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# Inspection Dashboard

Strengths and weaknesses guidance for the Inspection dashboard

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This document contains technical guidance about how strengths and weaknesses are calculated in the Inspection dashboard. It covers data from early years foundation stage to key stage 4. All strengths and weaknesses are based on 2016 data.

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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 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 school<sup>1</sup>**

	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

Lists of possible strengths and weaknesses can be found in the RAISEonline library, shown separately for 2016<sup>2</sup> and for earlier years<sup>3</sup>. 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 data. Weakness sentences are customised to specify only the subjects and groups that match the school's data.

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<sup>1</sup> For those schools that opted in to the Progress 8 and Attainment 8 measures in 2015, there are an additional three possible strengths and three possible weaknesses

<sup>2</sup> <https://www.raiseonline.org/OpenDocument.aspx?document=470>

<sup>3</sup> <https://www.raiseonline.org/OpenDocument.aspx?document=362>

## Secondary measures

### Secondary strengths

Strengths in the inspection dashboard provide information about the consistency of progress across subjects and starting points, for all pupils and for disadvantaged pupils and pupils who have special educational needs and/or disabilities.

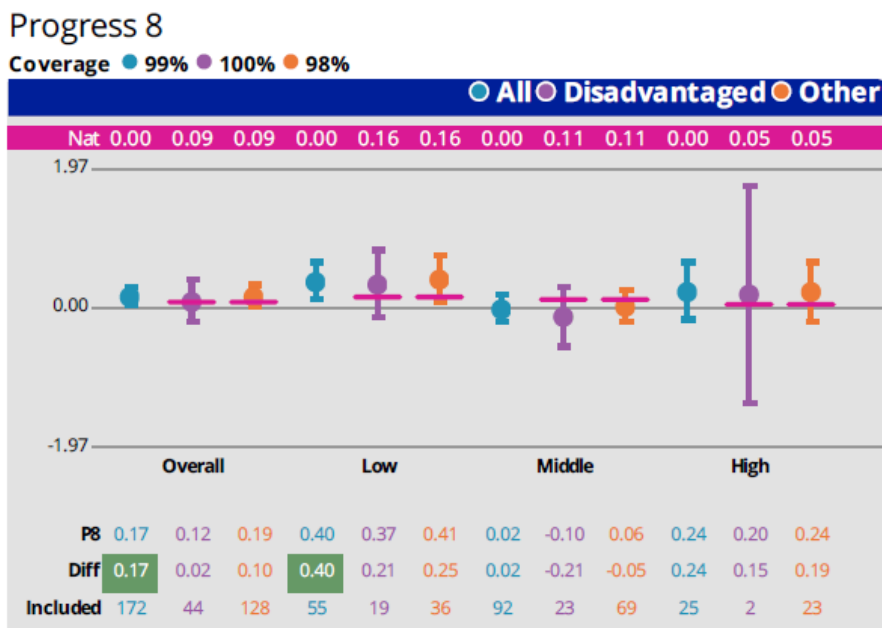
Key stage 4 progress strength statements are for:

- 1) Progress 8 overall
- 2) Progress 8 in English and mathematics elements
- 3) Progress across the curriculum (Progress 8 EBacc and open elements, and value added for the science, languages and humanities EBacc pillars)

Statements for 1) and 2) are for consistency across all starting points. If a school has no pupils in one of the prior attainment groups, the strength is indicated for consistency across all the prior attainment groups the school has. Statements for 2) and 3) are for consistency across all elements and pillars.

Strengths can also be seen from the charts. For all specified starting points, elements or pillars, the highest strength has green shading (light or dark), the middle strength has green shading overall and no red shading for prior attainment groups. All strengths have an absence of red shading. For example, the school below has no red shading, and green shading for the Progress 8 overall for all pupils, so the following sentence would show:

*Progress 8 was significantly above average overall and not significantly below average for any prior attainment group.*



Strengths appear based on the statistical significance based on a 95% confidence interval. More information about confidence intervals can be found in Appendix G of

the RAISEonline guidance document<sup>1</sup>. For the third sentence in the hierarchy, no figure can be 'well below average'. This means the sentence will not appear if any figure is in the lowest 10% of all schools based on the figures for all pupils.

