

Inspection Dashboard

Overview and guidance

This document contains an overview of the data contained in the Inspection dashboard up to Key Stage 4 and information to assist in interpreting the charts. For more detailed technical guidance, particularly about the strengths and weaknesses calculations, see the 'Inspection dashboard – technical guidance document' also held in the RAISEonline library.

Separate guidance is provided in the RAISEonline library for the 16 to 19 study programmes inspection dashboard. It gives an overview of the Inspection dashboard pages that relate to learners on the 16 to 19 study programmes.

Contents

General information	3
All through and middle schools	3
Special schools	4
Data content and presentation	4
Missing data	4
Nationals	4
Cohorts	5
Key Stage 4 changes to performance measures and qualifications in 2014	6
Strengths and weaknesses	6
Floor standards	7
Progress 8 measure for opt-in schools	7
Progress 8	8
Attainment 8	8
Expected progress and more than expected progress	8
Closing the gaps	10
Value added	11
Attainment data	12
Absence, exclusions and destinations	13
Absence	13
Exclusions	14
Destinations	14
Context in 2015	15
Ethnicity	15
Prior attainment	15
Percentage of girls, free school meals and SEN	15
Percentage first language not English and stability	16
Children Looked After (CLA)	16

General information

This guide provides an overview of the Inspection dashboard and information to assist in interpreting the charts. Each page of the dashboard also contains brief notes about the charts.

The Inspection dashboard has been created to support new inspection arrangements from September 2015. The dashboard 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 dashboard is designed to show at a glance how well previous cohorts demonstrated characteristics of good or better performance. It contains a brief overview of published data for the last three years using clear visual displays that are quick to interpret. Anonymous primary and secondary dashboards are available in the RAISEonline library¹.

Schools' dashboards will be updated following each RAISEonline release. The current dashboard shows 2015 validated data for primary and secondary.

Schools can access their dashboard by logging into RAISEonline, clicking on the 'PDF documents' link and clicking on the 'Inspection dashboard' tab.

Dashboards have been produced for all schools that have 2015 data and have a RAISEonline summary report. For queries about locating a dashboard, please contact enquiries@ofsted.gov.uk.

All through and middle schools

Inspection dashboards contain data for each key stage that the school has data. For schools that had pupils in Key Stage 4 and either or both of Key Stages 1 and 2, there are two front pages displayed. The first page displays the strengths and weaknesses based upon the secondary phase of the school, i.e. Key Stage 4. The second page displays the strengths and weaknesses based upon the primary phase of the school, i.e. Early Years Foundation Stage (EYFS), Year 1 phonics, Key Stage 1 and Key Stage 2.

For all-through and middle schools that cover both primary and secondary year groups, there are two context pages shown at the end of the dashboard. One contains year group data for years up to Year 6, and the other contains year group data for Years 7 to 11.

¹ <https://www.raiseonline.org/documentlibrary/ViewDocumentLibrary.aspx>

Special schools

Data are shown for special schools. National distributions for special schools only have been used to identify those schools which are in the lowest 10%. However, some of the strengths and weaknesses shown for mainstream schools have not been generated for special schools. Details can be found in the technical guidance note in the RAISEonline library.

Data content and presentation

The dashboard contains data for progress, attainment, absence, exclusions, destinations and context. It presents progress data first, in particular progress from the main starting points. It includes the key groups: disadvantaged pupils², those who have special educational needs (SEN), girls and boys. The complementary groups, other (non-disadvantaged) and no SEN, are also shown.

Data are shown for the Early Years Foundation Stage Profile, Year 1 phonics and Key Stages 1, 2 and 4. The 16 to 19 study programmes inspection dashboard pages show Key Stage 5 data (see the separate guidance document in the RAISEonline library³).

Missing data

There are a few possible reasons that data for some years are not shown for a particular measure:

- 1) The measure did not exist, was defined differently or was not available to Ofsted for that year. If this is the case, the data are shown as a dash.
- 2) 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. Where there are no data for any of the three years, the entire chart is not shown.
- 3) If the school recently changed as a legal entity, the data may be shown under the predecessor school name or URN in RAISEonline.

