

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.

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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 2016 data 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 2016 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 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 is shown for special schools. National distributions for special schools only have been used to identify those schools which are in the lowest 10%. 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).

Inspectors should not report separately on small numbers (typically fewer than five) where individual pupils could be identified.

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.
- 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 validated data. They may differ from national figures published within the Department for Education's Performance tables. Nationals are shown as a pink bar for performance and exclusions data, and a red bar in the context page.

² For 2015 onwards, the data for disadvantaged pupils are for those pupils eligible for the pupil premium under the current definition.

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

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

Pupil group	National comparator for progress	National comparator for attainment
All pupils	All pupils national	All pupils national
Disadvantaged	Other national	Other national
Other	Other national	Other national
Girls	Girls national	Girls national
Boys	Boys national	Boys national
SEN with a statement or Education, Health and Care (EHC) plan	All pupils national	No national bar
SEN support	All pupils national	No national bar
No SEN	No SEN national	No SEN national

For attainment of SEN groups, national comparisons are not made because the specific needs in each school vary. The [School inspection handbook](#) paragraph 187 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.

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

Cohorts/included

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, the cohort shown below the key stage 2 attainment charts relates to the denominator for the percentage of pupils attaining the expected standard.

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 2016.

For 2016, we have introduced an 'included' row of data. This shows the number of pupils included in the calculation of the progress score.

Strengths and weaknesses

The strengths and weaknesses are shown on the front page of the inspection dashboard. They are calculated based on only the latest year of 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 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	7
Key Stage 2	4	4
Key Stage 1	4	4
Phonics	2	2
Early Years Foundation Stage Profile	1	1
Attendance/persistent absence	2	2

The list of possible strengths and weaknesses can be found in the RAISEonline library⁵. For most measures 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

⁵ <https://www.raiseonline.org/OpenDocument.aspx?document=470>

data. 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 and coasting

The definitions for floor standards and coasting can be found here:

<https://www.gov.uk/government/publications/school-and-college-performance-tables-2016-statement-of-intent>

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

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

2016	School	National Floor	Coasting
Expected+ RWM	47%	65%	85%
Reading progress	2.0	-5	-2.5
Writing progress	-0.7	-7	-3.5
Maths progress	0.4	-5	-2.5
Above?		✔	✔
Coasting elements	2014	2015	2016
Above?	✔	✔	✔

A tick is shown if the school was above the floor or coasting definitions. A cross is shown if the school was below. NA may also be shown (see reasons below)

The coasting elements show whether the school was above the definition for that year. For example, if the school had a progress 8 score below - 0.25 in 2016, but above the definition for earlier years, a cross will be shown for 2016, and ticks for 2015 and 2014.

'NA' may be shown for the following reasons:

- For key stage 4 if the cohort was less than six in 2016, or less than 11 in 2015 or 2014
- For key stage 2 if the cohort was less than 11
- For coasting, if the school was not eligible for any of the three years. For example, if the school was not open in 2014, NA will be shown under the coasting definition.

Secondary measures

Progress 8

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, 2017 and 2018'⁶. It also includes information about the P8 floor standard.

Charts show the 2016 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. 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

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

Charts show the 2016 scores for overall A8 and the English, mathematics, EBacc, open GCSE and open non-GCSE A8 elements for the key groups.

⁶ <https://www.gov.uk/government/publications/progress-8-school-performance-measure>

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.

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 numbers in the Entries row at the base of the Attainment 8 charts are, for each pupil group, the average number of entries in the three pillars of science, languages and humanities. The maximum number is therefore 3, which indicates that all pupils in the group or cohort entered for at least one subject in each pillar.

The threshold charts that follow on from the attainment 8 charts display the grade C threshold measure for science, languages and humanities for the key pupil groups.

Value added

Value added (VA) scores are given for key stage 4 science, languages and humanities; they are 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. The national figure for VA is 0. Where the whole of the confidence interval is above the 0 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 0 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 0. 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. They do not show whether VA has risen or fallen significantly since the previous year.

The VA document “Guide to KS4 Value Added measures for Ebacc pillars science, humanities, languages” in the RAISEonline library⁷ provides 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. 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.

Primary measures

Key stage 2 progress

The new progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school. They are a type of value added measure, which means that pupils’ results are compared to the actual achievements of other pupils nationally with similar prior attainment. Zero is the national average progress score for all pupils and for each prior attainment group.