### Overall Progress 8 strengths

Hierarchy	All pupils	Disadvantaged
All sig+	Progress 8 was significantly above average overall and for all prior attainment groups.	Disadvantaged pupils' Progress 8 was significantly above national other overall and for all prior attainment groups.
Overall sig+ and no prior attainment group sig-	Progress 8 was significantly above average overall and not significantly below average for any prior attainment group.	Disadvantaged pupils' Progress 8 was significantly above national other and not significantly below average for any prior attainment group.
No sig-	Progress 8 was not significantly below average* overall or for any prior attainment group.	Disadvantaged pupils' Progress 8 was not significantly below national other* overall or for any prior attainment group.
footnotes	*and not well below average	*and not well below average

### English and mathematics Progress 8 strengths

Hierarchy	All pupils	Disadvantaged	SEN
All sig+	Progress 8 was significantly above average in English and mathematics overall and for all prior attainment groups.	Disadvantaged pupils' Progress 8 was significantly above national other in English and mathematics overall and for all prior attainment groups.	For pupils who have special educational needs, Progress 8 was significantly above average in English and mathematics overall and for all prior attainment groups.
Overall sig+ and no prior attainment group sig-	Progress 8 was significantly above average in English and mathematics overall and not significantly below average for any prior attainment group.	Disadvantaged pupils' Progress 8 was significantly above national other in English and mathematics overall and not significantly below average for any prior attainment group.	For pupils who have special educational needs, Progress 8 was significantly above average in English and mathematics overall and not significantly below average for any prior attainment group.
No sig-	Progress 8 was not significantly below average* overall or for any prior attainment group in English or mathematics.	Disadvantaged pupils' Progress 8 was not significantly below national other* overall or for any prior attainment group in English or mathematics.	For pupils who have special educational needs, Progress 8 was not significantly below average* overall or for any prior attainment group in English or mathematics.
footnotes	*and not well below average	*and not well below average	*and not well below average

<sup>1</sup> <https://www.raiseonline.org/OpenDocument.aspx?document=457>

## Key stage 4 progress across the curriculum strengths

Hierarchy	All pupils	Disadvantaged	SEN
All sig+	Progress for all pupils was significantly above average across the curriculum (EBacc and open elements and science, languages and humanities).	Disadvantaged pupils' progress was significantly above national other across the curriculum (EBacc and open elements and science, languages and humanities).	For pupils who have special educational needs, progress was significantly above average across the curriculum (EBacc and open elements and science, languages and humanities).
No sig-	Progress for all pupils was not significantly below average* across the curriculum (for EBacc or open elements, science, languages or humanities).	Disadvantaged pupils' progress was not significantly below national other* across the curriculum (for EBacc or open elements, science, languages or humanities).	For pupils who have special educational needs, progress was not significantly below average* across the curriculum (for EBacc or open elements or science, languages or humanities).
footnotes	*and not well below average	*and not well below average	*and not well below average

## Secondary weaknesses

The dashboard weakness sentences focus on the same areas as the strength sentences. They identify where individual elements, pillars or groups have weaknesses. Weaknesses can be seen from the charts, as they have dark red shading.

Where a group is identified as in the lowest 10%, it has been compared with the lowest 10% of schools based on the figures for all pupils, and not the figures for the group nationally.

### Small cohorts

Weaknesses do not identify cohorts or groups that are very small. Many groups of pupils when also split by prior attainment are very small. At key stage 4, weaknesses are indicated only for groups of six or more pupils.

### Overall Progress 8 weaknesses

All pupils	Disadvantaged
Progress 8 was significantly below average and in the lowest 10% overall/ for the low/ middle/ high prior attainment group(s).	Disadvantaged pupils' Progress 8 was significantly below national other and in the lowest 10% overall/ for the low/ middle/ high prior attainment group(s).

