
Inspection Dashboard

Technical guidance for the Inspection dashboard

This document contains technical guidance for the Inspection dashboard. It provides information on the methodology used to highlight strengths or weaknesses based on the data contained in the dashboard.

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Strengths and weaknesses

The strengths and weaknesses are shown on the front page of the inspection dashboard. They are calculated based on only the 2014 data shown in the dashboard. They are shown on a single page for primary 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 2014 across subjects, groups of pupils and starting points. Changes to Key Stage 4 measures in 2014 meant that evaluating consistency across time was not possible. 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 school

	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

The list of possible strengths and weaknesses can be found in the RAISEonline library¹. 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.

¹ <https://www.raiseonline.org/OpenDocument.aspx?document=362>

Value Added (VA)

Key Stage 4 VA strengths and weaknesses are highlighted based on overall, subject and group VA. Key Stage 2 VA strengths and weaknesses are highlighted based on subject and group VA.

Key Stage 4

Strength

For a school to be highlighted as having strength, their VA score needs to be significantly above than the national level.¹

Overall

- 1) 'Overall KS4 value added was significantly above average.'

Subject

There are two possible subject strengths; each has three different sentence variations. The first strength highlights schools where the VA scores are **significantly** higher than the national for at least three of the subjects: English, mathematics, science, languages, humanities.

The variations of this strength sentence depend on the number of subjects that are flagged as higher than the national. The two possible sentences are:

- 1) 'KS4 value added was significantly above average in all subject areas.'
- 2) 'KS4 value added was significantly above average in nearly all (4 out of 5) subject areas.'

The second strength is only shown when the VA measures have not met the criteria above. It highlights schools where the VA scores were either significantly higher or not significantly different, described as '**broadly average**', from the national subject VA score for at least three of the subjects: English, mathematics, science, languages, humanities.²

There are three possible sentence variations:

- 1) 'KS4 value added was broadly average or above in all subject areas.'

¹ The term 'significantly above' is based on statistical significance in RAISEonline. See Appendix F (p48 – 49) of the Guide to Calculations: <https://www.raiseonline.org/OpenDocument.aspx?document=347>

² The term 'not significantly different' is based on statistical significance in RAISEonline. See Appendix F (p48 – 49) of the Guide to Calculations: <https://www.raiseonline.org/OpenDocument.aspx?document=347>

- 2) 'KS4 value added was broadly average or above in nearly all (4 out of 5) subject areas.'
- 3) 'KS4 value added was broadly average or above in most (3 out of 5) subject areas.'

Group

There are two possible sentences for this strength:

- 1) 'Overall KS4 value added was significantly above average for disadvantaged pupils and those who have special educational needs.'
- 2) 'Overall KS4 value added was broadly average or above for disadvantaged pupils and those who have special educational needs.'

The first is shown when the school VA score was significantly above the national for disadvantaged pupils, SEN with a statement and SEN without a statement. The second sentence is shown when these pupil groups had a VA score that was either significantly higher or not significantly different from the national level.

Weakness

For a school to be flagged as having a weakness, two criteria need to be met:

- 1) the school's VA score is significantly below the national level and¹
- 2) the school's VA score is in the lowest 10% of all schools nationally. For mainstream schools, the lowest 10% is based on the percentiles shown in RAISEonline. The lowest 10% of special schools is calculated separately based only on the VA scores for special schools².

Overall

- 1) 'Overall KS4 value added was significantly below average and in the lowest 10%.'

Subject

The sentence shows the subjects that were significantly below average and in the lowest 10%.

- 1) 'KS4 value added was significantly below average and in the lowest 10% in English/mathematics/science/humanities/languages.'

¹ The term 'significantly below' is based on statistical significance in RAISEonline. See Appendix F (p48 – 49) of the Guide to Calculations: <https://www.raiseonline.org/OpenDocument.aspx?document=347>

² For further details of how the lowest 10% is calculated see the notes section and the end of this document.