A school’s progress scores in English reading, English writing and mathematics is calculated as the average of its pupils’ progress scores. These scores give an indication of whether, as a group, pupils in the school made above or below average progress in a subject compared with pupils with similar starting points in other schools.

Progress scores are calculated by first assigning pupils into groups with other pupils nationally with similar KS1 prior attainment. An average KS2 scaled score is calculated for each prior attainment group. The progress score is the difference between the pupil’s actual KS2 outcome and the average for all other pupils nationally in the same prior attainment group. A school’s progress score, for a subject, is the mean average of its pupils’ progress scores in that subject.

More information on the new primary school accountability measures is available from the following link:

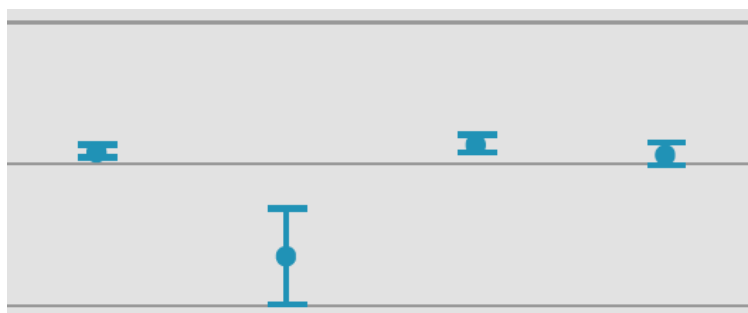
<https://www.gov.uk/government/publications/primary-school-accountability>

The inspection dashboard shows the progress score with its confidence interval. The confidence interval around a score is shown by the length of the line above the

⁷ See the Key Stage 2 – 4 VA guide here:

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

point, and by the length of the line below the point. It indicates the range of uncertainty around the score.



Confidence intervals should be taken into account when making comparisons with national averages. Where the whole of the confidence interval is above zero, the score is significantly above average (sig+). If the confidence interval is wholly below the zero line, the score is significantly below average (sig-). Otherwise, the score is not significantly different from zero. The calculation of strengths and weaknesses uses the significance values based on these confidence intervals.

Key stage 2 attainment

For reading, English grammar punctuation and spelling (EGPS) and mathematics, test results are used to determine if pupils are meeting the expected standard. The pupil's raw test scores are mapped to scaled scores. The conversion tables are available:

<https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>

All scaled scores are between 80 and 120. A scaled score of 100 represents the expected standard in the test, therefore pupils scoring 100 or more will have met the expected standard of the test. A score of 99 means a pupil has not met the expected standard. For 2016, a score of 110 means that a pupil has met the high standard.

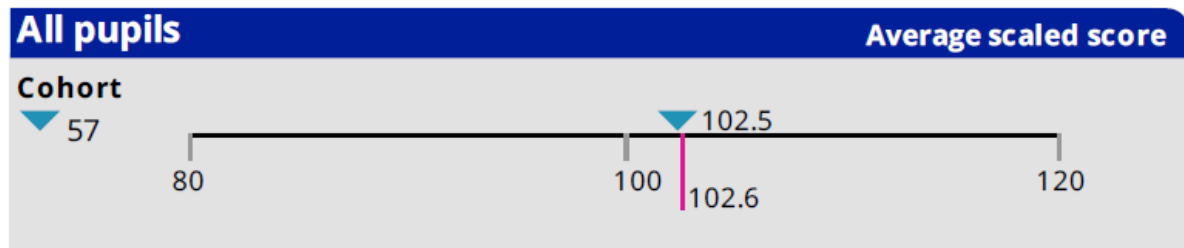
Writing and science data is based on teacher assessments. The interim teacher assessment frameworks are available here:

