

A quality assortment of useful and interesting data items

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Mind the gap

KS2 Year	2030/31	2029/30	2028/29	2027/28	2026/27	2025/26	2024/25	2023/24	2022/23	2021/22	2020/21	2019/20	2018/19	2017/18
Current Year	YR	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Reception Baseline					*									
EYFSP														
Phonics						*	*							
KS1														
MTC									*					
KS2														

Key

	Cohort have taken assessment (* phonics autumn Y2)
	Cohort will take assessment
	Assessment becomes non-statutory
	Cohort did not take assessment due to covid (*rollout delayed)
	Not applicable to cohort

The Future of Progress

- No KS2 progress measures for current Y6 (no KS1 results)
- Alternatives baselines were considered – EYFSP, Phonics, MTC – but scrapped due to ‘statistical issues’.
- From KS1 for current Y4 and Y5 cohorts
- From Reception Baseline from 2027/28 onwards (current Y3)
- Methodology will be broadly the same as current measures
- Pupils KS2 scores will be compared to national average KS2 score of the prior attainment group (as now)
- Cohort progress score is average of individual pupil progress scores (as now)
- Pupils’ baseline scores follow them if they change school (as now)

Ofsted and the Inspection Data Summary Report (IDSR)

IDSR vs ASP

- Both downloaded via DfE Sign-in. IDSR = 7 pages; ASP = 37 pages.
- IDSR 'greys out' data for cohorts <11 (<6 in performance tables)
- ASP shows data for all groups regardless of size
- IDSR splits data into 'significant' and 'non-significant' and has limited data on pupil groups (most not highlighted due to group size)
- ASP more like RAISE: shows lots of data for groups even if it's in line with average (open to misinterpretation)
- IDSR: statistical significance for progress and attainment
- ASP: statistical significance for progress only
- IDSR indicates trends with ↑↓ (data can be sig- but ↑ or sig+ and ↓)
- ASP does little to identify trends (especially post-pandemic!)

Progress bands in ASP and Performance Tables



Progress is sig+ **and** in top 10% of schools



Progress is sig+ but not in top 10% of schools



Progress is in line with average



Progress is sig- but not in bottom 10% of schools



Progress is sig- **and** in bottom 10% of schools

Ofsted have just **three bands** in the IDSR: sig+, average, sig-

Performance Tables and confidence intervals

Reading

The banding for this school is 'above average' because the score is greater than 0 but lower than 3.1, and the entire confidence interval is above 0.

Banding ABOVE AVERAGE

Score 3.0

Confidence interval 0.1 to 5.8

Writing

The banding for this school is 'well below average' because the score is lower than -2.7 and the entire confidence interval is below 0.

Banding WELL BELOW AVERAGE

Score -3.1

Confidence interval -5.9 to -0.4

Maths

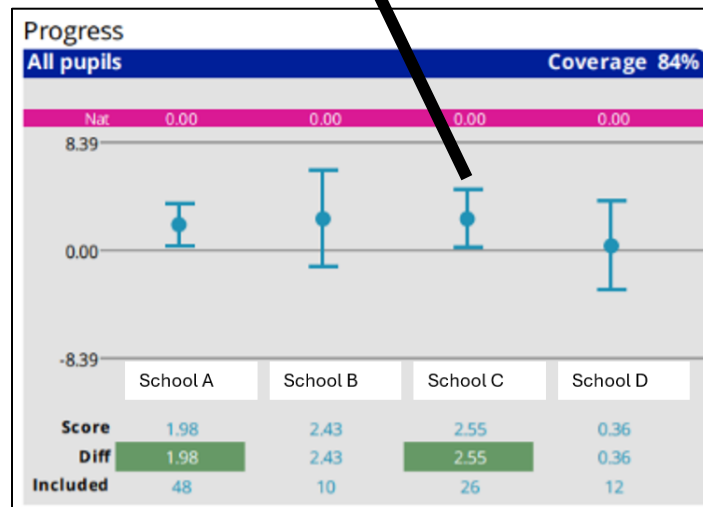
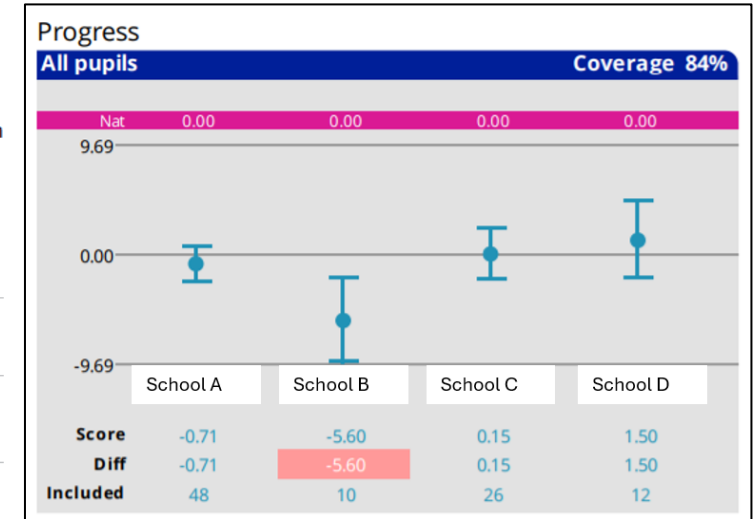
The banding for this school is 'average' because the confidence interval spans both above and below 0.