Nationals

The national figures shown in the dashboard are sourced from RAISEonline and are based on unvalidated data. They differ from national figures published within the

² For 2015, the data for disadvantaged pupils are for those pupils [eligible for the pupil premium under the current definition](#). For 2013 and 2014, the data for disadvantaged pupils are for those pupils who are, or have been, eligible for free school meals and claimed them in the last 6 years or children continuously looked after for over 6 months. For further information about the data for disadvantaged pupils, please see the FAQs at <https://www.raiseonline.org/contact/faqData.aspx?faqId=43>.

³ <https://www.raiseonline.org/documentlibrary/ViewDocumentLibrary.aspx>

Department for Education’s Performance tables, which are based on validated data for the latest year until they are updated with final data. Nationals are shown as a pink bar for performance and exclusions data, and a red bar in the context page.

For attainment data, the national comparator used for each pupil group is as follows:

Pupil group	National comparator (pink bar)
All pupils	All pupils national
Disadvantaged	Other (non-disadvantaged) national
Other (non-disadvantaged)	Other (non-disadvantaged) national
Girls	Girls national
Boys	Boys national
SEN with a statement or Education, Health and Care (EHC) plan	No national bar
SEN without a statement or EHC plan	No national bar
No SEN	No SEN national

For fixed term exclusions, the national for all pupils is shown on charts for those pupils in receipt of free school meals (FSM) and SEN without a statement/EHC plan.

Cohorts

Cohorts display the total number of pupils based on the characteristics 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 upon. For some measures it is used as the denominator for percentages. For example, in the expected progress and more than expected progress charts, the cohort for mathematics prior attainment Level 3 in 2015 shows the number of pupils that had mathematics prior attainment Level 3 in 2015. The cohort figure does not show the number of pupils that made expected progress or more than expected progress. It is used as the denominator to calculate the percentage that made expected progress or more than expected progress.

For measures where not all pupils were entered, such as the EBacc measure for Key Stage 4, the cohort figure shows the total number of pupils in the school’s cohort, which may be higher than the number of pupils entered for EBacc.

Please note that, as in RAISEonline, 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, which was a snapshot of the day the school census was taken in January 2015.

Key Stage 4 changes to performance measures and qualifications in 2014

Recommendations adopted from Professor Alison Wolf’s Review of vocational education, the introduction of an early entry policy and changes in GCSE examination structure have had an impact on the 2014 Key Stage 4 results. The changes should be taken into account when considering results alongside those of previous years, as neither direct comparisons between 2013 and 2014 nor production of three-year trends are possible.

Dashed lines are shown on Key Stage 4 progress and attainment charts to indicate the break in series between 2013 and 2014. In contrast, results for 2014 and 2015 may be compared.

Strengths and weaknesses

The strengths and weaknesses are shown on the front page of the inspection dashboard. They are calculated based on only the 2015 data shown in the dashboard. They are shown on a single page for the primary phase and a single page for the secondary phase.

The strengths give an indication of good or better performance in a school, and highlight consistency in 2015 across subjects, groups of pupils and starting points. The weaknesses pinpoint particular groups or subjects in a school.

The strengths and weaknesses are based on statements related to historic data in the grade descriptors and handbook. It is possible that there will be no strengths or no weaknesses flagged for a school. The table below gives the number of possible strengths and weaknesses sentences for a school.

Table 1: Number of possible strengths and weaknesses for a school⁴

	Strengths	Weaknesses
Key Stage 4	8	6
Key Stage 2	7	7
Key Stage 1	3	1
Phonics	1	0
Early Years Foundation Stage Profile	1	1
Attendance/persistent absence	3	2

⁴ For those schools that opted in to the Progress 8 measures in 2015, there are an additional three possible strengths and three possible weaknesses.

The list of possible strengths and weaknesses can be found in the RAISEonline library⁵. For progress measures at Key Stage 2 and at Key Stage 4, the Early Years Foundation Stage Profile and attendance, there is a hierarchy of possible strength sentences. The statement shown for a school is the highest one in the list that matches the school's data. For thresholds, all strength sentences that apply for a school are shown. Weakness sentences are customised to specify only the subjects and groups that match the school's data.

Further detail about how strengths and weaknesses have been calculated can be found in the 'Inspection dashboard – technical guidance document' in the RAISEonline library.

Floor standards

The floor standards shown in the 2015 validated Inspection dashboards are those for 2015. For those schools that opted in to the Progress 8 measures in 2015, the floor standards chart shows the Progress 8 score and, if it is less than -0.5, one of the following two statements about the confidence interval: 'and top of confidence interval below 0' or 'and top of confidence interval at or above 0'.