<https://www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-2>

Average scaled score

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

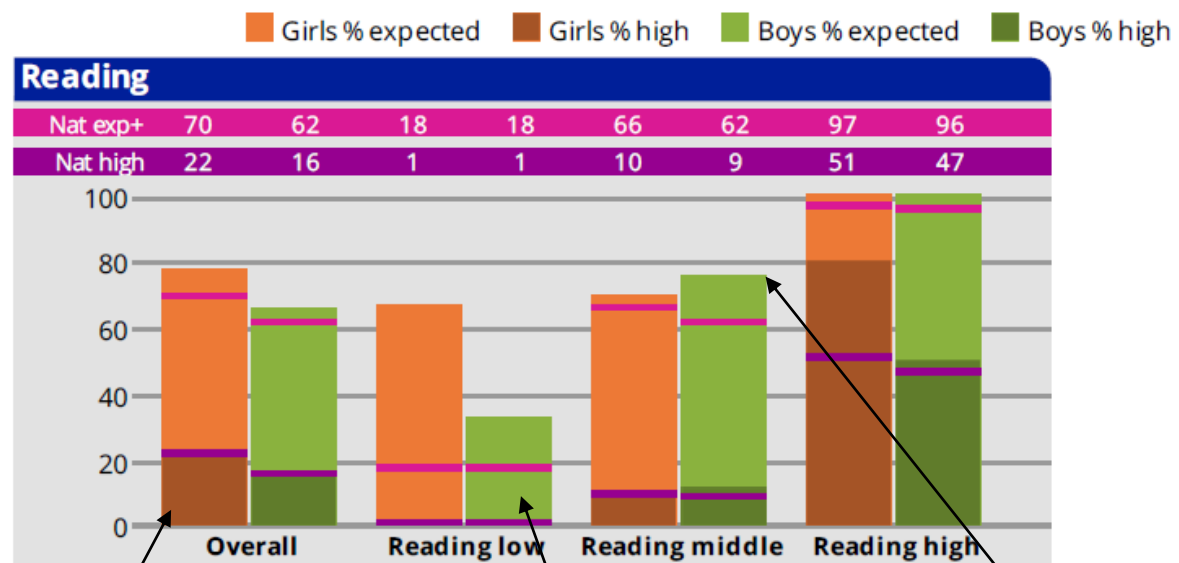
Attainment ▼ School | National



The average scaled score cohort is shown on the left hand side. The average scaled score can range between 80 and 120, where 100 is the expected standard. The pink bar shows the national and the blue triangle shows the school's average scaled score.

Attainment of the expected standard

At key stage 2, the percentage of pupils attaining the expected standard or higher (expected+) is shown alongside the percentage of pupils attaining the high score. For gender and SEN charts, these are shown as stacked bar charts.



The dark colour shows the percentage of pupils that attained the high standard

The light colour shows the percentage of pupils that attained the expected standard and not the high standard

The top of the bar shows the percentage of pupils that attained the expected standard or higher, i.e. expected standard + high standard

At key stage 1, the percentage of pupils with a teacher assessment of expected standard or higher, next to the percentage attaining greater depth. If all pupils attained greater depth, both percentages would be 100%.

For science at key stage 1 and 2 the only outcome of the teacher assessment was whether pupils met the expected standard.

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

Early years foundation stage profile data for 2016 is not yet available. These pages now include the early learning goals in mathematics, reading and writing in addition to the percentage of pupils with a good level of development.

Absence, exclusions and destinations

Absence

Absence and persistent absence bar charts display 2016 data. A dotted line indicates the highest 10% of absence nationally, as published in the RAISEonline library⁸, to help identify whether all pupils or any groups had low attendance. The blue line indicates the national average for absence. Paragraph 167 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** 10% or more of sessions. The methodology from 2016 classifies pupils as persistent absentees if they miss 10 per cent or more of their own individual possible sessions, rather than reaching a standard threshold of absence sessions.⁹

Exclusions

For fixed term exclusions, 'Total' represents the number of pupils that were given one or more fixed term exclusions during the academic year.¹⁰ '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.

⁸ <https://www.raiseonline.org/OpenDocument.aspx?document=483>

⁹ Further information on absence statistics can be found here:
<https://www.gov.uk/government/publications/absence-statistics-guide>

¹⁰ Further information on exclusions statistics can be found here:
<https://www.gov.uk/government/publications/exclusions-statistics-guide>

The number of pupils with a permanent exclusion is presented for three years. Alongside the 2014 and 2015 figures 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.

Context in 2016

The context page displays information about the whole school in 2016, 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 and writing in Years 7, 8 and 9 is calculated using points equivalent to whole levels, while English and mathematics prior attainment is calculated using fine points scores. In all cases, teacher assessment is used to determine the level where a valid test result is not available.

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 2016:

- 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) and left care

The number of CLA pupils in the school in 2016 is shown.

The number of pupils that left care is also shown. These are pupils that were:

- identified in the [January 2016 school census](#) or the [alternative provision census](#) as having left local-authority care as a result of one of the following:
 - adoption
 - a special guardianship order
 - a child arrangements order (previously known as a residence order).