## English and mathematics Progress 8 weaknesses

All pupils	Groups
<p>Progress 8 in English/ mathematics was significantly below average and in the lowest 10% overall/ for the low/ middle/ high prior attainment group(s).</p>	<p>Progress 8 in English or mathematics was significantly below average and in the lowest 10% for the group(s): disadvantaged, disadvantaged low, disadvantaged middle, disadvantaged high, SEN with EHC/statement low, SEN with EHC/statement middle, SEN with EHC/statement high, SEN support low, SEN support middle, SEN support high.</p>

## Key stage 4 progress across the curriculum weaknesses

All pupils	Groups
<p>Progress was significantly below average overall and in the lowest 10% for EBacc element/ open element/ science/ languages/ humanities.</p>	<p>Progress was significantly below average and in the lowest 10% in at least one of EBacc or open elements or science, languages or humanities for the group(s): disadvantaged, disadvantaged low, disadvantaged middle, disadvantaged high, SEN with EHC/statement low, SEN with EHC/statement middle, SEN with EHC/statement high, SEN support low, SEN support middle, SEN support high.</p>

## Primary measures

The full 2016 primary strengths and weaknesses can be found in the RAISEonline library<sup>1</sup>. The sections below explain how they were calculated.

### Primary strengths

The strengths give an indication of good or better performance in a school, and highlight consistency across subjects and starting points.

#### Key stage 2 progress strength sentences

The KS2 progress strengths are indicated for consistency across the three subjects for pupils overall and for the three starting points. This is consistency across four reading progress scores, four writing progress scores and four mathematics progress scores. If a school has no pupils in one of the prior attainment groups, the strength is indicated for the groups that the school has.

Hierarchy	All pupils	Disadvantaged	SEN
All sig+	KS2 progress in all subjects was significantly above average overall and for all prior attainment groups.	Disadvantaged KS2 pupils' progress in all subjects was significantly above average overall and for all prior attainment groups.	For KS2 pupils who have special educational needs, progress in all subjects was significantly above average overall and for all prior attainment groups.
Overall sig+ and no prior attainment group sig-	KS2 progress in all subjects was significantly above average overall and not significantly below average for any prior attainment group.	Disadvantaged KS2 pupils' progress in all subjects was significantly above average overall and not significantly below average for any prior attainment group.	For KS2 pupils who have special educational needs, progress in all subjects was significantly above average overall and not significantly below average for any prior attainment group.
No sig-	KS2 progress was not significantly below average* overall or for any prior attainment group in any subject.	Disadvantaged KS2 pupils' progress was not significantly below average* overall or for any prior attainment group in any subject.	For KS2 pupils who have special educational needs, progress was not significantly below average* overall or for any prior attainment group in any subject.
footnotes	*and not below -3	*and not below -3	*and not below -3

In the progress strength sentences, 'significantly' refers to statistical significance based on a 95% confidence interval. More information about confidence intervals can be found in Appendix G of the RAISEonline guidance document<sup>2</sup>. Where these strengths were indicated, the whole of the confidence interval was above the national comparator in the charts.

<sup>1</sup> <https://www.raiseonline.org/OpenDocument.aspx?document=470>

<sup>2</sup> <https://www.raiseonline.org/OpenDocument.aspx?document=457>



A school with a strength sentence for all pupils, disadvantaged pupils or pupils with special educational needs cannot also have a weakness sentence for progress of the same group. They may have a sentence identifying weakness for a different group, such as gender.

### Key stage 2 average scaled score for disadvantaged

The only other strength at KS2 is indicated when the average scaled score for disadvantaged pupils in the school is equal to or above that of other pupils nationally. The average scaled score is available only for the test subjects, reading and mathematics.

'Disadvantaged KS2 pupils had an average scaled score equal to or above the national score for other pupils (in reading/ in mathematics).'