Where the standard is met, a tick is shown. Where the standard is not met, a cross is shown. Where the cohort is fewer than 11 pupils, or fewer than 6 pupils for Progress 8 opt-in schools, NA is shown because floor standards are not applicable.

Progress 8 measure for opt-in schools

For schools that opted in to the Progress (P8) performance measure, two new pages have been added to the Inspection dashboard. Schools that did not opt in to the P8 measure in 2015 and wish to see the format of dashboard charts can view an anonymous Inspection dashboard in the RAISEonline library⁶.

P8 aims to capture the progress a pupil makes 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. The detailed methodology and worked examples may be found in the DfE document 'Progress 8 measure in 2016 and 2017'⁷. It also includes information about the P8 floor standard.

A8 measures the attainment of a pupil across 8 subjects including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be

⁵ <https://www.raiseonline.org/OpenDocument.aspx?document=362>

⁶ <https://www.raiseonline.org/OpenDocument.aspx?document=414>

⁷ <https://www.gov.uk/government/publications/progress-8-school-performance-measure>

GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

Progress 8

Charts show the 2015 scores for overall P8 and the English, mathematics, EBacc and open P8 elements for the key groups. P8 scores are given in the tables and plotted with a point in the charts. The national figure for P8 is 0. 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.

The confidence interval around a P8 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 the 0 line, the P8 score is significantly above average (sig+). The P8 score can then be described as above average. If the confidence interval is wholly below the 0 line, the P8 score is significantly below average (sig-). The P8 score can then be described as below average. Otherwise, the P8 score is not significantly different from 0, which can be described as broadly average. The calculation of strengths and weaknesses uses the significance values based on these confidence intervals.

Charts use four different scales based on the widest confidence interval in each type of grouping: all pupils, SEN groups, disadvantaged/other and gender. Within each type of grouping, the scale is the same to aid comparison.

Attainment 8

Charts show the 2015 scores for overall A8 and the English, mathematics, EBacc, open GCSE and open non-GCSE A8 elements for the key groups.

All pupils in the cohort are included in each score for overall A8 and its elements. Entries show the percentage of pupils entered for the English and mathematics elements, and the average number of subject entries that contributed to the EBacc and open elements.

The bars for the English and mathematics elements show the double-weighted score that contributes to the overall score. The bar for the open element shows the non-GCSE score below the GCSE score. The scores for each element add up to the overall A8 score.

Expected progress and more than expected progress

Charts show expected progress and more than expected progress from starting points. Separate charts are shown for all pupils and for disadvantaged pupils. All charts show these data for three prior attainment levels. Key Stage 1 Levels 1, 2 and

3, and Key Stage 2 Levels 3, 4 and 5 are used because they are the starting points with the highest frequency and between them they include most pupils nationally.

The percentage of pupils that made expected progress, or more than expected progress, is written above the dark blue bar. The national percentage is shown by a pink line but its precise value is not stated.

The cohort row below the bars shows the number of pupils with that particular prior attainment level; it is used as the denominator to calculate the school percentages. The cohort figure does not show how many made expected or more than expected progress.

The charts show whether school proportions are close to national (within one pupil from it) by giving the number of pupils represented by the gap between the school percentage and national percentage. The chart shows this number of pupils in the row labelled 'In gap'.

The 'In gap' figure is calculated in the following four steps:

- 1) The difference between the percentage of pupils in the school and the national percentage is calculated. For example, if the school percentage is 100 and the national is 75, the difference is 25 percentage points.
- 2) The percentage that one pupil in the school's cohort represents is calculated using 100 divided by the cohort size. For example, if the cohort size is 50, then the percentage is $100/50 = 2$.
- 3) Then the difference in percentage points is divided by the percentage represented by one pupil. In this example the division calculated would be $25/2 = 12.5$. This means that the gap represents 12.5 pupils.
- 4) The 'In gap' figure in the table is shown as a whole number. It is produced by truncating (cutting off the decimal part in) any gap that is not already a whole number. In this example, the gap of 12.5 would be shown in the table as 12. The gap of 12.5 would not be rounded up to 13.

An 'In gap' value of 0 shows that the school's results are close to the national figure. An 'In gap' value of one or more, such as 1 or 5, shows that the school's results are above the national figure. An 'In gap' value of -1 or below, such as -1 or -4, shows that the school's results are below the national figure.

