

Ofsted Ready Data

Presenting your data



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.

Sections of the Self-Evaluation Summary

Ofsted suggest :

- Context
- Achievement
- Teaching
- Behaviour
- Leadership and Management

This training covers the context and achievement



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.





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

Additional Columns

2 Marksheet

Result Date  Group Membership Date   Refresh  Sum

Group Filter 

[Select Additional Student Columns](#)

[Restore Default Column Order](#)

Students	Gender	FSM	SEN Status	Gifted/Talented	EAL	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
ACTON, Jordan	M	N				27	3c	3		
ADEBAYOR, Emmanuel	M	Y				24	2b	2B		
AMERICANA, Kari	F	Y				21	2c	2C		
ANDREWS, Jasmine	F	Y				0	2a	2A		
ARIANO, Pietro	M	Y				19	2c	2C		



Group Filters

Marksheet Entry : OPT Tracking Maths Y4 (Data Entry) : Year 4

Save Undo Print Export Calculate

1 Basic Details 2 Marksheet

Group Filter

Students	Gender	FSM	SEN Status	Gifted/Talented	EAL	PSRN Total Score
ACTON, Jordan	M	N				
ADEBAYOR, Emmanuel	M	Y				
AMERICANA, Kari	F	Y				
ANDREWS, Jasmine	F	Y				
ARIANO, Pietro	M	Y				
BACCINA, Tia	F	Y				
BAKER, Jade	F	Y	P		N	
BALLINGER, Eden	F	Y				
BARBOUSCI, Harold	M	Y			Y	
BARNETT, Gary	M	N			N	
BARNETT, Gemma	F	Y			N	
BARNETT, Jamie	M	Y				
BOND, Jamie	M	Y		Y		
BROWN, Emily	F	N				

Filter Name Private

Description

- Course
- Ethnicity
- Home Language
- First Language
- New Intake Group
- Registration Group
- Special Needs
- Year Group
- National Curriculum Year
- User Defined Groups
- Free School Meals
- Gender
- Gifted/Talented
- SEN Status
- English as an Additional Language
- Looked After
- Asylum Status
- Traveller Status
- Term of Birth
- Academic Year of Admission
- Prior Attainment Band
- User Defined Fields**
 - Premature
 - Pupil Premium**

Include Exclude

OPT Y4 Spring

Nat Expect (ARE) - Spring

OPT Y4 Spring

Above

Inline

Belo

Above

Belo

Above

Belo

Belo

Belo

Belo

Inline

Belo

Inline

Above

Column Filters

Marksheet Entry : OPT Tracking Maths Y4 (Data Entry) : Year 4

Save Undo Print Export Calculate

1 Basic Details 2 Marksheet

Group Filter

Students	Gender	FSM	SEN Status	Gifted/Talented	EAL	PSRN Total Score Early Years For	Maths TA End Y1 OPT Y1 Summer	Maths TA End Y2 OPT Y2 Summer
ACTON, Jordan	M	N				27		3c
ADEBAYOR, Emmanuel	M	Y				24		2b
AMERICANA, Kari	F	Y				21		2c

(Select All)

F

M

OK Cancel

User Defined Fields

Pupil Details

Find Student

New Search Open Print Browse Next Previous

Pupil Details: Jordan Acton

Save Undo Print

1 Basic Details 2 Registration 3 Addresses 4 Telephones and Email Addresses

CTF Attendance

Year	School	Possible	Attend
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12 Parental Consent

Consent Type

- Copyright Permission
- Internet Access
- Photograph Student
- Sex Education
- Data Exchange
- School Visit

13 User Defined Fields

Parish

Premature

Pupil Premium

Single Parent Family

Group Filter on a Marksheet

EA LS

- User Defined Groups
- Free School Meals
- Gender
- Gifted/Talented
- SEN Status
- English as an Additional Language
- Looked After
- Asylum Status
- Traveller Status
- Term of Birth
- Academic Year of Admission
- Prior Attainment Band
- User Defined Fields**
 - Premature
 - Pupil Premium**

Abov
InLine
Belo
Abov
Belo
Abov
Belo
Belo
Belo
Belo
InLine
Belo
InLine
Abov

Include Exclude Apply Clear Selection Cancel

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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?

