

# Guidance for the inspection data summary report

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

For guidance on detailed areas to investigate, see the 'Areas to investigate guidance' document also held on GOV.UK.<sup>1</sup>

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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)

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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 historic 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, taking account also of historic data.

The IDSR is designed to show how well previous cohorts showed characteristics of good or better performance. It contains a brief overview of 2017 data using clear visual displays. Anonymous primary and secondary IDSRs will be available.<sup>2</sup>

Schools' IDSRs will be updated following each analyse school performance (ASP) release. The current IDSR shows 2017 unvalidated data for primary.

Schools can access their IDSR by logging into ASP,<sup>3</sup> 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).

## 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.

## Data content and presentation

The IDSR contains data for context, trends over time, progress and attainment. It presents progress data from the main starting points. The disadvantaged group is also shown.

Inspectors should not report separately on small numbers (typically fewer than five) where individual pupils could be identified. Progress and attainment figures based on 10 or fewer pupils are displayed in grey throughout the report.

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<sup>2</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).

<sup>3</sup> [sa.education.gov.uk/idp/Authn/UserPassword](http://sa.education.gov.uk/idp/Authn/UserPassword)

Averages and percentages for small cohorts are more affected by the performance of individual pupils. In order to inform areas to investigate on inspection, inspectors should look at:

- How cohorts have performed across time to see if there has been a consistent trend.
- The distribution of scores within a cohort, using the scatterplots in the IDSR. This includes identifying whether all pupils in the cohort were above or below similar pupils nationally.

No one data measure should lead to an overall judgement; these will inform areas to investigate on inspection. Therefore single measures, particularly about small cohorts, should only be commented on in the context of a range of measures and information.

The IDSR is best viewed on screen or printed in colour. Some content may not be as clear when printed in greyscale.

## **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 as a legal entity, the data may be shown under the predecessor school name or URN in ASP.

## **National figures**

The national figures are taken from ASP and are based on unvalidated data. They may differ from national figures published in the Department for Education performance tables and ASP due to decimal precision selected for display.

The national figures are calculated based on state-funded schools. For the disadvantaged group, they are shown throughout the prototype as the national for the all group followed by the national for the other group (those who are not disadvantaged).

## **Cohorts/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. This was a snapshot of the day the school census was taken in January 2017. In addition, the 'number of pupils included' on progress pages are based on only those pupils with prior attainment.

## **Areas to investigate**

The areas to investigate are shown on the front page of the IDSR. These replace the previous strengths and weaknesses. They are calculated based on the latest three years of data. Most of the areas to investigate are calculated based on only the latest year of data shown in the IDSR. Some are calculated using the latest three years to show any trends. The sentences are shown on a single page at the beginning of the IDSR.

The areas to investigate may indicate what inspectors may need to study on inspection. They can show: when schools are performing better or worse, consistencies across subjects, and how particular groups or subjects in a school are performing.

The areas to investigate are based on statements related to historic data in the grade descriptors and handbook. It is possible that there will be no areas to investigate flagged for a school.

Some sentences are customised to specify only the subjects and groups that match the school's data.

Further detail about how the areas to investigate have been calculated can be found in the 'Areas to investigate guidance' document also held on GOV.UK.<sup>4</sup>

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

## Floor standards and coasting

The definitions for floor standards and coasting can be found at: [www.gov.uk/government/publications/school-and-college-performance-tables-2016-statement-of-intent](https://www.gov.uk/government/publications/school-and-college-performance-tables-2016-statement-of-intent).

The data for the school is shown in the left column.

The pink section shows the definition for floor standards in 2016 and the 2016 coasting element.

2016	School	Floor	Coasting
Expected+ RWM %	56	(65)	(85)
Reading progress	2.2	(-5)	(-2.5)
Writing progress	6.7	(-7)	(-3.5)
Maths progress	2.5	(-5)	(-2.5)

**Below floor standards in 2016?**  
To be above the floor, the school needs to meet either the attainment or all of the progress element.