Group

The lowest 10% is calculated using the measure for all pupils. This same value is applied to flag up weaknesses for pupil groups.

- 1) 'Overall KS4 value added was significantly below average and in the lowest 10% for the group(s): disadvantaged /other (non-disadvantaged)/boys /girls /SEN with statement /SEN without statement /no SEN.'

Key Stage 2

Strength

Subject

There are two possible subject strengths. The first sentence is displayed when a school's VA score in all three subjects (reading, writing and mathematics) was **significantly** higher than the national VA score. The second strength is only shown when the VA measures have not met the criteria for the first sentence. The second sentence is displayed when all three subjects had a VA score that was either significantly higher or not significantly different, described as '**broadly average**', from the national level.

- 1) 'KS2 value added was significantly above average in all subjects.'
- 2) 'KS2 value added was broadly average or above in all subjects.'

Group

There are two possible group strengths. The first is highlighted for schools where the VA score for specific pupil groups (disadvantaged, SEN with a statement and SEN without a statement) was significantly higher than the national. The second strength is shown only when the VA measures have not met the criteria for the first sentence. The second sentence highlights schools where the VA score for specific pupil groups (disadvantaged, SEN with a statement and SEN without a statement) was either significantly higher or not significantly different from the national. At Key Stage 2, groups can only be flagged if they meet the criteria across all subjects (reading, writing and mathematics); so the possible sentences are:

- 1) 'KS2 value added was significantly above average in **all subjects** for disadvantaged pupils and those who have special educational needs.'
- 2) 'KS2 value added in **all subjects** was broadly average or above for disadvantaged pupils and those who have special educational needs.'

Weakness

For a school to be flagged as having a weakness, two criteria need to be met:

- 1) the school's VA score is significantly below the national level and¹
- 2) the school's VA score is in the lowest 10% of all schools nationally. For mainstream schools, the lowest 10% is based on the percentiles shown in RAISEonline. The lowest 10% of special schools is calculated separately based only on the VA scores for special schools².

Subject

The sentence shows in which subjects the VA scores were significantly below average and in the lowest 10%.

- 1) 'KS2 value added was significantly below average and in the lowest 10% in reading/ writing/ mathematics.'

Group

The lowest 10% is calculated using the measure for all pupils. This same value is applied to flag up weaknesses for pupil groups.

- 1) 'KS2 value added was significantly below average and in the lowest 10% in reading/in writing/in mathematics for the group(s): disadvantaged /other (non-disadvantaged) /boys /girls /SEN with statement /SEN without statement /no SEN.'

There are up to three possible sentences per school; one for each subject.

¹ The term 'significantly below' is based on statistical significance in RAISEonline. See Appendix F (p48 – 49) of the Guide to Calculations: <https://www.raiseonline.org/OpenDocument.aspx?document=347>

² For further details of how the lowest 10% is calculated see the notes section and the end of this document.

Expected Progress and more than expected progress

Key Stage 4

Expected progress (EP) and more than expected progress (MEP) strengths and weaknesses are based on progress from starting points. At Key Stage 4, starting points refer to the level a pupil achieved in a particular subject at the end of Key Stage 2. These starting points are used to identify whether a pupil has met EP or MEP. The measure of expected progress is built on the principle that a pupil achieving a Level 4 in English or mathematics by the end of Key Stage 2 should achieve at least a grade C at GCSE in that subject¹.

Table 1 shows the 12 EP and MEP measures that have been used to calculate the strengths and weaknesses at Key Stage 4.

Table 1: Key Stage 4 expected progress measures

English						Mathematics					
Level 3		Level 4		Level 5		Level 3		Level 4		Level 5	
EP	MEP	EP	MEP	EP	MEP	EP	MEP	EP	MEP	EP	MEP

All pupils

Strength

- 1) 'From each starting point, the proportions of KS4 pupils making and exceeding expected progress in English and in mathematics were above national figures.'

This sentence is shown if the percentage of pupils achieving EP or MEP is greater than the national percentage from all levels in English and mathematics. So, all 12 of the EP and MEP measures shown in Table 1 were above the national. This may be fewer than 12 if the school didn't have pupils at a particular level.