The '% of cohort displayed' figure shows the percentage of all pupils in the year group that are included in the measure for 2015. So for example, for Key Stage 4 in 2015, '92% of cohort displayed' would indicate that a total of 92% of pupils had prior attainment at Key Stage 2 of Levels 3, 4 or 5. This means that 8% of pupils either had no Key Stage 2 prior attainment or had prior attainment of W, Level 1 or Level 2.

Closing the gaps

Closing the gaps charts show gaps between disadvantaged and other pupils (nationally and in the school). The gaps between disadvantaged and national other pupils are shown by dark blue bars to highlight their importance. The red and yellow shading are applied only to these gaps. The [School inspection handbook](#)⁸ paragraph 177 states that inspectors will take particular account of the progress made by disadvantaged pupils by the end of the key stage compared with that made nationally by other pupils with similar starting points and the extent to which any gaps in this progress, and consequently in attainment, are closing.

For Key Stages 2 and 4, closing the gaps charts display expected progress (EP) and more than expected progress (MEP) data. For Key Stage 1, the chart displays average point score (APS) data. Charts are presented with the most recent data above the data for earlier years.

For Key Stages 2 and 4, the figures in the three columns headed 'Other % (n)', 'Dis % (n)' and 'National other %' show, from left to right:

- the percentage of other (non-disadvantaged) pupils in the school with that starting point that made EP or MEP
- in brackets, the number of other (non-disadvantaged) pupils with that starting point
- the percentage of disadvantaged pupils in the school with that starting point that made EP or MEP
- in brackets, the number of disadvantaged pupils with that starting point
- the percentage of other (non-disadvantaged) pupils nationally with that starting point that made EP or MEP.

The horizontal bars show the difference between the percentage of disadvantaged pupils and percentage of other pupils with that starting point that made EP or MEP. Bars extending to the right show positive gaps, with disadvantaged percentages above other percentages, while those to the left show negative gaps.

For Key Stage 1, the figures in the three columns headed 'Other APS (n)', 'Dis APS (n)' and 'National other' show, from left to right:

- the APS of other (non-disadvantaged) pupils in the school
- in brackets, the number of other (non-disadvantaged) pupils
- the APS of disadvantaged pupils in the school
- in brackets, the number of disadvantaged pupils
- the APS of other (non-disadvantaged) pupils nationally.

⁸ <https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

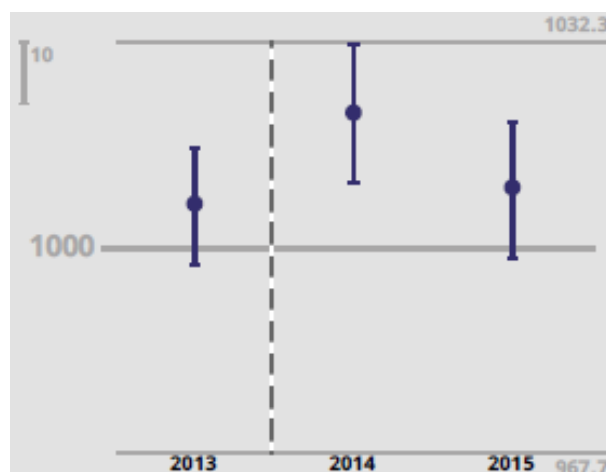
The horizontal bars show the difference between the APS of disadvantaged pupils and APS of other pupils. Bars extending to the right show positive gaps, with disadvantaged APS above other APS, while those to the left show negative gaps.

The yellow and red shading is used in exactly the same places as in the closing the gap trend (CTGT) reports in RAISEonline. It is applied to only 2015 data. Yellow shading is displayed where the disadvantaged pupils in the school were at or above the national for other pupils. Red shading is displayed where the disadvantaged pupils were below other pupils nationally, and:

- for Key Stage 4, the gap represents three or more pupils
- for Key Stage 2, the gap represents one or more pupils
- for Key Stage 1, the gap is 4 points or more.

Value added

Value added (VA) scores are given in the tables and plotted with a point in the charts. 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. At Key Stage 2 the national figure for VA is 100. At Key Stage 4 the national figure for VA is 1000. Where the whole of the confidence interval is above the 100 or 1000 line, the VA is significantly above average (sig+). The VA can then be described as above average. If the confidence interval is wholly below the 100 or 1000 line, the VA is significantly below average (sig-). The VA can then be described as below average. Otherwise, the VA is not significantly different from 100 or 1000, which can be described as broadly average. The calculation of strengths and weaknesses uses the significance values based on these confidence intervals.