Banding AVERAGE

Score -0.5

Confidence interval -3.1 to 2.2

[Show score details](#)



- Confidence intervals (CIs) define the performance band a school is placed into
- CIs can be found in ASP and compare school performance website
- The bigger the school, the narrower the CI (and vice versa)
- $CI > 0$ = sig+; $CI < 0$ = sig-; CI includes 0 = average
- ASP: sig+/- for progress only
- IDSR: sig+/- for progress AND attainment
- Insight uses same methodology in statutory assessment report

IDSr: Context and pupil characteristics

	2021	2022	2023
School number on roll	Above average 415	Above average 413	Above average 416
School % FSM	Well below average 7	Well below average 6	Well below average 6
School % SEND support	Close to average 12	Below average 10	Well below average 8
School % EHC plan	Close to average 1.9	Above average 2.9	Above average 2.6
School % EAL	Close to average 7	Close to average 6	Close to average 6
School % stability	Close to average 84	Above average 84	Above average 84
Pupil base deprivation	Well below average	Well below average	Well below average
School location deprivation	Well below average	Well below average	Well below average

- Well above average and box shaded blue: highest 20% of schools
- Well below average and box shaded orange: lowest 20% of schools
- Deprivation: above average = more deprived; below average = less deprived

SEND primary need	SEND support (34)							
	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	0	1	1	0	6	4	7	19
Social, Emotional and Mental Health	0	3	2	4	0	1	1	11
Speech, Language and Communication Needs	0	0	1	1	0	1	0	3
Physical Disability	0	0	0	1	0	0	0	1
Year group totals	0	4	4	6	6	6	8	34

- SEND broken down by EHCP and SEN Support, primary need, and year group (NB: refers to previous year)

Disadvantaged?

DfE statistics/IDSR

Pupils who are one of the following:

- eligible for Free School Meals in the last 6 years (eligibility on census day)
- looked after continuously for 1 day or more and aged 4-15
- adopted from care

This excludes children looked after under an agreed series of short-term placements.

Ofsted Handbook

The term 'disadvantaged pupils' is used to mean: pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last 6 years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route)

IDSR: staffing

- The proportion of education support staff relative to teaching staff
- Per-pupil spending on staff-related areas:
 - agency supply teaching staff
 - education support staff
 - educational consultancy
 - staff development and training
 - supply teaching staff
 - teaching staff
- Example: *Per pupil spending was in the lowest 20% of similar schools in 2021/22 for: education support staff.*
- Spending is compared to 30 contextually similar schools

IDSR: absence, suspensions and exclusions

Absence			
	2021/22	2022/23	2023/24
School %	5.2	4.2	4.3
Comparison to all schools	–	Lowest 20%	–
Comparison to schools with a similar level of deprivation	–	–	–

Persistent absentees			
	2021/22	2022/23	2023/24
School %	10.7	8.5	10.5
Comparison to all schools	Lowest 20%	Lowest 20%	–
Comparison to schools with a similar level of deprivation	–	–	–

	2020/21	2021/22	2022/23
Total number of pupils with 1 or more suspensions	2 (0.5% of cohort)	4 (1.0% of cohort)	6 (1.4% of cohort)
Comparison to all schools	–	–	–
Comparison to schools with a similar level of deprivation	–	–	–

Total number of pupils with 2 or more suspensions	0	2 (0.5% of cohort)	5 (1.2% of cohort)
Comparison to all schools	–	–	Highest 20%
Comparison to schools with a similar level of deprivation	–	–	–