- 2) 'From at least 5 out of every 6 starting points, the proportions of KS4 pupils making and exceeding expected progress in English and in mathematics were close to or above national figures.'

For Key Stage 4, where there were pupils at each of the 12 starting points for 2014 English and mathematics EP and MEP, the strength was flagged where 10 or more were at or close to² the national figure. Where a school did not have pupils at each

¹ Further information about these measures can be found here:
<https://www.raiseonline.org/OpenDocument.aspx?document=343>

² 'Close to' is defined as the percentage represented by one pupil. See further explanation of this and a description of how it is calculated in the notes section at the end of this document.

of the possible starting points, the calculation used 5/6 of the number of starting points at which the school had pupils.

Weakness

Weaknesses are based on whether a school's percentage of pupils achieving EP or MEP from starting points, in both English and mathematics was in the lowest 10% of all mainstream schools nationally.¹ There are no EP or MEP weaknesses shown for special schools due to low numbers of pupils making or exceeding expected progress.

- 1) 'At least twice, KS4 expected or more than expected progress from starting points was in the lowest 10% (in English/in mathematics).'

This weakness is shown when at least two of the 12 measures in Table 1 were in the lowest 10% of all mainstream schools in either English or mathematics.²

Disadvantaged pupils

Strengths and weaknesses for disadvantaged pupils are based upon the red and yellow shading shown in the closing the gaps report (CTGT) in RAISEonline and the Inspection dashboard. This shading is applied only to the current year's gap between progress of the school's disadvantaged group and the progress of other pupils nationally from the same starting point.

Yellow shading is applied when the percentage of disadvantaged pupils making EP is equal to or greater than the respective national percentage for other pupils from the same starting point.

Red shading is applied when the percentage of disadvantaged pupils making or exceeding EP is below the respective national percentage for other pupils with the same starting point and the gap represents a margin of one or more pupil at Key Stage 2 or three or more pupils at Key Stage 4.

Disadvantaged pupils

Strength

- 1) 'From each starting point, the proportion of disadvantaged KS4 pupils making and exceeding expected progress in English and in mathematics at least matched that of other pupils nationally.'

For a school to have this highlighted as a strength, all of the measures in Table 1 must have yellow shading in the CTGT report, where they had pupils. Where a

¹ For details of how the lowest 10% is calculated see the notes section and the end of this document.

² For details of how the lowest 10% is calculated see the notes section and the end of this document.

school has no pupils at a particular starting point for expected or more than expected progress, only the starting points that have data are taken into consideration in the calculation.

- 2) 'From at least 5 out of every 6 starting points, the proportion of disadvantaged KS4 pupils making and exceeding expected progress in English and in mathematics was similar to that of other pupils nationally.'

For Key Stage 4, where there were pupils at each of the 12 starting points for 2014 English and mathematics EP and MEP, the strength was flagged where 10 or more of the measures in Table 1 either had no shading or yellow shading. This means no more than two of the measures had red shading. Where a school did not have pupils at each of the possible starting points, the calculation used 5/6 of the number of starting points at which the school had pupils.

Weakness

- 1) 'At least twice, KS4 expected progress (or more than expected progress) from starting points for disadvantaged pupils was well below other pupils nationally (in English/in mathematics)'.¹

For a school to have this weakness at least two of the measures in Table 1 have red shading in either English or in mathematics.² There are no EP or MEP weaknesses shown for special schools due to low numbers of pupils making or exceeding expected progress.

Key Stage 2

Strengths and weaknesses for EP and MEP are determined by looking at progress from starting points. At Key Stage 2, these starting points refer to the level achieved in a particular subject at the end of Key Stage 1. The government currently sets a minimum expectation of two levels of progress from Key Stage 1 to Key Stage 2; a child working at Level 2 at Key Stage 1 should achieve at least a Level 4 at Key Stage 2.