The charts enable comparison of the VA for groups with the national average for all pupils (100 at KS2 and 1000 at KS4). They do not show whether VA has risen or fallen significantly since the previous year.

The VA documents in the RAISEonline library⁹ provide further detail about how to interpret VA scores and confidence intervals.

When considering charts for different groups or subjects, any differences of scale should be taken into account. Due to the variability of confidence intervals across groups and subjects, each chart uses a dynamic scale to display the data, based on the widest confidence interval to be shown. The figures written horizontally in grey at the top and bottom right of the chart are respectively the maximum and minimum VA value shown on the chart. A grey vertical line is shown at the top left of the chart alongside a number stating the VA range which the length of the line represents. This is provided to give an indication of the scale used for the chart.

When making comparisons with the previous year, differences in cohort sizes, and consequently confidence intervals, should be taken into account. A VA score may be unchanged but move from broadly average to sig- because the cohort size increased. Any changes in the VA score as well as in its significance should be taken into account.

At Key Stage 4, the cohort size shown for science, languages and humanities is the number of pupils entered for that EBacc subject area who had Key Stage 2 prior attainment data. The coverage figures show that number expressed as a percentage of all pupils in the year group, whether or not they had Key Stage 2 prior attainment data (the cohort size shown in the average point score charts).

Attainment data

Attainment data include average point scores (APS) and threshold measures for the key pupil groups at Key Stages 1, 2 and 4, and threshold measures for Year 1 phonics and the Early Years Foundation Stage Profile.

For Key Stages 1, 2 and 4 data, statistically significant results are shown for all pupils, boys and girls. They have been taken from RAISEonline. The green circle with a + symbol indicates that the school figure is higher than the figure for the same group nationally, and the red circle with a – symbol indicates that the school figure is lower than the figure for the same group nationally. More information about statistical significance can be found on page 48 of the 'Guide to Calculations' document in RAISEonline, also entitled 'Methodology Library'¹⁰.

For disadvantaged pupils, the main comparison for schools and inspectors to focus on is between disadvantaged and other (non-disadvantaged pupils) nationally. These significance data are not available.

⁹ See the Key Stage 2 – 4 VA guide here:

<https://www.raiseonline.org/OpenDocument.aspx?document=411>

and the Key Stage 1 – 2 VA guide here:

<https://www.raiseonline.org/OpenDocument.aspx?document=382>

¹⁰ <https://www.raiseonline.org/OpenDocument.aspx?document=347>

For SEN groups, national comparisons are not made because the specific needs in each school vary. The [School inspection handbook](#) paragraph 184 states 'For groups of pupils whose cognitive ability is such that their attainment is unlikely ever to rise above 'low'... Evaluations should not take account of their attainment compared with that of all other pupils.' In charts for phonics and the Early Years Foundation Stage Profile, SEN groups are combined due to the small numbers of pupils in each of the separate SEN sub-groups at these young ages.

Changes in the national figures and in the gap between the school and national figures should be taken into account when comparing attainment with a previous year.

At Key Stage 4, the percentage of the cohort entered for EBacc is shown in the bottom row of the table so that it may be considered alongside the percentage of the cohort that attained EBacc (shown in the top row in the table, labelled '%'). Where the percentage entered is the same as the percentage that attained EBacc, all pupils entered attained EBacc.

Absence, exclusions and destinations

Absence

Absence and persistent absence bar charts display 2015 data. A dotted line indicates the highest 10% of absence nationally, as published in the RAISEonline library¹¹, to help identify whether all pupils or any groups had low attendance. The blue line indicates the national average for absence. Paragraph 164 of the [School inspection handbook](#) includes 'Inspectors will consider... the extent to which low attenders are improving their attendance over time and whether attendance is consistently low (in the lowest 10%)'.

The rows with headings 'EHC/stat' and 'No EHC/stat' are absence figures for pupils with an EHC plan or statement and for pupils with special educational needs who have no EHC plan or statement respectively.