Total number of pupils with 10 or more suspensions	0	0	0
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- Shows overall absence (% sessions missed) and persistent absence (% pupils missing 10% or more sessions) over 3 years
- Compares to all schools and schools of similar deprivation (i.e. phase/IDACI quintile)
- Flagged if in lowest or highest 20%
- Latest year may be based on 1 term's absence

- Number of pupils with 1+, 2+, and 10+ suspensions
- Covers 3-year period (one year behind other data)
- Compares to all schools and schools of similar deprivation (i.e. phase/IDACI quintile)
- Comparison is flagged only if in highest 20%
- Reasons may exceed number of suspensions (because more than one reason may be recorded)

IDSR: attainment and progress

- Shows if results are sig+/- and if improving or declining (↑↓)
- Light blue arrow, change 1 StdDv; dark blue arrow, change 2+ StdDv
- Percentile rank shows schools' position amongst other schools (higher = better)
- Compares to previous year (4-year trend removed in latest IDSR)

Data year	% expected standard	National % expected standard	National standard deviation	Difference from national	Difference in standard deviation
2022	54%	75%	20%	-21 percentage points	-1
2023	96%	75%	20%	+21 percentage points	+1

	2024 cohort	Performance in 2024	2024 value	2024 nat value	2024 vs 2023	2023 vs 2022
Reading KS2 high standard %	60	Sig above national and 96th percentile	53	28	—	—
EGPS KS2 expected standard %	60	Sig above national and 92nd percentile	90	72	—	—
EGPS KS2 high standard %	60	Sig above national and 90th percentile	52	32	—	↑
▼ Non-significant data						
	2024 cohort	Performance in 2024	2024 value	2024 nat value	2024 vs 2023	2023 vs 2022
Phonics Y1 expected standard %	61	Not sig different to national and 74th percentile	89	80	—	—
RWM KS2 expected standard %	60	Not sig different to national and 35th percentile	55	61	↓	—
Reading KS2 expected standard %	60	Not sig different to national and 73rd percentile	83	74	—	—
Writing KS2 expected standard %	60	Not sig different to national and 19th percentile	62	72	↓	↑
Mathematics KS2 expected standard %	60	Not sig different to national and 60th percentile	78	73	—	—
Writing KS2 greater depth %	60	Not sig different to national and 39th percentile	8	13	↓	↑
Mathematics KS2 high standard %	60	Not sig different to national and 52nd percentile	22	24	—	↑

IDSR vs ASP: performance of pupil groups

Pupil groups

Primary - 2023 data

No pupil groups were highlighted for this school.

Absence - 2022/23

No pupil groups were highlighted for this school.

► [Guidance](#)

Reading progress and attainment by pupil group

Breakdown	Key stage 2 reading by pupil group											
	Cohort	Reading progress				Cohort	Reading attainment					
		Adjusted score		Unadjusted score			Achieving the expected standard		Achieving a higher standard		Average score	
		School	National	School	National		School %	National %	School %	National %	School	National
All pupils	57	2.79	0.04	2.79	0.00	59	92	73	47	29	108.7	105.1
Male	29	2.03	-0.21	2.03	-0.26	30	90	70	37	27	107.5	104.6
Female	28	3.58	0.29	3.58	0.27	29	93	76	59	31	109.9	105.6
Disadvantaged	6	3.55	0.43	3.55	0.40	6	100	78	50	34	107.8	106.2
		Like-for-like		Like-for-like			Like-for-like		Like-for-like		Like-for-like	
		-0.85		-0.91			60		17		102.4	
Other	51	2.71	0.43	2.71	0.40	53	91	78	47	34	108.8	106.2
SEN EHCP	1	-5.78	N/A	-5.78	N/A	1	0	N/A	0	N/A	91.0	N/A
SEN support	8	2.01	N/A	2.01	N/A	8	75	N/A	0	N/A	102.5	N/A
No SEN	48	3.10	0.41	3.10	0.40	50	96	82	56	34	110.0	106.3
Non-mobile	56	2.81	0.08	2.81	0.04	56	93	74	50	30	109.0	105.3
English first language	55	2.73	N/A	2.73	N/A	55	93	N/A	49	N/A	108.9	N/A
English additional language	2	4.66	N/A	4.66	N/A	4	75	N/A	25	N/A	104.8	N/A
Prior attainment												
Low overall	6	4.87	0.05	4.87	0.00	6	83	32	0	4	102.3	97.3
Middle overall	30	1.97	0.04	1.97	0.00	30	90	79	27	20	106.2	104.6
High overall	21	3.38	0.03	3.38	0.00	21	100	97	95	63	114.8	111.2
Reading low	10	2.26	-0.31	2.26	-0.37	10	70	34	0	4	101.4	97.6
Reading middle	28	2.59	0.02	2.59	-0.01	28	96	82	36	23	107.6	105.2
Reading high	19	3.37	0.41	3.37	0.38	19	100	98	95	69	114.9	111.9
Writing low	13	2.17	0.06	2.17	0.00	13	77	42	0	7	102.1	99.0
Writing middle	35	3.19	-0.01	3.19	-0.04	35	97	86	54	31	109.8	106.4
Writing high	9	2.15	0.19	2.15	0.16	9	100	99	100	73	115.4	112.6
Maths low	8	5.15	0.21	5.15	0.16	8	88	35	0	4	103.5	97.9
Maths middle	35	2.30	0.09	2.30	0.05	35	91	82	40	27	107.8	105.6
Maths high	14	2.68	-0.28	2.68	-0.32	14	100	98	100	66	115.0	111.6