### Key stage 1 strength sentences

The KS1 strengths are indicated for consistency across three reading scores, three writing scores and three mathematics scores. Overall attainment is not included. If a school has no pupils in one of the early years development groups, the strength is indicated for the groups that the school has.

Hierarchy	All pupils		Disadvantaged	
	Expected +	Greater depth	Expected +	Greater depth
Above	KS1 attainment of at least the expected standard in all subjects for all EYFS development groups was above national figures.	KS1 attainment of greater depth in all subjects for all EYFS development groups was above national figures.	For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was above national figures for other pupils.	For KS1 disadvantaged pupils, attainment of greater depth in all subjects for all EYFS development groups was above national figures for other pupils.
Close to or above	KS1 attainment of at least the expected standard in all subjects for all EYFS development groups was close to* or above national figures.	KS1 attainment of greater depth in all subjects for all EYFS development groups was close to* or above national figures.	For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was close to* or above national figures for other pupils.	For KS1 disadvantaged pupils, attainment of greater depth in all subjects for all EYFS development groups was close to* or above national figures for other pupils.
footnote	*within one pupil below national	*within one pupil below national	*within one pupil below national	*within one pupil below national

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. The school percentage is flagged as a strength if it is above the national percentage or below it by an amount less than the 'close to' allowance.

### Phonics strength sentences

A strength sentence for all pupils and for disadvantaged pupils is shown when the school percentage is above the national.

Hierarchy	All pupils	Disadvantaged
Above	The proportion of pupils that met the expected standard in phonics was above the national figure in year 1.	The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in year 1.

### Early Years Foundation Stage Profile (EYFSP) strength

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

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.

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<sup>1</sup> 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.

## Primary weaknesses

Weaknesses at KS1 and KS2 identify:

- subjects which have a weakness and any weak prior attainment/ development group in that subject
- groups which have at least one weakness in any subject, without listing all of the weaknesses.

## Small cohorts

Weaknesses do not identify cohorts or groups that are very small. Many groups of pupils when also split by prior attainment/development group are very small. At key stages 1, 2, phonics and the Early Years Foundation Stage Profile weaknesses are indicated only for groups of six or more pupils.

## Key stage 2 weakness sentences

Reading	Writing	Mathematics	Groups
KS2 progress in reading was significantly below average and in the lowest 10% overall/ for the low/ middle/ high prior attainment group(s).	KS2 progress in writing was significantly below average and in the lowest 10% overall/ for the low/ middle/ high prior attainment group(s).	KS2 progress in mathematics was significantly below average and in the lowest 10% overall/ for the low/ middle/ high prior attainment group(s).	KS2 progress was significantly below average and in the lowest 10% in at least one subject for the group(s): disadvantaged, disadvantaged low, disadvantaged middle, disadvantaged high, girls, girls low, girls middle, girls high, boys, boys low, boys middle, boys high, SEN with EHC/statement low, SEN with EHC/statement middle, SEN with EHC/statement high, SEN support low, SEN support middle, SEN support high.

Weakness sentences for key stage 2 progress note where the progress score was significantly below average and in the lowest 10% of all schools, **based on the distribution of scores for all pupils**. Statistical significance is based on a 95% confidence interval. More information about confidence intervals can be found in Appendix G of the RAISEonline guidance document<sup>1</sup>.

The subject weakness sentences state if the weakness is for progress overall and list any prior attainment groups with weak progress.

The group weakness sentence lists the groups with a weakness in any subject but does not specify the subject. Users should look at the charts to see which and how many weaknesses there are for the listed group, which will be indicated by dark red shading. The groups included (overall and by prior attainment) are: disadvantaged,

<sup>1</sup> <https://www.raiseonline.org/OpenDocument.aspx?document=457>

girls and boys. SEN with EHC/statement and SEN support are included only by prior attainment. The groups 'other' and 'no SEN' are not included.