Table 2 shows the Key Stage 2 EP and MEP measures that have been used to calculate the strengths and weaknesses.

Table 2: Key Stage 2 expected progress measures

Reading						Writing						Mathematics					
Level 1		Level 2		Level 3		Level 1		Level 2		Level 3		Level 1		Level 2		Level 3	
EP	MEP	EP	MEP	EP	MEP	EP	MEP	EP	MEP	EP	MEP	EP	MEP	EP	MEP	EP	MEP

¹ 'Well below' at Key stage 4 refers to an amount equivalent to three or more pupils.

² For details of how the lowest 10% is calculated see the notes section and the end of this document.

Level 3 MEP was removed from calculations for reading, writing and mathematics due to low national figures.

All pupils

Strength

- 1) 'From each starting point, the proportions of KS2 pupils making and exceeding expected progress in reading, in writing and in mathematics were above national figures.'

This sentence is shown if the percentage of pupils achieving EP or MEP is greater than the national percentage from all levels in reading, writing and mathematics. So, all 15 of the EP and MEP measures shown in Table 2 were above the national. This may be fewer than 15 if the school didn't have pupils at a particular level.

- 2) 'From at least 5 out of every 6 starting points, the proportions of KS2 pupils making and exceeding expected progress in reading, in writing and in mathematics were close to or above national figures.'

Where there were pupils at each of the 15 starting points considered for 2014 reading, writing and mathematics EP and MEP, the strength was flagged where 13 or more were at or close to¹ the national figure (as 5/6 of 15 is 12.5). Where a school did not have pupils at each of the possible starting points, the calculation used 5/6 of the number of starting points at which the school had pupils.

Weakness

- 1) 'At least twice, KS2 expected or more than expected progress from starting points was in the lowest 10% (in reading/in writing/in mathematics).'

This weakness will be flagged if at least two of the measures in Table 2 were in the lowest 10% of all mainstream schools in reading, writing or mathematics.² There are no EP or MEP weaknesses shown for special schools due to low numbers of pupils making or exceeding expected progress.

Disadvantaged pupils

Strength

There are two levels to this strength:

¹ 'Close to' is defined as the percentage represented by one pupil. See further explanation of this and a description of how it is calculated in the notes section at the end of this document.

² For details of how the lowest 10% is calculated see the notes section and the end of this document.

- 1) 'From each starting point, the proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, in writing and in mathematics at least matched that of other pupils nationally.'

For a school to have this highlighted as a strength, all of the measures in Table 1 must have yellow shading in the CTGT report, where they had pupils. Where a school has no pupils at a particular starting point for expected or more than expected progress, only the starting points that have data are taken into consideration in the calculation.

- 2) 'From at least 5 out of every 6 starting points, the proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, in writing and in mathematics was similar to that of other pupils nationally.'

Where there were pupils at each of the 15 starting points considered for 2014 reading, writing and mathematics EP and MEP, the strength was flagged where 13 or more had no shading or yellow shading (as 5/6 of 15 is 12.5). Where a school did not have pupils at each of the possible starting points, the calculation used 5/6 of the number of starting points at which the school had pupils.

Weakness

- 1) 'At least twice, KS2 expected progress (or more than expected progress) from starting points for disadvantaged pupils was well below other pupils nationally (in reading/in writing/in mathematics).'¹

For a school to have this weakness at least two of the measures in Table 1 have red shading in reading, writing or mathematics. There are no EP or MEP weaknesses shown for special schools due to low numbers of pupils making or exceeding expected progress.

¹ 'Well below' at Key Stage 2 refers to an amount equivalent to one or more pupils.

Average Point Score (APS)

Strength

There is one possible strength for each key stage (Key Stages 1, 2 and 4). This will be highlighted if APS for disadvantaged pupils is at or above the national figure for other pupils. The sentences for each key stage are as follows:

- 1) 'Disadvantaged KS4 pupils had an average point score equal to or above the national score for other pupils (overall/in English/in mathematics).'
- 2) 'Disadvantaged KS2 pupils had an average point score equal to or above the national score for other pupils (in reading/in writing/in mathematics).'
- 3) 'Disadvantaged KS1 pupils had an average point score equal to or above the national score for other pupils (in reading/in writing/in mathematics).'