Ofsted's (current) position on data

“We do not expect to see 6 week tracking of pupil progress and vast elaborate spreadsheets. What I want school leaders to discuss with our inspectors is what they expect pupils to know by certain points in their life, and how they know they know it. And crucially, what the school does when it finds out they don't! These conversations are much more constructive than inventing byzantine number systems which, let's be honest, can often be meaningless.

Nor do I believe there is merit in trying to look at every individual sub-group of pupils at the school level. It is very important that we monitor the progress of under-performing pupil groups. But often this is best done at a national level, or possibly even a MAT or local authority level, where meaningful trends may be identifiable, rather than at school level where apparent differences are often likely to be statistical noise.”

Amanda Spielman, Bryanston Education Summit, June 2018

- Inspectors will not look at non-statutory internal progress and attainment data on section 5 and section 8 inspections of schools.
- Inspectors will ask schools to explain why they have decided to collect whatever assessment data they collect, what they are drawing from their data and how that informs their curriculum and teaching.
- The collection of data can also create an additional workload for leaders and staff. Inspectors will look at whether schools' collections of attainment or progress data are proportionate, represent an efficient use of school resources, and are sustainable for staff.
- Schools choosing to use more than two or three data collection points a year should have clear reasoning for what interpretations and actions are informed by the frequency of collection; the time taken to set assessments, collate, analyse and interpret the data; and the time taken to then act on the findings. If a school's system for data collection is disproportionate, inefficient or unsustainable for staff, inspectors will reflect this in their reporting on the school.

Ofsted Handbook

Ofsted's proposed position on data

Return of crazy gap measures?

Achievement in national tests and examinations, where applicable

Well below average	Below average	Average	Above average	Well above average
Pupils' attainment in national tests and examinations over time is well below national averages. Pupils' progress, as shown in national tests and examinations over time, is well below national averages. Over time, the difference between the attainment rate of the school's disadvantaged pupils and those of all non-disadvantaged pupils nationally is far wider than the difference between the attainment rates of all disadvantaged pupils and those of non-disadvantaged pupils nationally.	Pupils' attainment in national tests and examinations over time is below national averages. Pupils' progress, as shown in national tests and examinations over time, is below national averages. Over time, the difference between the attainment rate of the school's disadvantaged pupils and those of all non-disadvantaged pupils nationally is wider than the difference between the attainment rates of all disadvantaged pupils and those of non-disadvantaged pupils nationally.	Pupils' attainment in national tests and examinations over time is broadly in line with national averages. Pupils' progress, as shown in national tests and examinations over time, is broadly in line with national averages. Over time, the difference between the attainment rate of the school's disadvantaged pupils and those of all non-disadvantaged pupils nationally is broadly in line with the difference between the attainment rates of all disadvantaged pupils and those of non-disadvantaged pupils nationally.	Pupils' attainment in national tests and examinations over time is above national averages. Pupils' progress, as shown in national tests and examinations over time, is above national averages. Over time, the difference between the attainment rate of the school's disadvantaged pupils and those of all non-disadvantaged pupils nationally is narrower than the difference between the attainment rates of all disadvantaged pupils and those of non-disadvantaged pupils nationally.	Pupils' attainment in national tests and examinations over time is well above national averages. Pupils' progress, as shown in national tests and examinations over time, is well above national averages. Over time, the difference between the attainment rate of the school's disadvantaged pupils and those of all non-disadvantaged pupils nationally is far narrower than the difference between the attainment rates of all disadvantaged pupils and those of non-disadvantaged pupils nationally.

