Ofsted Ready Data

Presenting your data

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The Self-Evaluation Summary

- The main purpose of data analysis is to inform the school's own self-evaluation.

- A self-evaluation summary is likely to be a document that is used by senior leaders and governors and is regularly updated. In this way, it will always be ready for Ofsted.

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Sections of the Self-Evaluation Summary

Ofsted suggest :

- Context

- Achievement

- Teaching

- Behaviour

- Leadership and Management

   This training covers the context and achievement

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What else will inspectors use prior to inspection?

- The previous inspection report (PIR)

- RaiseOnline (RoL)

- The school website (for regulations on what to publish on website, see links below)

http://www.education.gov.uk/schools/toolsandinitiatives/cuttingburdens/b0075738/reducing-bureaucracy/requirements/changestoschoolinformationregulations

http://clerktogovernors.wordpress.com/2011/09/22/evaluating-your-school-website/

The Context

- Inspectors use RAISEonline to identify key groups in the school, mobility issues, attendance issues and deprivation.

- Carry out your own analysis and highlight differences with RAISEonline.

- Include other contextual factors that result in the school doing things in a certain way.

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Know your groups

Inspectors need to evaluate the impact of the schools provision on different groups:

- Pupils who attract the Pupil Premium
- Pupils with SEN
- Significant groups identified by the school
- Pupils where mobility could impact on attainment

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Additional Columns

Group Filters

Column Filters

User Defined Fields

Pupil Details

Group Filter on a Marksheet

Attainment

Although the main consideration in the new framework is now PROGRESS, attainment is still important (particularly trends).

- **EYFS** not recorded in RoL, so include 3 year trend in your self-evaluation summary and comparison of groups.

- **KS1 & KS2** outcomes for groups not identified in RoL, e.g. Service Children

How have outcomes changed your practice?

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Using the Data Tools Attainment

Marksheet
(Focus/Assessment/Marksheet Entry)

Average Point Score (APS)
Age Related Expectations (ARE)
Groups

Aspect Analysis
(Focus/Assessment/Aspect Analysis)

Percentages & Count
Graphs
Groups

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Analysis of End of Key Stage Progress: EYFS

The impact of Early Years Foundation Stage

Show the shift in percentage of pupils reaching and exceeding age-related expectations from entry to school (using age bands) and end of year profile (pre-2013 using 78 points and 6 points in each strand of CLL and PSED as age-related expectations). Include an analysis of different groups of pupils.

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Using the Data Tools re EYFS

EYFS Pre 2012 Framework

EYFS 2012 Framework
(Focus/Assessment/Aspect Analysis)

NB. Calculate the marksheet
OPT ORD End YR Pre 2012

Will only populate if using the
new OPT EY resources

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Analysis of End of Key Stage Progress: KS1

The impact of teaching in KS1

Show the shift in the percentage of pupils reaching and exceeding age related expectations (ARE) from the end of Foundation Stage to the end of KS1 (L2b), across subjects and of different groups.

Consider other ways of showing progress, e.g. phonic stages, reading ages, etc.

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Using the Data Tools re KS1

Which Resources?
OPT ORD – Attainment Y2 - Marksheet
OPT ORD – Attain ARE Y2 – Aspect Analysis
OPT ORD – Attain 3a+ etc. Y2 – Aspect Analysis

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Analysis of End of Key Stage Progress: KS2

Much of this is on RAISEonline, but schools need to carry out the more detailed analysis.

Inspectors are focussing on the transition matrices from RAISEonline (in the target setting area of the RoL library).

https://www.raiseonline.org/documentlibrary/ViewDocumentLibrary.aspx

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RoL Transition Matrix

Expected Progress - English

Table 5.2.2: Expected Progress in English Key Stage 1 to Key Stage 2 - sublevel variation

This table shows the number of pupils attaining each English Key Stage 2 attainment level and their corresponding English Key Stage 1 prior attainment.

Number of Pupils		Sub Level	Key Stage 2 English Level								Number of Pupils	Number Achieving Expected Progress	School Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress
			Other or No KS2 Result	W	1	2	3	4	5	6				
	Other or No Prior Available		0	0	0	0	1	0	1	0	1	1	100%	62%
	W		0	0	0	0	2	0	0	0	2	2	100%	62%
KS1 English Level	1		0	0	0	2	1	3	1	0	7	5	71%	84%
	2	2C	0	0	0	0	0	5	0	0	5	5	100%	72%
		2B	0	0	0	0	0	6	2	0	8	8	100%	90%
		2A	0	0	0	0	0	0	0	0	0	0	0%	98%
	3		0	0	0	0	0	2	5	0	7	5	71%	72%
Summary											30	26	87%	83%

Total Cohort	31

Key

represents pupils making expected progress	
represents pupils making less than expected progress	
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort	

The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available. For more information, please refer to the help article.