Weakness

There is one possible weakness for each of the key stage. These are flagged if the APS for all pupils was significantly below¹ the national APS for all pupils and in the lowest 10% of all schools. The lowest 10% of special schools has been calculated separately from mainstream schools. The possible sentences are:

- 1) 'The average point score for KS4 pupils was significantly below average and in the lowest 10% (overall/in English/in mathematics).'
- 2) 'The average point score for KS2 pupils was significantly below average and in the lowest 10% (in reading/in writing/in mathematics).'
- 3) 'The average point score for KS1 pupils was significantly below average and in the lowest 10% (in reading/in writing/in mathematics).'

¹ The term 'significantly below' is based on statistical significance in RAISEonline. See Appendix F (p48 – 49) of the Guide to Calculations: <https://www.raiseonline.org/OpenDocument.aspx?document=347>

Thresholds

Strength

Only strengths are flagged for threshold data. Strengths are shown if disadvantaged are attaining at or above the national level for other pupils. The criteria differ at each key stage.

Key Stage 4

At Key Stage 4, the two possible sentences are:

- 1) 'The proportion of disadvantaged KS4 pupils that attained 5ACEM is equal to or above the national proportion for other pupils (overall/in English/in mathematics).'
- 2) 'The proportion of disadvantaged KS4 pupils that attained EBacc is equal to or above the national proportion for other pupils (overall/in English/in mathematics).'

5ACEM = five A* to C at GCSE including English and mathematics.

EBacc = the EBacc is a performance measure based on the number of pupils attaining a grade C or above in the core academic subjects at Key Stage 4.¹

Key Stage 2

At Key Stage 2, the two possible sentences are:

- 1) 'The proportion of disadvantaged KS2 pupils that attained at least Level 4 is equal to or above the national proportion for other pupils (in reading/in writing/in mathematics).'
- 2) 'The proportion of disadvantaged KS2 pupils that attained at least Level 5 is equal to or above the national proportion for other pupils (in reading/in writing/in mathematics).'

Key Stage 1

At Key Stage 1, the two possible sentences are:

- 1) 'The proportion of disadvantaged KS1 pupils that attained at least Level 2b is equal to or above the national proportion for other pupils (in reading/in writing/in mathematics).'
- 2) 'The proportion of disadvantaged KS1 pupils that attained at least Level 3 is equal to or above the national proportion for other pupils (in reading/in writing/in mathematics).'

¹ A full list of qualifications included in the EBacc can be accessed here:
<https://www.gov.uk/government/publications/english-baccalaureate-ebacc>

Phonics

Strength

If the proportion of pupils meeting the expected standard in phonics is greater than the national, the following strength will be highlighted:

- 1) 'The proportion of Year 1 pupils that met the expected standard in phonics was above the national figure.'

Early Years Foundation Stage Profile (EYFSP)

Both the strength and weakness for EYFSP focus on the proportion of children that have achieved a good level of development (GLD).¹

Strength

The two possible sentences are:

- 1) 'All children achieved a good level of development in the Early Years Foundation Stage Profile.'
- 2) 'The proportion of children that achieved a good level of development in the Early Years Foundation Stage Profile was above the national figure.'

The first is shown if all children achieved a good level of development, i.e. GLD = 100%. The second sentence is shown in the percentage of children that achieved a good level of development was above the national.

Weakness

For a school to have a weakness flag, less than half of children need to have achieved a GLD.

- 1) 'Fewer than half of the children achieved a good level of development in the Early Years Foundation Stage Profile.'

¹ Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; and personal, social and emotional development; literacy; and mathematics.

Attendance

Strengths and weaknesses for attendance measures are calculated based on all pupils in the school.