Persistent absence figures show the percentage of pupils that were absent for **around** 15% or more of sessions. Pupils are identified as persistent absentees by comparing the number of overall absence sessions they have against a standard threshold of around 15 per cent of possible sessions, equating to 56 or more sessions across the full academic year for pupils aged 5 to 14 and 46 or more sessions across the full academic year for pupils aged 15.¹²

¹¹ <https://www.raiseonline.org/OpenDocument.aspx?document=398>

¹² Further information on absence statistics can be found here:
<https://www.gov.uk/government/publications/absence-statistics-guide>

Exclusions

For fixed term exclusions, 'Total' represents the number of pupils that were given one or more fixed term exclusions during the academic year.¹³ 'Repeat' represents the number of pupils that were given two or more fixed term exclusions during the academic year. The charts show the percentages of pupils that were excluded, calculated by dividing the number excluded by the number on roll. The tables below the charts show both the numbers and percentages of pupils that were excluded. The numbers are available for the most recent year of data only. The national figure used for all fixed term exclusions is the national for all pupils.

The number of pupils with a permanent exclusion is presented for three years. Alongside the 2014 figure is a comparison with the national percentage of pupils with a permanent exclusion. To calculate this comparison, the school percentage of pupils with permanent exclusions was divided by the national percentage of pupils with permanent exclusions. The table below shows the statement that is displayed.

school % ÷ national %	statement displayed in brackets
0 to <0.5	below the national %
0.5 to <1.5	in line with the national %
1.5 to <2.5	two times the national %
2.5 to <3.5	three times the national %
3.5 to <4.5	four times the national %
4.5 to <5.5	five times the national %
etc.	etc.

The numbers of pupils with fixed term exclusions and permanent exclusions are often very small. These numbers, and percentages based on them, should be used and interpreted with caution, particularly when making comparisons over time. The exclusions data are for cohorts prior to the one shown on the context page and the number on roll may have changed over time.

Destinations

The chart shows the percentage of all pupils in sustained education, employment or training in the year after they finished Key Stage 4. For example, the figures for 'End of KS4' 2013 are the destinations sustained during the year 2013/14 by those pupils who finished Key Stage 4 in 2013. These destinations data should be considered alongside the Key Stage 4 progress and attainment data for 2013. Destinations data are experimental.

¹³ Further information on exclusions statistics can be found here:
<https://www.gov.uk/government/publications/exclusions-statistics-guide>

Context in 2015

The context page displays information about the whole school in 2015, taken from the January school census. It does not include any pupils in the sixth form. For schools with both primary and secondary age pupils, there are separate pages for year groups up to year 6 and for years 7 to 11.

Ethnicity

The ethnicity chart shows the percentage of pupils in the school that are in each group and is in descending order. The overarching ethnic groups are shown in bold text.

Prior attainment

Prior attainment is provided separately for each of reading, writing and mathematics, where available, to show any differences between subjects and year groups. The percentage of pupils in each year group for whom prior attainment data are 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 years 3 to 6 is calculated using points equivalent to whole levels, because it is based on Key Stage 1 teacher assessment.

Prior attainment for mathematics for years 7 to 11 is calculated using fine points scores. Prior attainment for reading for years 7 and 8 and English for years 9 to 11 is also calculated using fine points scores. In contrast, prior attainment for writing for years 7 and 8 is calculated using points equivalent to whole levels based on Key Stage 2 teacher assessment. In all cases, teacher assessment is used to determine the level where a valid test result is not available.

The percentage of Year 11 pupils for whom the prior attainment was based on teacher assessment is also shown for 2015. This was added because a high number of pupils had no Key Stage 2 test result in 2010 due to the boycott. Progress measures for pupils whose KS2 prior attainment is based on teacher assessment should be interpreted with caution as it is not as fine grained as KS2 test results.

Percentage of girls, free school meals and SEN

These charts show the following information broken down by year group:

- the percentage of pupils in the school that were girls.

- the percentage of pupils in receipt of free school meals (FSM). The FSM pupils are those who are, or have been, eligible for free school meals and have claimed them at some time in the last 6 years (years R to 11) at the time of the January Census.
- the percentage of pupils with a special educational need (SEN). This includes pupils with a statement of SEN, EHC plan or school support.

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

Percentage first language not English and stability

These charts show the following information for the whole school in 2015:

- the percentage of pupils whose first language is not English or believed to be other than English
- the percentage of students who were admitted to the school at the standard time of admission (and not a later time).

National figures relate to pupils in all primary or all secondary schools.

Children Looked After (CLA)

The number of CLA pupils in the school in 2015 is shown.