Using the Data Tools

Attainment

Marksheet

(Focus/Assessment/Marksheet Entry)

KS1 Reading Key Stage 1 Validated Result	KS1 Writing Key Stage 1 Validated Result	KS1 Maths Key Stage 1 Validated Result	English Overall KS1 OPT Y2 Summer	Y2 Reading ARE? OPT Y2 Summer	Y2 Writing ARE? OPT Y2 Summer	Y2 Maths ARE? OPT Y2 Summer	Y2 English ARE? OPT Y2 Summer	Y3 Reading TA OPT Y3 Summer	Y3 Writing TA OPT Y3 Summer	Y3 Maths TA OPT Y3 Summer	Y3 English TA Overall OPT Y3 Summer	Y3 Reading ARE? OPT Y3 Summer	Y3 Writing ARE? OPT Y3 Summer
3	3	3	3	Abov	Abov	Abov	Abov	3a	3a	3a	3a	Abov	Abov
2A	2A	2B	2b	Abov	Abov	Inline	Inline	3b	3b	2a	3b	Abov	Abov
2C	2C	2C	2c	Belo	Belo	Belo	Belo	2a	2a	2a	2a	Belo	Belo
2A	2A	2A	2h	Abov	Abov	Abov	Inline	3c	3b	3a	3c	Inline	Abov

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

Aspect Analysis

(Focus/Assessment/Aspect Analysis)

1 Basic			
Name	Ofsted - Attain ARE		
Result Set : OPT Y4 Summer			
	Below	Inline	Above
Rdg Nat Expectation (ARE)	26.67	21.67	51.67
Wr Nat Expectation (ARE)	21.67	25.00	53.33
Ma Nat Expectation (ARE)	11.67	28.33	60.00

Percentages & Count
Graphs
Groups

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.

Using the Data Tools re EYFS

EYFS Pre 2012 Framework

EYFS 2012 Framework
(Focus/Assessment/Aspect Analysis)

Grades	Frequency	Cumulative Freq
Y	72.88%	72.88%
N	27.12%	100.00%

	Working Below 40-60+	Working Within 40-60+
PSED - Overall	15.00	85.00
PSED - Making Relationships	41.67	58.33
PSED - Manage Feel/Behav	36.67	63.33
PSED - Self Conf/Awareness	31.67	68.33
CL - Overall	21.67	78.33
CL - List/Attention	28.33	71.67

NB. Calculate the marksheet
OPT ORD End YR Pre 2012

Will only populate if using the
new OPT EY resources

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.

Using the Data Tools re KS1

2 Marksheet

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

Group Filter:

Students	FSP Total Score	Early Years Foundation Stage	EYF5 6+ and >78 OPT Summer	End Y1 TA Reading OPT Y1 Summer	End Y1 TA Writing OPT Y1 Summer	End Y1 TA English OPT Y1 Summer	End Y1 TA Maths OPT Y1 Summer	Y1 Reading ARE? OPT Y1 Summer	Y1 Writing ARE? OPT Y1 Summer	Y1 English ARE? OPT Y1 Summer	Y1 Maths ARE? OPT Y1 Summer	Reading KS1 Key Stage 1 Validated Result	Writing KS1 Key Stage 1 Validated Result	Y2 English TA Overall OPT Y2 Summer	Maths Subject KS1 Key Stage 1 Validated Result	Y2 Reading ARE? OPT Y2 Summer	Y2 Writing ARE? OPT Y2 Summer	Y2 English ARE? OPT Y2 Summer	Y2 Maths ARE? OPT Y2 Summer	Whole Level Reading 1 OPT Y1 Summer	Whole Level Writing 1 OPT Y1 Summer	Whole Level English 1
AARON, Chris	116	Y	1b	2c	1a	1b	Inline	Abov	Inline	Inline	2A	2A	2b	2A	Abov	Abov	Inline	Inline	Abov	1	2	1
AARON, Liz	105	Y	1b	2b	1a	1b	Inline	Abov	Inline	Inline	2A	2B	2b	2A	Abov	Inline	Inline	Inline	Abov	1	2	1
AARON, Sophie	104	Y	1b	2b	1a	1b	Inline	Abov	Inline	Inline	2B	2B	2b	2A	Inline	Inline	Inline	Inline	Abov	1	2	1
ACKTON, Stephen	37	N	1b	P8	1c	1b	Inline	Belo	Belo	Inline	2B	2C	2c	2A	Inline	Belo	Belo	Abov	1	W	1	
ADASHEJI, Mohammed	85	N	1a	1b	1b	1b	Inline	Inline	Inline	Inline	2C	1	1a	2C	Belo	Belo	Belo	Belo	1	1	1	
ANSELL, Alfie	93	Y	1a	1b	1b	1c	Inline	Inline	Inline	Inline	2C	2C	2c	2B	Belo	Belo	Belo	Inline	1	1	1	

Which Resources?

OPT ORD – Attainment Y2 - Marksheet

OPT ORD – Attain ARE Y2 – Aspect Analysis

OPT ORD – Attain 3a+ etc. Y2 – Aspect Analysis

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>

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					
KS1 English Level	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%	
	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%	

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

Total Cohort	31
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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.

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

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.



Using the Data Tools

Progress – KS2

Marksheet

Reading Progress Y3 - Y4 OPT Y4	Writing Progress Y3 - Y4 OPT Y4	Maths Progress Y3 - Y4 OPT Y4	English Progress Y3 - Y4 OPT Y4	Reading Progress Y2 - Y4 OPT Y4 Summer	Writing Progress Y2 - Y4 OPT Y4 Summer	Maths Progress Y2 - Y4 OPT Y4 Summer	English Progress Y2 - Y4 OPT Y4 Summer	Read On Track 2 Levels? OPT Y4 Summer	Write On Track 2 Levels? OPT Y4 Summer	Maths On Track 2 Levels? OPT Y4 Summer	Eng On Track 2 Levels? OPT Y4 Summer	Reading On Track L4+ OPT Y4 Summer	Writing On Track L4+ OPT Y4 Summer	Maths On Track L4+ OPT Y4 Summer
4.00	0.00	2.00	2.00	6.00	2.00	4.00	4.00	Expe	Less	Less	Less	Y	Y	Y
2.00	2.00	6.00	2.00	6.00	6.00	8.00	8.00	Expe	Expe	Better	Better	Y	Y	Y
4.00	4.00	4.00	4.00	8.00	8.00	8.00	8.00	Better	Better	Better	Better	Y	Y	Y
6.00	2.00	2.00	4.00	8.00	6.00	8.00	8.00	Better	Expe	Better	Better	Y	Y	Y

- 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



KS2 Progress Cont.

Tracking Grids (Transition Matrices)

Grid Name		OPT ORD Transition KS1-Y4_Grid					Assessment	OP
Summary Rows		Summary Columns		Actions	Paint	Group		
OPT ORD Whole Level : OPT Maths TA : OPT Y4 Summer								
		Level 2	Level 3	Level 4	Below Target	On Target	Above Target	
OPT ORD KS1 Levels : Key Stage 1 Validated Result	Level 1	Ross K Alyssa S T	Margaret D Sylvia M Peter R Daniel S			33%	67%	
	All	2	4					
	Level 2c	Eden B	Kari A Pietro A Harold B Jamie B Jamie B Christopher F Tina G Chris H Brian K Shaun L Alexia M Jade S Trinity S Jane W	Leane L	6%	88%	6%	
All	1	14	1					
2b		Emmanuel A Gary B Gemma B Peter D Mandy D	Tia B Emily B Susan C Madison J			73%	27%	

*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.