### Key stage 1 weakness sentences

Reading	Writing	Mathematics	Groups
KS1 reading was well below* the national figure for expected+ (E+) or greater depth (GD) for the EYFS group(s): emerging (E+,GD), expected (E+, GD), exceeding (E+,GD).	KS1 writing was well below* the national figure for expected+ (E+) or greater depth (GD) for the EYFS group(s): emerging (E+,GD), expected (E+, GD), exceeding (E+,GD).	KS1 mathematics was well below* the national figure for expected+ (E+) or greater depth (GD) for the EYFS group(s): emerging (E+,GD), expected (E+, GD), exceeding (E+,GD).	KS1 attainment was well below the national figure for expected+ or greater depth in at least one subject for the group(s): disadvantaged emerging, disadvantaged expected, disadvantaged exceeding, girls emerging, girls expected, girls exceeding, boys emerging, boys expected, boys exceeding.
*by an amount equivalent to two or more pupils.	*by an amount equivalent to two or more pupils.	*by an amount equivalent to two or more pupils.	*by an amount equivalent to two or more pupils.

The weakness sentences for each subject list any early years development groups with weak attainment. They also specify whether this was for attainment of at least the expected standard (expected+) or greater depth. They do not include any reference to subject attainment overall.

The group weakness sentence lists the groups with a weakness in any subject but does not specify the subject or whether this was for attainment of expected+ or greater depth. Users should refer to the charts to see which and how many weaknesses there are for the listed group, which will be indicated by dark red shading. The groups included by early years development are: disadvantaged, girls and boys. Overall attainment for these groups is not included. SEN groups and the 'other' group are not included.

### Phonics weakness sentences

In 2015, no weaknesses were shown for phonics. There are now weaknesses for phonics at year 1 and year 2. The sentences show whether the weakness is for all pupils, disadvantaged pupils or both.

Year 1	Year 2
Fewer than 70% of pupils/ disadvantaged pupils met the expected standard in phonics in year 1.	Fewer than 80% of pupils/ disadvantaged pupils met the expected standard in phonics in year 2.

## **Early Years Foundation Stage Profile (EYFSP) 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.'

## Attendance and persistent absence

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. The numbers in the pupil groups are based on the autumn school census and may differ from those in spring. It should be noted that attendance figures are at school level and therefore not specific to any key stage.

Weaknesses are only shown where there group had more than five enrolments, based on the autumn census.

### Attendance and persistent absence strengths

Hierarchy	Attendance	Persistent absence
Highest 10%	Attendance for all pupils and the FSM group was high (in the highest 10%) and no group had low attendance (in the lowest 10%).	Persistent absence was low for all pupils and the FSM group (in the lowest 10%) and no group had high persistent absence (in the highest 10%).
Above national	Attendance for all pupils and the FSM group was above the national figure and no group had low attendance (in the lowest 10%).	Persistent absence for all pupils and the FSM group was below the national figure and no group had high persistent absence (in the highest 10%).

### Attendance and persistent absence weaknesses

Weaknesses are shown for all pupils and the groups:

- pupils on free school meals in any census in the past six years (FSM)
- pupils not on free school meals any time in the past six years (non-FSM)
- SEN with a statement or education health and care plan
- SEN support
- and no SEN.

Data for children looked after is not available. Weaknesses are only shown where there group had more than five enrolments, based on the autumn census.

Attendance	Persistent absence
Attendance was low for all pupils/ the group(s): FSM /non-FSM /boys /girls /SEN with EHC/statement /SEN support /no SEN (in the lowest 10%).	Persistent absence was high for all pupils/ the group(s): FSM /non-FSM /boys /girls /SEN with EHC/statement /SEN support /no SEN (in the highest 10%).

## 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. The school percentage is flagged as a strength if it is above the national percentage or below it by an amount less than the 'close to' allowance.

### **Starting points with no pupils**

Where a school had no pupils at a particular starting point, only the starting points that had data were taken into consideration when calculating the strengths. For example, if a school had no high prior attainers, the strength was indicated if its KS2 progress met the criteria for the strength overall and for low and middle prior attainment groups.