Long winded way of saying attainment of school disadvantaged is above national disadvantaged.

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Return of crazy progress measures?

Achievement across the curriculum

Causing concern	Attention needed	Secure	Strong	Exemplary
Achievement is likely to be 'causing concern' if one or more of the following applies: Leaders have a poor understanding of weaknesses in pupils' achievement and the reasons for these. They have not tackled weaknesses effectively over time or have not acted swiftly to stem a decline in achievement. Pupils lack the foundations of communication, reading, writing or mathematical knowledge. Gaps in knowledge are not tackled quickly or effectively. Pupils have not gained the knowledge and skills they need and/or the necessary qualifications (where applicable) to progress to the next stage of	Progress through the curriculum			Where a school is secure in all evaluation areas, and strong across all the themes in achievement, inspectors may consider a feature of leaders' work to be exemplary. All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is: ▪ embedded and sustained over time ▪ making a tangible difference to pupils' learning, development and well-being ▪ being used and/or adapted internally to support and improve other areas of the school's work ▪ being (or will be) shared externally to
	Pupils' attainment and progress are patchy or not as good as they need to be over time.	Leaders make sure that pupils are making secure progress across the curriculum. They understand how well pupils are achieving and why.	Pupils develop rich knowledge and understanding across subjects, preparing them well for more advanced study.	
	Leaders are not analysing the underlying causes of underachievement effectively.	Pupils develop detailed knowledge and skills across the curriculum. This is evident in the quality of work they produce. Any gaps in knowledge or skills are closed quickly. Pupils take pride in the quality of work they produce. It is of a consistently high quality and demonstrates progress against the curriculum. Disadvantaged pupils achieve at least as well as their peers. Gaps between the achievement of disadvantaged pupils and that of non-disadvantaged pupils are narrowing quickly. Pupils with SEND achieve well from their starting points and, where relevant, against their individual targets.	Disadvantaged pupils and those with SEND achieve strongly across the curriculum, and their achievement is sustained over time.	
	Pupils have relevant and appropriate knowledge and fluency in reading, writing mathematics, and language and communication			
	Pupils' knowledge and skills in reading, writing,	Pupils have age- and phase-appropriate knowledge and skills to	Pupils quickly gain the confidence to read across the	

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Collecting, analysing and reporting data in schools

Your tracking system should be a data library

- Current and past census information: FSM, EAL, SEND
- Attendance history
- Additional contextual data: year joined school, term/month of birth, previous school
- Results of statutory assessment/prior attainment
- Teacher assessments
- Interventions/provision/support including dates, assessments, and costs
- Standardised and scaled scores, reading ages, phonics phases, targets, percentile rank/quintile, reading scheme, comparative Judgement
- SEND specific assessment data



OAK TREE PRIMARY SHOOOL

Annual Report



Name: Tuan Abbott

Year: Year 4

Class: 4B

Attendance

Attendance: 98.0%	99%	Excellent attendance
	96%	Good attendance
Authorised Absences: 2	91%	Room for improvement
Unauthorised Absences: 0	90% or lower	Cause for concern

Class Teacher Comments

Tuan is a legend! Following on from the CBE he was awarded for services to tree climbing and shoe repair, and the Nobel Prize for being completely chill, Tuan has gone that one step further with a groundbreaking design for a new type of spoon. His computer hacking skills have provided the school with additional revenue and his power-to-weight ratio makes him ideal for removing the fatbergs that regularly build up in the drains beneath the school. Tuan's ability to decode words through the medium of mime has resulted in an entirely new silent phonics scheme being adopted by the Department for Education, and he is still worshipped throughout East Anglia for his solo work on sea defences whilst on PGL last year. He recently wowed the school by building a planetarium using only his Gran's colander and an anglepoise lamp he found in a skip. We look forward to seeing him again in year 5 and hearing about his navigation of Cape Horn in a wheelie bin.