Overall attendance is the percentage of sessions (a session is defined as morning or afternoon) attended by all pupils in the school and is calculated as:

Attendance = 100% – % of overall absence.

The measure of overall absence that underlies this calculation is based on the first two terms of school level absence data, collected via the School Census, which are then combined. It should be noted that attendance figures are at school level and therefore not specific to any key stage.

Attendance of all pupils

Strength

The first sentence has been assessed using the bottom 10% of absence published in the RAISEonline library¹ for mainstream primary and secondary schools. The lowest 10% of absence equates to the highest 10% of attendance. The highest 10% of attendance has been calculated separately for special schools, based only on special schools.

- 1) 'Attendance was high (in the highest 10% of all mainstream/special schools nationally).'

The second sentence below is shown only when attendance measures have not met the criteria above. The sentence is shown when the school's overall attendance percentage was above the national average for primary or secondary schools.

- 2) 'Attendance was above average.'

Weakness

The weakness sentence is shown in the attendance in the school falls into the lowest 10% of all primary or secondary schools. For mainstream schools this is determined using the top 10% of absence as published in the RAISEonline library¹.

- 1) 'Attendance was low (i.e. in the lowest 10% of all pupils nationally).'

¹ <https://www.raiseonline.org/OpenDocument.aspx?document=327>

Attendance of groups

Strength

The strength sentence for the attendance of pupil groups is shown when no groups fall into the lowest 10% of absence. This is based on the lowest 10% of all schools published in RAISEonline. The pupil groups are boys, girls, FSM¹, non-FSM, SEN with a statement, and SEN without a statement.

- 1) 'No group had low attendance (i.e. in the lowest 10% of all pupils nationally).'

Attendance groups

Weakness

If any of the groups mentioned in the sentence below are in the lowest 10% of all pupils nationally the following weakness will be flagged.²

- 1) 'Attendance was low for the group(s): FSM /non-FSM/boys /girls /SEN with statement /SEN without statement /no SEN (in the lowest 10% of all pupils nationally).'

If overall attendance for all pupils is in the lowest 10% of all pupils, this sentence will be suppressed unless only one or two groups meet the criterion.

Persistent absence

This sentence is shown if the percentage of all pupils who were persistently absent (missing around 15% of possible sessions) was below the national average.³

- 1) 'Persistent absence was below average.'

¹ Pupils in receipt of free school meals at any point in the last 6 years

² For details of how the lowest 10% is calculated see the notes section and the end of this document.

³ A possible session is a single morning or afternoon when the enrolment could have been at school. There are two possible sessions in a day.

Notes

Lowest 10%

The lowest 10% is determined using deciles; these divide the population into 10 equal groups according to the distribution of values of a particular variable, with approximately 10% of the data (e.g. schools) held in each. Any value that falls within the first decile will be flagged as in the lowest 10% of all schools nationally. Deciles have been calculated separately for mainstream and special schools.

'Close to' the national figure

Consistency in being close to or above the national figures for pupils at each prior-attainment level, including the most able, is an important aspect of good achievement. Where numbers of pupils at any prior-attainment level are small, it is important to assess whether a school's percentage that is below the national figure is as close to it as possible. For example, where there are four pupils, the school's percentage can be only 0, 25, 50, 75 or 100, so 50 is the nearest possible value below a national figure of 64.

The 'close to' allowance is measured as the percentage represented by one pupil. To calculate the percentage represented by one pupil in a group of pupils (n), $1/n$ is calculated and then multiplied by 100 or $100 \div n$ is calculated. If the percentage for that particular group of pupils plus the 'close to' allowance is equal to or above national then this will be flagged as a strength.

Starting points with no pupils

Where a school has no pupils at a particular starting point for expected or more than expected progress, only the starting points that have data are taken into consideration when calculating the strengths and weaknesses. For example, if a school had no expected or more than expected progress data at Level 3 (because none of the children in the school achieved this level), as long as all of the other measures that the school had data for (Level 4 and 5) meet the criteria for the strength/weakness, then this school would still be highlighted.