Page 54 of 78   RAISEonline Summary Report based on unvalidated 2011 data

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2012 matrix: National progress in English from Starting Points

KS1 level	KS2 English							% expected progress	% greater than expected progress
	W	1	2	3	4	5	6		
W	17%	15%	36%	18%	13%	1%	0%	68%	33%
1	0%	1%	11%	35%	50%	4%	0%	88%	54%
2C	0%	0%	1%	17%	73%	9%	0%	82%	9%
2B	0%	0%	0%	5%	74%	20%	0%	94%	20%
2A	0%	0%	0%	1%	52%	47%	0%	99%	47%
3	0%	0%	0%	0%	16%	83%	0%	84%	0%
4	0%	0%	0%	0%	1%	92%	7%	7%	N/A

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Carry out a comparison

Progress in English: Example

Starting point at the end of KS1 (number of pupils)	School percentages of pupils making expected and above expected progress in English at the end of Year 6 in 2012		National percentages of pupils making expected and above expected progress in English across KS2 in 2012 (from 2012 transition matrices)	
	Percentage making expected progress	Percentage making above expected progress	Percentage making expected progress	Percentage making above expected progress
W (0)	N/A	N/A	68%	33%
L1 (1)	100%	0%	88%	54%
L2c (4)	75%	0%	82%	9%
L2b (8)	93%	13%	94%	20%
L2a (8)	100%	25%	99%	47%
L3 (3)	67%	0%	84%	0%
L4 (0)	N/A	N/A	7%	N/A

Analysis of End of Key Stage Progress: KS2

- Take the analysis further than RAISEonline.

- Compare the progress of your groups of pupils.

- Calculate the percentages of pupils making 3 levels of progress.

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Using the Data Tools Progress – KS2

Marksheet

In Year Progress
Progress since KS1
Expected progress
On Track Whole level progress
Groups

Aspect Analysis
(Focus/Assessment/Aspect Analysis)

Name	OPT ORD Prog Expected Y4			Out

Result Set : OPT Y4 Summer	Better than Expected	Expected	Less than Expected
Reading On Track 2 Whole Levels	58.33	26.67	15.00
Writing On Track 2 Whole Levels	56.67	21.67	21.67
English On Track 2 Whole Levels	66.67	11.67	21.67
Maths On Track 2 Whole Levels	63.33	25.00	11.67

Percentage & Count
Graphs
Groups
Cumulative & Frequency
Expected progress

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KS2 Progress Cont.
Tracking Grids (Transition Matrices)

*Focus/Assessment/Tracking Grids

Implications for Target Setting

Progress in a Good School will "compare favourably" with national benchmarks.

To achieve this, end of key stage targets and end of year targets for each pupils need to be set **above** expected progress.

The fall back position (the must achieve) is then expected progress.

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Key Stage One

Children develop very quickly between the ages of 5 and 7.

Age related expectations are L1b/1a at the end of Y1 and L2b at the end of Y2.

To remain at age related expectations, children need to make 2+ sub-levels of progress per year; therefore targets should be set above at 3 or more sub-levels of progress per year (6+ points).

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Key Stage Two

An average of 3 points per year (1.5 sub-levels) is expected progress, therefore targets need to be set above this, e.g. 4 points (2 sub-levels) per year.

2 sub-levels progress per year would enable a child achieving L2b at the end of KS1 to achieve L5 by the end of KS2.

With this level of target setting, expected progress becomes the fall-back position.

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Is it reasonable?

In 2012, 21% of children who were L2b in Maths at the end of KS1 achieved L5 in Maths by the end of KS2 (20% in English).

In 2012, 53% of children who were at L2a in Maths at the end of KS1 achieved L5 in Maths by the end of KS2 (47% in English)

These pupils made "three levels progress"

These percentages have risen year on year.

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Using Data Tools for target setting

Use OPT Predicted Levels Marksheets to generate predictions based 2 sub levels per year from KS1 data

2 Marksheet

Result Date 11/11/2012   Group Membership Date 11/11/2012   Refresh   Summary   Narrow

Group Filter

Students	PSRN Total Score Early Years Foundation Stage	Maths TA End Y1 OPT Y1 Summer	Maths TA End Y2 OPT Y2 Summer	Maths TA KS1 Key Stage 1 Validated Result	QCA Y3 Maths Lev Test A	QCA Y3 Maths Lev Test B	Maths TA End Y3 OPT Y3 Summer	Maths Entry TA OPT Y4	Maths FFT KS2 Est (D) OPT Y6 Summer	Maths Predicted End Y4 OPT Y4 Summer	Maths Sch Target End Y4 OPT Y4 Summer	Maths TA Autumn
ACTON, Jordan	27	3c	3				3a			4b	4b	
ADEBAYOR, Emmanuel	24	2b	2B				2a			3a	3a	
AMERICANA, Kari	21	2c	2C				2a			3b	3b	
ANDREWS, Jasmine	0	2a	2A				3a			4c	4c	
ARIANO, Pietro	19	2c	2C				2a			3b	3b	
BACCINA, Tia	17	2b	2B				3b			3a	3a	
BAKER, Jade	8	W	W				1b			1a	1a	