Achievement

Subject	Effort	Attainment
Reading	1	Greater Depth
Writing	1	Greater Depth
Maths	1	Greater Depth
Science	1	Greater Depth
GPS	1	Greater Depth
Art & Design	1	Greater Depth
Computing	1	Greater Depth
Design & Technology	1	Greater Depth
French	1	Greater Depth
Geography	1	Greater Depth
History	1	Greater Depth
Music	1	Greater Depth
PE	1	Greater Depth
PSHE	1	Greater Depth
RE	1	Greater Depth

Key

	Effort		Attainment
1	Outstanding	Above	Working above age-related expectations
2	Good	Expected	Working securely within age-related expectations
3	Needs to improve	Working Towards	Supported to work within age-related expectations
4	Cause for concern	Below	Not yet working within age-related expectations

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Reporting to parents

Schools have a statutory duty to prepare annual reports for parents before the end of the summer term. The report must start from the day after the last report was given and must cover each pupil's:

- achievements
- general progress
- attendance record

Reports for pupils must also include the results of any statutory national curriculum assessments the pupil has undertaken in that academic year. This includes the phonics screening check in year 1 (and, where relevant, year 2) and the multiplication tables check in year 4.

Reports for pupils at the end of key stage 2 (KS2) must also include the outcomes of the relevant assessments, as detailed below.

This can be covered by a single comment box and a table of 'grades' for attainment and progress for each subject.
Does not require a paragraph for each subject.

Reporting data to parents

- **EYFS:** EXS/WTS for each of the 17 early learning goals (or 7 areas of learning)
- **KS1/KS2:** Effort grade; BLW/WTS/EXS/GDS in core subjects; WTS/EXS in foundation subjects (replace BLW with 'personalised curriculum' or similar if you prefer)
- **KS3:** Effort grade; broad attainment grade/band e.g. quintile rank based on test on entry and current (bands 1-5). Avoid GCSE grades
- **KS4:** Effort grade; predicted GCSE grade (not current 'working at' grade)

Reporting to governors

- Demographics: summary of school context
- The Inspection Data Summary Report (IDSR)
- A summary of school results against national over past 3 years (e.g. from ASP, FFT or school system)
- Current summary of attainment in the school e.g. % on track for expected standards in core subjects, or on track to achieve grade 5+
- Avoid predicting progress measures (which will be wrong)

Reporting to governors

Essential data for governors: context of school (demographics), IDSR, summary of results over time, current assessment summary.
Note size of the group and treat data with caution where numbers are small.

Top Tip: Convert percentage gap to a number of pupils

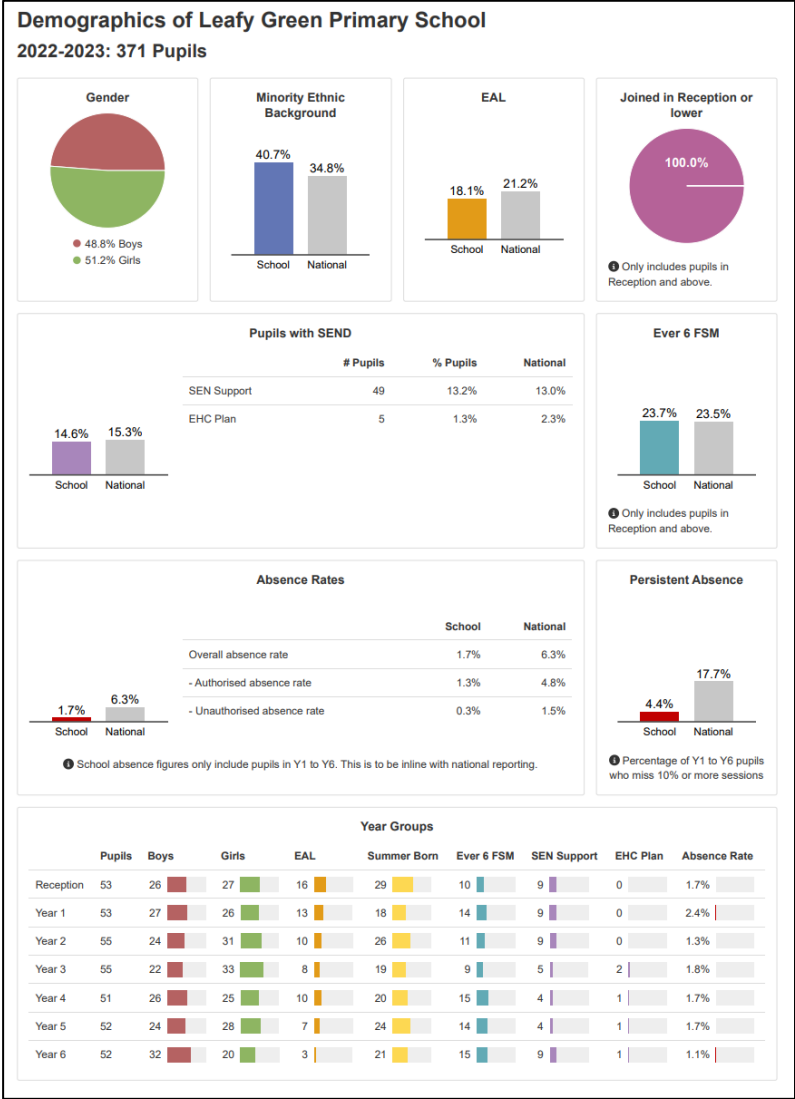
Example:
national average = 70%
School result = 80%
Gap = 10% points