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).

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.

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.

Using Data Tools for target setting

2 Marksheet

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

Group Filter:

Students	PSPN 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 Low Test A	QCA Y3 Maths Low Test B	Maths TA End Y3 OPT Y3 Summer	Maths Entry TA OPT Y4	Maths FFT KS2 Test (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			2b	3b	
BACCINA, Tia	17	2b	2B				3b			3a	3a	
BAKER, Jade	8	W	W				1b			1a	1a	

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

Set a school target based on predictions using historical information



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)

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.

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).

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)

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

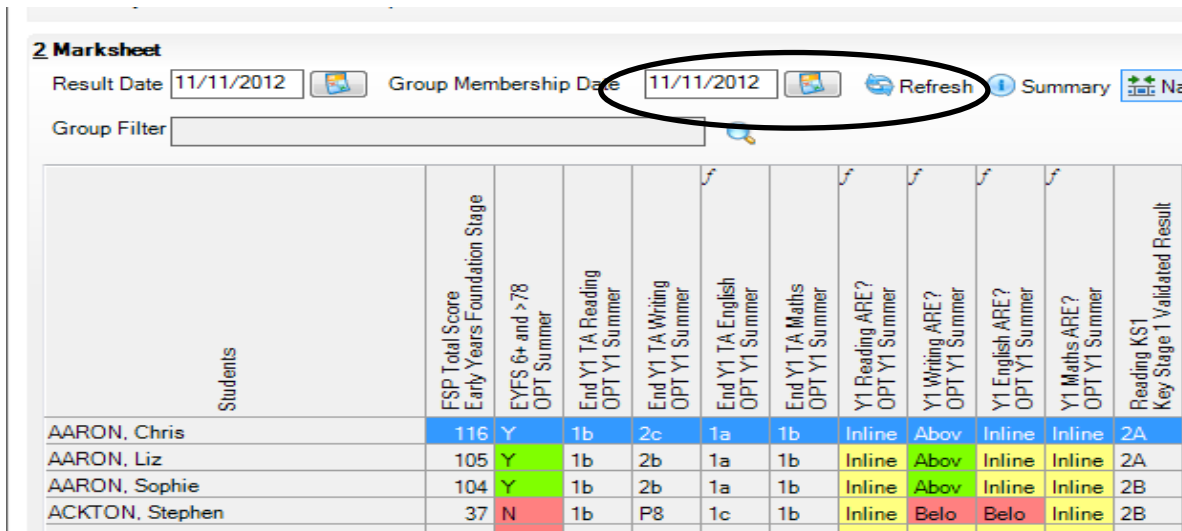
Trends over time

“ 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.

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**



2 Marksheet

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

Group Filter:

Students	FSP Total Score	Early Years Foundation Stage	EYF5 6+ and >78 OPT Summer	End Y1 TA Reading OPT Y1 Summer	End Y1 TA Writing OPT Y1 Summer	End Y1 TA English OPT Y1 Summer	End Y1 TA Maths OPT Y1 Summer	Y1 Reading ARE? OPT Y1 Summer	Y1 Writing ARE? OPT Y1 Summer	Y1 English ARE? OPT Y1 Summer	Y1 Maths ARE? OPT Y1 Summer	Reading KS1 Key Stage 1 Validated Result
AARON, Chris	116	Y	1b	2c	1a	1b	Inline	Abov	Inline	Inline	2A	
AARON, Liz	105	Y	1b	2b	1a	1b	Inline	Abov	Inline	Inline	2A	
AARON, Sophie	104	Y	1b	2b	1a	1b	Inline	Abov	Inline	Inline	2B	
ACKTON, Stephen	37	N	1b	P8	1c	1b	Inline	Belo	Belo	Inline	2B	