**School coasting in 2016?**  
The 'coasting' definition covers school performance over 3 years. A school is identified as coasting if:

- in 2014 and 2015, fewer than 85% of pupils achieved level 4 in reading, writing and mathematics and below the median percentage of pupils made expected progress in all of reading, writing and mathematics, and
- in 2016, fewer than 85% of children achieved the new expected standard and average progress made by pupils in reading or writing or mathematics was below the level set against the new primary progress measures (shown in pink above).

**Coasting element**      2014   2015   2016

For coasting element definitions see <https://www.gov.uk/government/publications/school-and-college-performance-tables-statements-of-intent>

'No' is shown if the school was above the floor or coasting definitions. 'Yes' is shown if the school was below. NA may also be shown (see reasons below)

The three latest years are shown in green if the school was above the coasting element, and red if the school was below the coasting element for that year.

^ or no colour on the coasting elements may be shown for the following reasons:

- for key stage 2, if the cohort was less than 11
- for coasting, if the school was not eligible for any of the three years. For example, if the school was not open in 2014, NA will be shown under the coasting definition.

## Context in 2016/17

The context page displays information about the whole school in 2016/17, taken from the January school census.

## Ethnicity

The ethnicity chart shows the percentage of pupils in the school in each ethnicity group where there are 5% or more of the cohort in that group. All other groups are shown together in the 'other' segment.

The pie chart may not add up to 100% due to rounding of each group.

## School level trends

The table shows the following information for 2015, 2016 and 2017:

- the percentage of girls in the school
- 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
- the percentage of pupils whose first language is not English or believed to be other than English
- the percentage of pupils who have special educational needs who do not have a statement of special educational needs or a education, health and care (EHC) plan (SEN support')
- the percentage of pupils who have special educational needs and who have a statement of SEN or EHC plan
- the school deprivation indicator.

The national figures show data for primary schools overall, and not for each year group.

## Year group data

### Percentage of girls, pupils receiving free school meals and pupils who have special educational needs

The table shows the following information broken down by year group:

- number on roll
- the percentage of girls in the school
- 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
- the percentage of pupils whose first language is not English or believed to be other than English

- the percentage of pupils who have special educational needs. This includes pupils with a statement of SEN, EHC plan or school support.

The national figures show data for primary schools overall, and not for each year group.

### **Children looked after**

This shows the number of pupils in the school who are also children looked after in 2017, by year group.

### **Prior attainment**

Prior attainment is provided separately for each of reading, writing and mathematics, where available. This is to show any differences between subjects and year groups. The percentage of pupils in each year group for whom prior attainment data is not available is also shown.

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 is based on the percentage who achieved at least the expected standard at key stage 1.

Prior attainment for Years 4 to 6 is calculated using points equivalent to whole levels, because it is based on key stage 1 teacher assessment.

Prior attainment differences are underlined:

- once when they are more than one standard deviation from the national figure.
- twice when they are more than two standard deviations from the national.

## **Primary measures**

### **Trends over time**

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. Percentile ranks are shown for each year, with a clear indication of the position in terms of the quintile, where each quintile represents 20% of schools. Red borders will indicate where a figure was, statistically, significantly below the national average. Green borders 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.

The 2015 quintiles and percentages are based on value-added measures, whereas the 2016 and 2017 quintiles and percentages are based on progress measures.

## **Key stage 2 progress**

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 progress score for all pupils and for each prior attainment group.

A school's progress scores in English reading, English writing and mathematics are calculated as the average of its pupils' progress scores. These scores give an indication of whether, as a group, pupils in the school made above or below average progress in a subject 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.

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

The IDSR 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.

## Key stage 1 and 2 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](http://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 2017, a score of 110 means that a pupil has met the high standard.