Calculate 10% of the cohort:

- 30 children: gap = 3 children
- 10 children: gap = 1 child
- 5 children: gap = 0.5 children

Key Results - 2023-2024						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	51	29%	Below (significant)	61%	4th
KS2 Reading, Writing & Maths combined						
Multiplication Tables Check (MTC)						
Phonics Screening Check						
Early Years Foundation Stage						
Legend						
● Above national (statistically significant)						
● At or above national						
● Below national						
● Below national (statistically significant)						
○ Missing data						
~ Estimated national						
Key Stage 2						
Subject	Statistic					
Reading, Writing & Maths combined	% of pupils achieving the expected standard	51	29%	Below (significant)	61%	4th
Reading, Writing & Maths combined	% of pupils achieving the higher standard	51	4%	Below	8%	41st
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	50	27%	Below	~ 34%	42nd
Phonics Screening Check	% of pupils passing in Year 1	57	88%	At or above	~ 80%	73rd
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	56	43%	Below (significant)	~ 68%	3rd
Please note that some school results may vary from official statistics. This can happen if Insight doesn't have data for all pupils. For example, data will be missing for a pupil who left school before you started using Insight.						
Override any school results by clicking them, then enter the correct data from another source, such as ASP.						
Go to detailed results: KS2 MTC KS1 Phonics EYFS						
Legend						
● Above national (statistically significant)						
● At or above national						
● Below national						
● Below national (statistically significant)						
○ Missing data						
~ Estimated national						
Early Years Foundation Stage						
Statistic	2018-2019	2021-2022	2022-2023	2023-2024		
% of pupils achieving a Good Level of Development	68%	72%	63%	65%	44%	67%
% of pupils at the expected level across all early learning goals	65%	71%	54%	63%	32%	66%
Average number of early learning goals at the expected level per pupil	-	-	15.5	14.1	15.1	14.1

Context, attainment and progress



Context

Detail summary of school demographics compared to national averages.

Attainment

Percentages of pupils in each year group below/at/above expectations in reading, writing and maths over time. This gives idea of standards and progress.

Governor standards report

Pupils (from 2022-2023) in Years 1-6

		2021-2022					
		Autumn		Spring		Summer	
		% of pupils Expected or higher	Attainment Band Chart	% of pupils Expected or higher	Attainment Band Chart	% of pupils Expected or higher	Attainment Band Chart
Year 1	Reading	79%		79%		83%	
	Writing	77%		85%		74%	
	Maths	74%		72%		68%	
Year 2	Reading/Writing/Maths	55%		57%		53%	
	Reading	84%		76%		75%	
	Writing	80%		84%		85%	
Year 3	Maths	84%		82%		85%	
	Reading/Writing/Maths	60%		53%		62%	
	Reading	78%		78%		76%	
Year 4	Writing	78%		87%		84%	
	Maths	82%		84%		87%	
	Reading/Writing/Maths	67%		69%		56%	
Year 5	Reading	82%		84%		84%	
	Writing	78%		82%		82%	
	Maths	80%		86%		86%	
Year 6	Reading/Writing/Maths	59%		67%		67%	
	Reading	79%		81%		81%	
	Writing	81%		79%		83%	
Year 6	Maths	90%		85%		85%	
	Reading/Writing/Maths	65%		60%		67%	
	Reading	81%		87%		83%	
Year 6	Writing	79%		77%		77%	
	Maths	83%		87%		75%	
	Reading/Writing/Maths	69%		65%		54%	

Targets, estimates, and predictions

A **target** is the desired result. An **estimate** is the average result. A **prediction** is the projected result.

