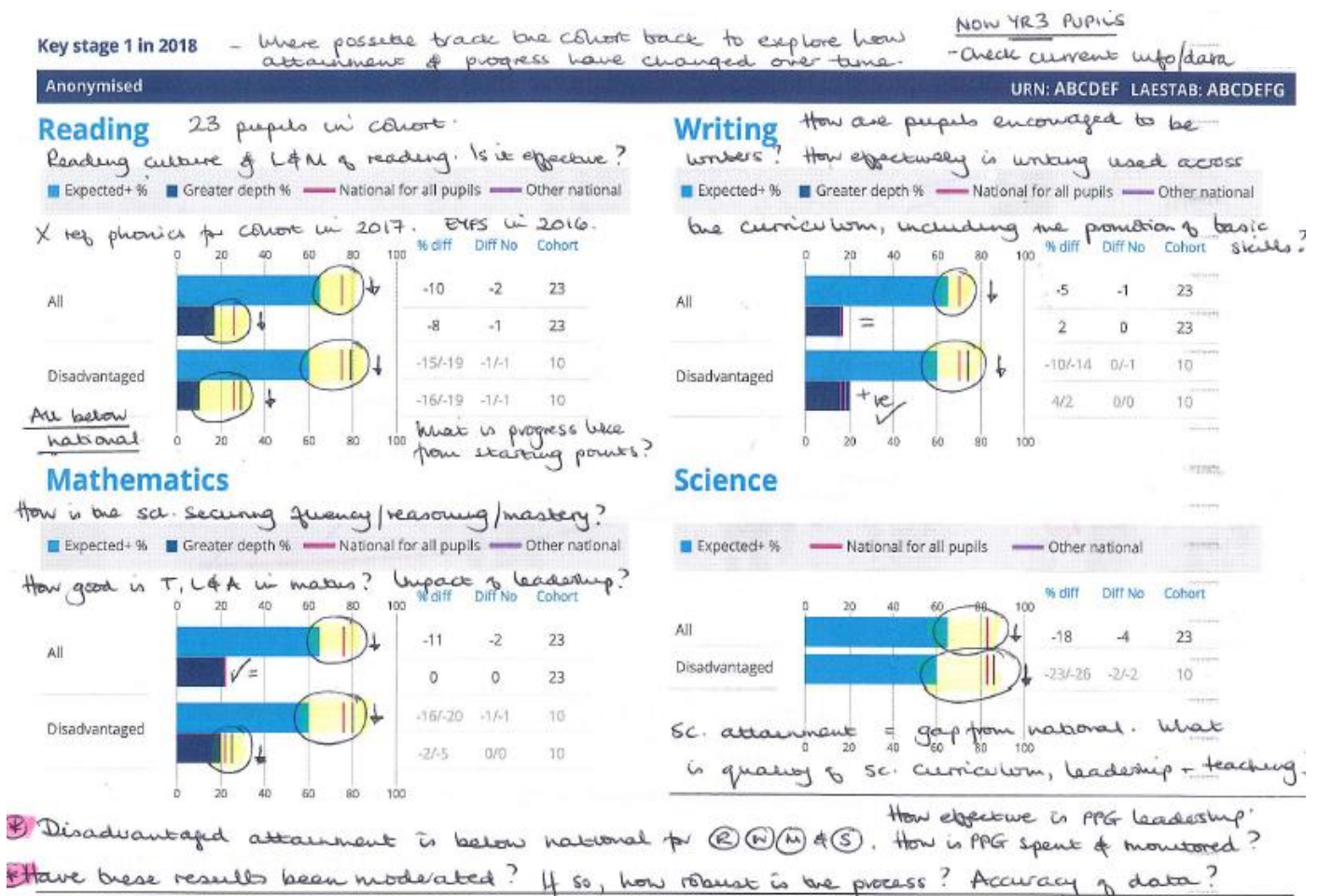
Page 11:

Year 1 Phonics marks

This data set is similar to that of the KS2 scaled score graphs

Year 1 phonics marks 2018

This chart shows the distribution of total marks achieved by pupils in the school compared to the national.

— National level — Not achieved expected standard — Achieved expected standard

Cohort = 18   One pupil relates to 5.6 percentage points.

In 2018, 72% of pupils achieved the expected standard, 10 percentage points below the national proportion. This difference was not statistically significant.

Number of pupils (y-axis: 0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20)

Expected standard

Total marks gained (x-axis: 0+, 10+, 20+, 30+, 40+)

Phonics Attainment is defined as age related expectations via NC testing – i.e pupils attaining the 'expected standard' for their age group.

Look at the 'phonic attainment' graph. Explore how close the school's line aligns with the national.

The vertical dotted line identifies the expected standard, so anything to the left of this indicates the number of pupils who haven't met the standard, and to the right, the number who have.

Ideally the number who don't meet the standard should be below the national, and the number that do, above the national.

Make comparisons accordingly and ask questions under the graph heading, so for phonics, questions might reference:

Effectiveness of Leadership and management:

- How well is phonics led and managed?
- Are standards high, and if so how have these been achieved?
- Are expectations high enough?