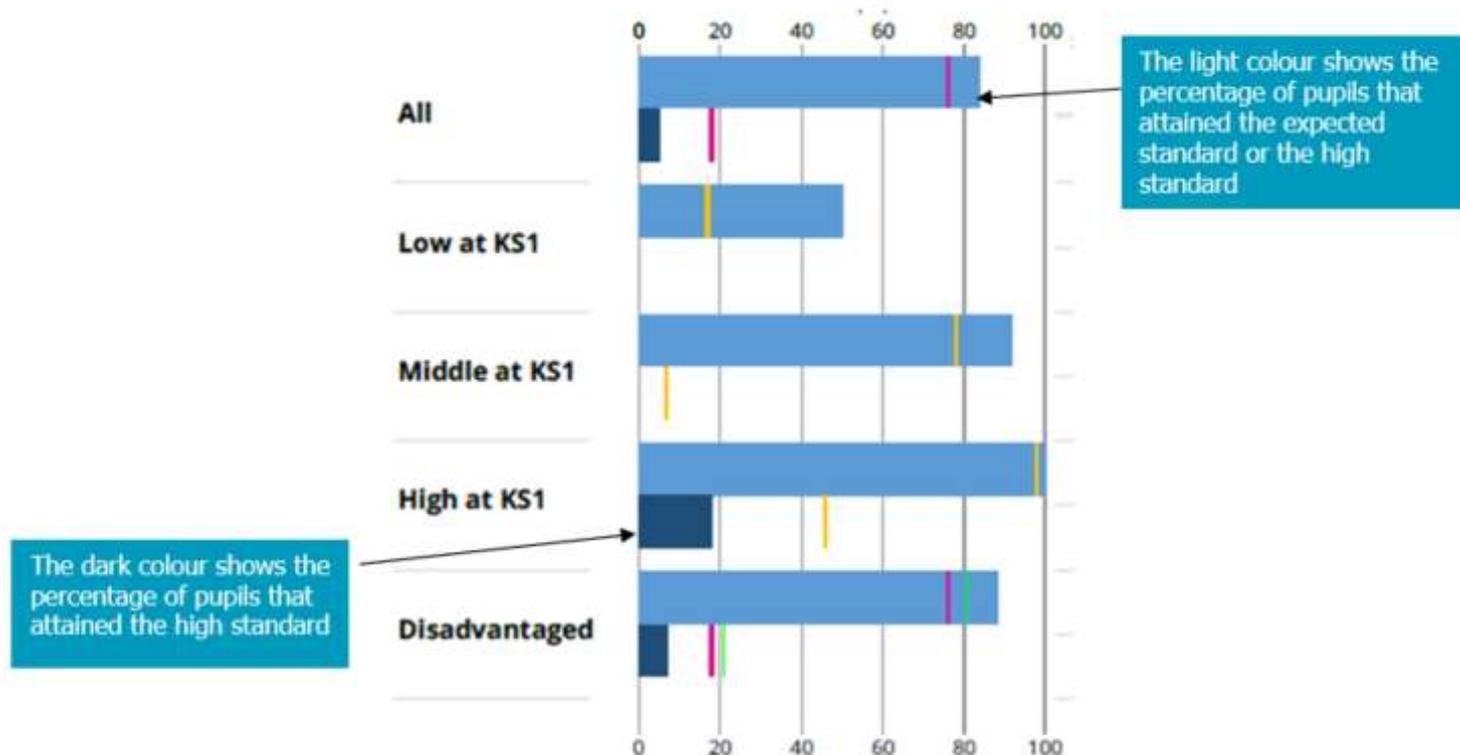
Writing and science data is based on teacher assessments. The interim teacher assessment frameworks are available at: [www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-2](http://www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-2).

## Average scaled score

The IDSR shows the average scaled score in reading and mathematics. There is no scaled score for writing because there was no test outcome.

## Attainment of the expected standard

At key stage 2, the percentage of pupils attaining the expected standard or higher (expected+) is shown above the percentage of pupils attaining the high score.



At key stage 1, the percentage of pupils with a teacher assessment of expected standard or higher is displayed next to the percentage attaining greater depth. If all pupils attained greater depth, both percentages would be 100%. If no pupils achieved greater depth, 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. Key stage 1 science is shown only for the all and disadvantaged groups.