Set a school target based on predictions using historical information

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Showing progress in other year groups: KS1

- In KS1, show the percentage of pupils who are on a trajectory to achieve or exceed age-related expectations by the end of Y1, compared to the percentage at the end of Foundation Stage.

- Compare for different groups

How might you show progress at Y1?

- Compare the percentage of pupils at or above ARE at the end of FS and at the end of Y1

- Compare the percentage of pupils achieving ARE in letters & sounds at the end of FS and end of Y1 (by phonic phase and through assessment/screening)

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Showing progress in other year groups: KS2

- In KS2, show the percentage of pupils who at the end of Y4 were on a trajectory to achieve or exceed expected progress from each starting point at the end of KS1, compared to the national percentages at the end of Y6.

- Use the blank matrix to help (as slide 17)

- Compare for different groups.

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Showing progress in Y3 and Y5

- Include in the commentary in your SEF, but no need for extra graphs and charts.

- Use the tracking grids to identify percentages of pupils on track – but treat with caution, as you also need to consider potential progress (e.g. a child from starting point 2b might be on track if 2a or 3c at the end of KS2, but not on track if still 2b).

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The Impact of Pupil Premium

- Inspectors have to report on this.

- On RAISEonline there is an end of KS2 analysis. This only includes pupils **currently** registered for FSM, but should be expanded to Forever6.

- Expand the analysis to include CLA, Forever6 FSM and children from service families.

Eligibility for pupil premium

- FSM (at time of Jan census) - £600

- From April 2012, if FSM (from Jan census) at anytime over last 6 years (Forever6) - £600

- In care for 6 months or longer - £600

- One or both parents in armed services – £250 (to address emotional well-being)

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Using Data Tools

Pupil Premium – A User Defined Fields can be created in SIMS which provides a 'tick' box in a pupils record

Forever6 FSM – Historic records can be imported from the Key to Success website via CTF
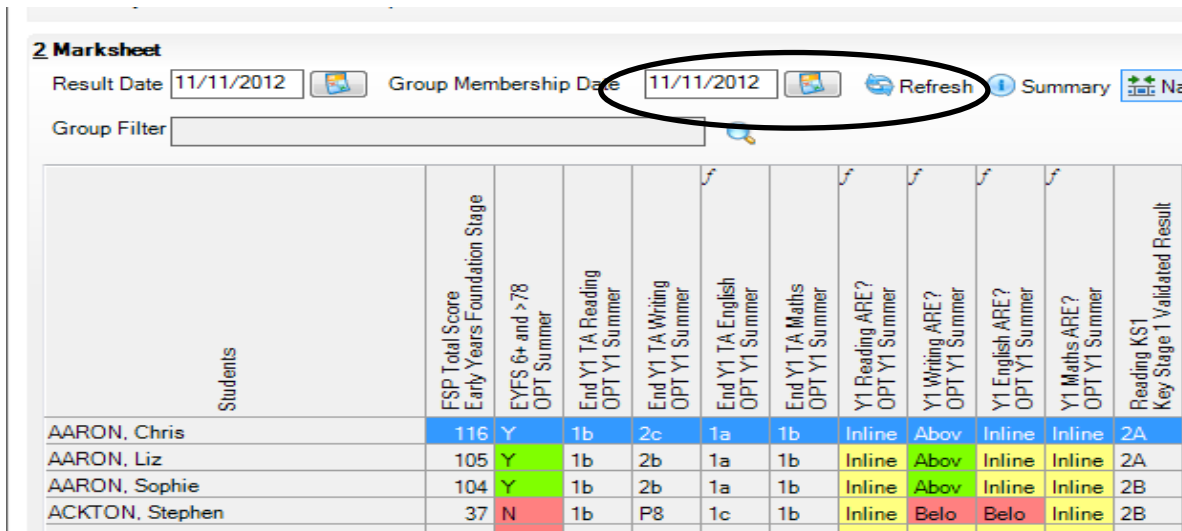
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Trends over time

" In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading."

- Where attainment is below national average in any area, show trends over 3 years or more.

- Where progress has been at or below national average in the past, show trends to demonstrate the impact of the school's actions.

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Using data tools to show trends in attainment and progress

All resources can be filtered to display historical data.

Change the **Group Membership Data** to a previous academic year and click on **Refresh**