Teaching, learning and assessment:

- How effective is the teaching and learning of phonics in EYFS and KS1?
- Are pupils attaining standards of which they are capable?
- Do pupils use their phonic knowledge across all subjects to help them read and write?
- Is there a congruence between Y1 phonics and their subsequent KS1 SAT results?
- If there are high EAL numbers and / or MEG numbers, how does the school support those pupils specifically?
- If pupils cannot use phonics to learn to read, (e.g. scaled scores are poor compared to national) then how can they access learning across all subjects?

Personal development behaviour and welfare:

- Do pupils engage in early reading and phonics routinely?
- Does reading material enable younger pupils to enjoy reading as a result of reading content and activity?
- Does reading promote a love of learning and positive attitudes to school?

Outcomes:
- Are standards high enough?
- Is there sufficient challenge?
- What is attainment like for all groups across the school?
- X ref exploration of ASP detailed information

Annotated example:
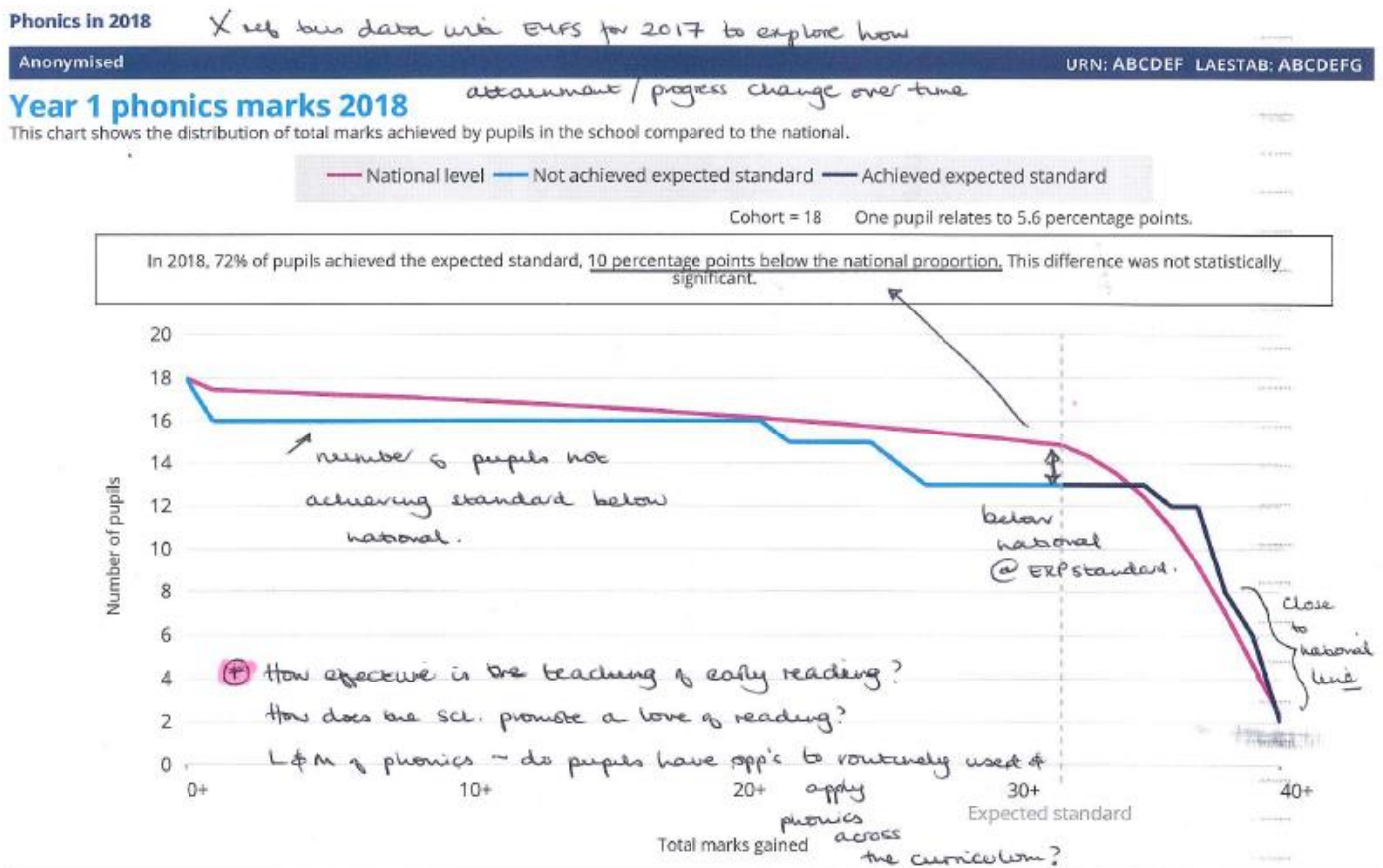
LBr Feb 2019.

About Linda Brown (Speaker):

Linda qualified with a Bachelor of Education (Honours), and began her teaching career in the West Midlands. During this time, she gained further qualifications, including NPQH, and worked in six socially and economically diverse schools, including an acting Headship in a large 3 form entry primary, and a substantive Headship for seven years.

Following headship, she set up her own consultancy and undertook extensive school improvement work, ranging from work with newly qualified teachers to support for senior leadership teams and governors.

Linda joined Services For Education as a Senior Adviser where her role is primarily focused upon developing leaders, including those who have recently transitioned to Headship.

School Improvement activity, leading governor training on behalf of BCC and being a School Improvement Adviser also form part of her senior role at Services For Education.

More recently, Linda attained Fellowship of the Institute of Leadership and Management.