Phonics shows the percentages of pupils that met the expected standard in Year 1 and the percentage that met the expected standard by the end of Year 2.

## Nationals

The national for all pupils is displayed in pink, with the national average for each prior attainment group displayed in yellow. The disadvantaged group has both the national average for all pupils in pink, and the national average for other pupils (non-disadvantaged) in green.

## Scatterplots

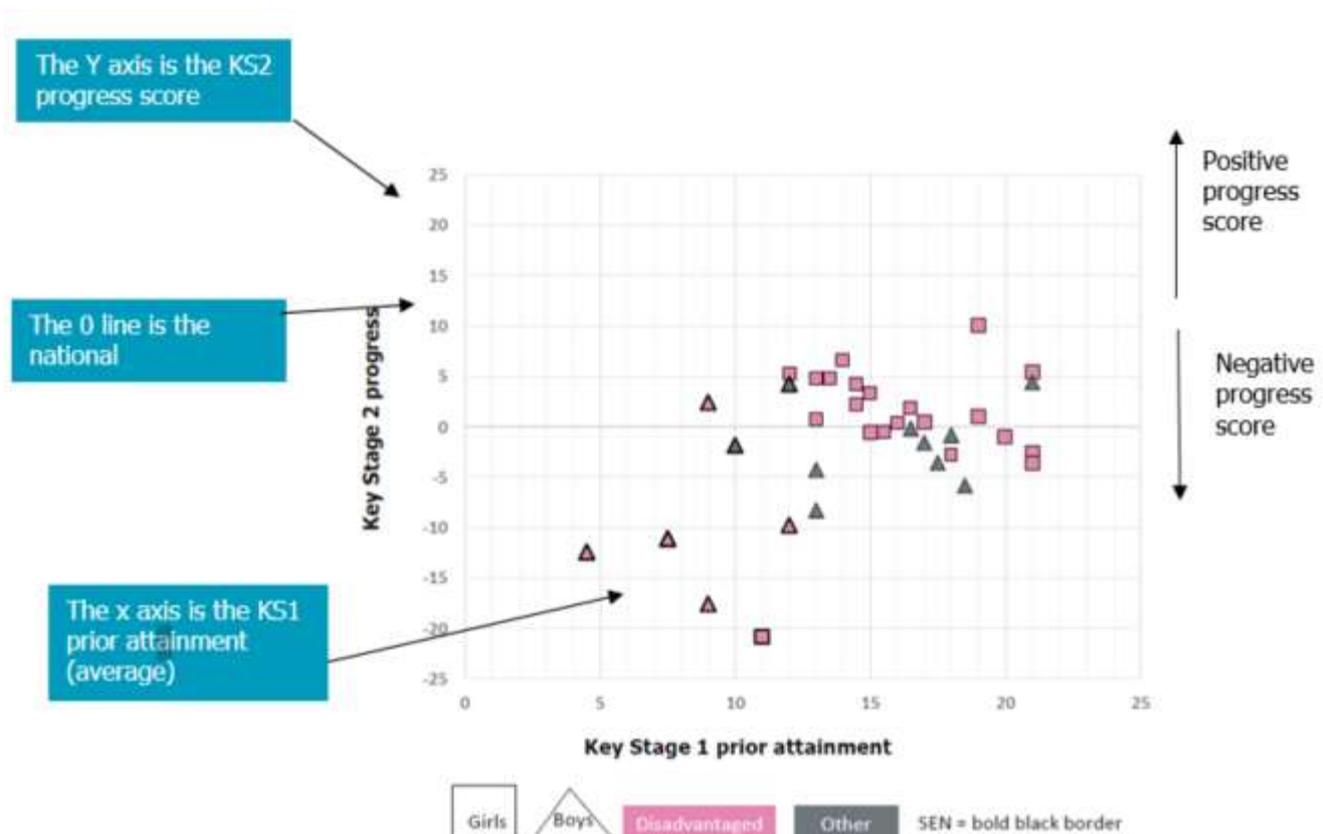
Scatterplots can be used to identify the spread of scores, clusters of pupils and influential data points (or outliers).

### Progress scatterplots

They show progress on the Y axis (horizontal) and prior attainment from key stage 1 on the X axis (vertical). The national is the 0 line across the middle. So any plots above 0 mean positive progress scores and any below 0 have negative progress scores.

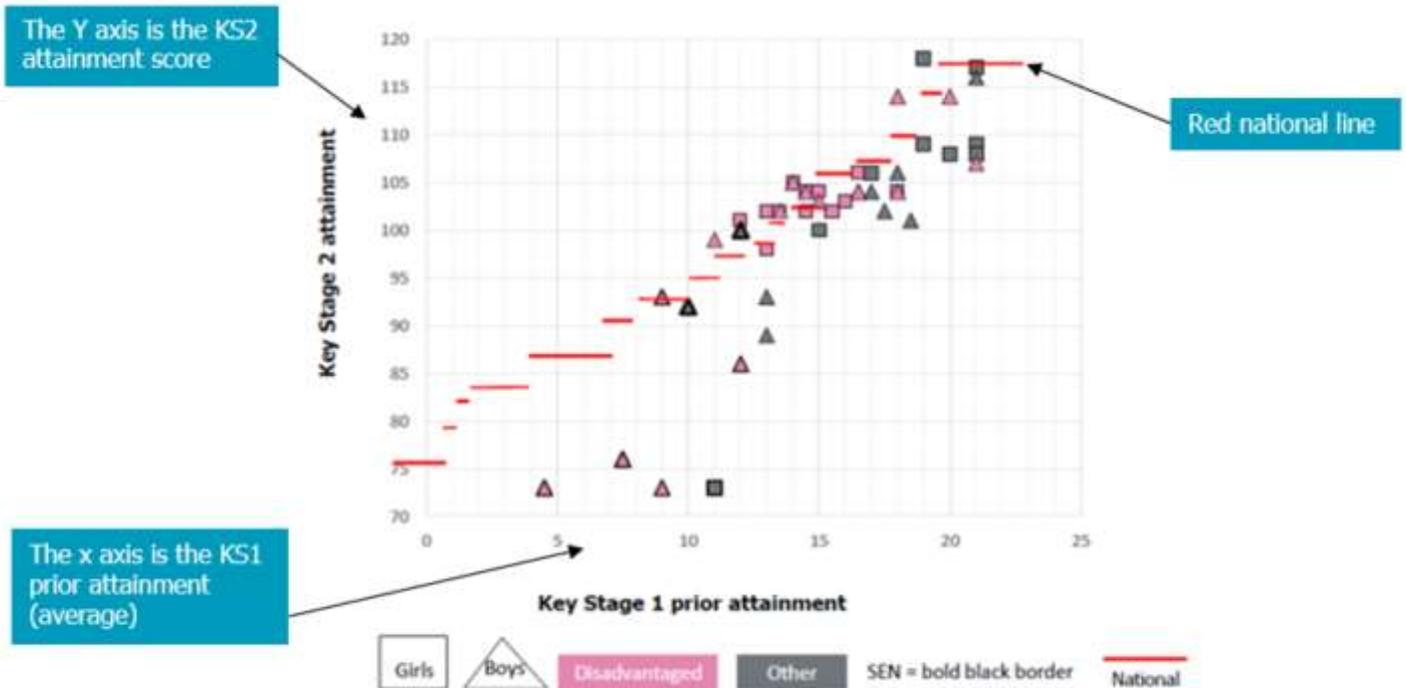
The scatterplots show the following characteristics:

- boy/girl breakdown is shown by the shape of the plot
- disadvantaged/other is shown by the colour
- special educational needs by highlighting with a bold black border.



## Attainment scatterplots

The attainment scatterplot shows key stage 2 attainment on the Y axis and prior attainment on the X axis. Where pupils did better than similar pupils, they will be above the red national line.





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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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