From primary accountability technical guidance:

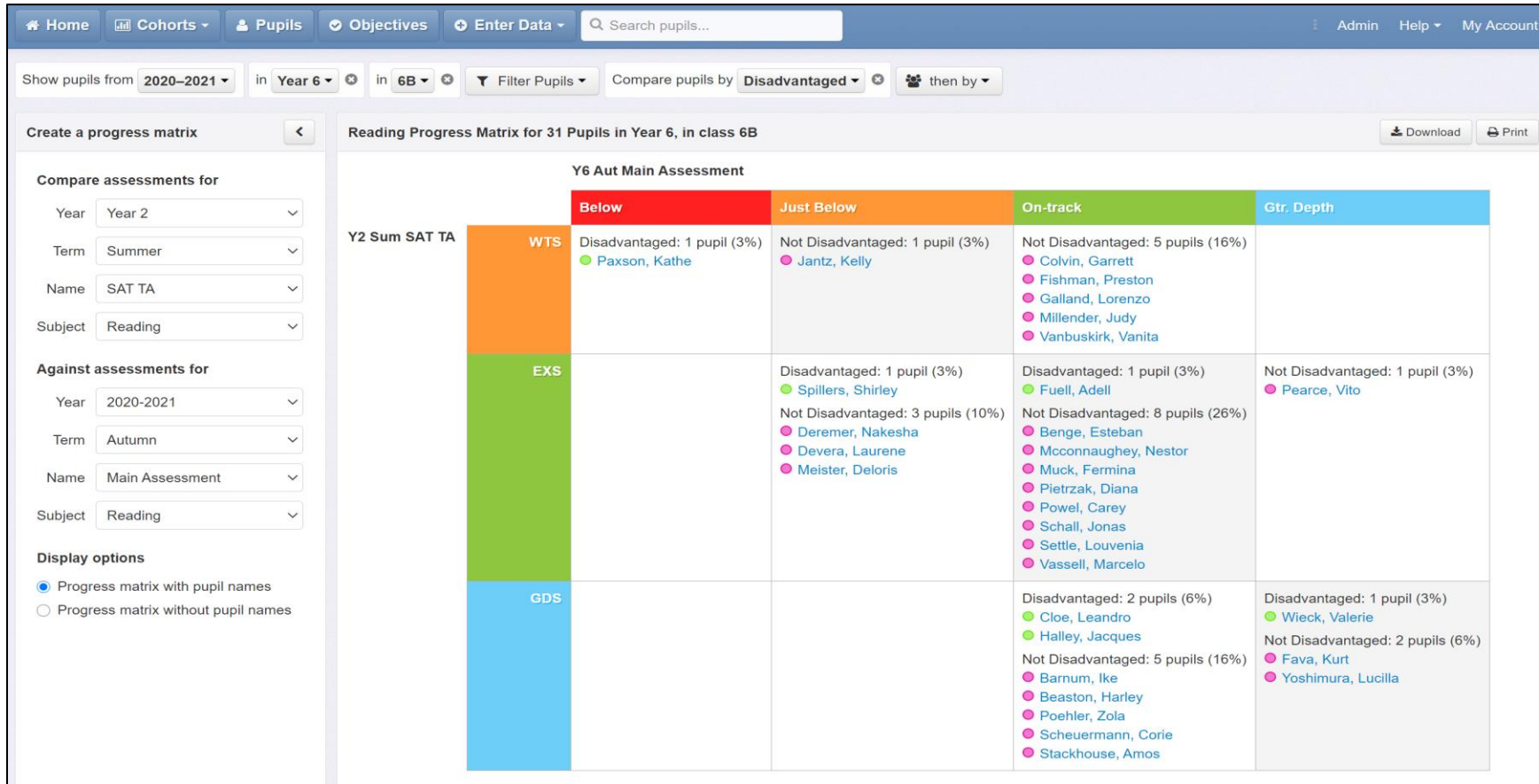
- Schools are not held to account by the Department for pupil targets and predictions, and local authorities or academy trusts should not routinely request such information.
- Schools should not try to predict pupil or school level progress scores in advance of official provisional data being available each September.

A warning about estimates:

- Estimates are based on prior attainment (the average outcome of pupils with similar PA nationally). Not all pupils can achieve them.
- If a pupil has 60% chance of achieving a particular grade (or higher), it means they have 40% of missing it. Don't confuse probable with certain.

Set one target: for all pupils that sit tests to meet expected standards

Use matrices to *monitor* progress of pupils

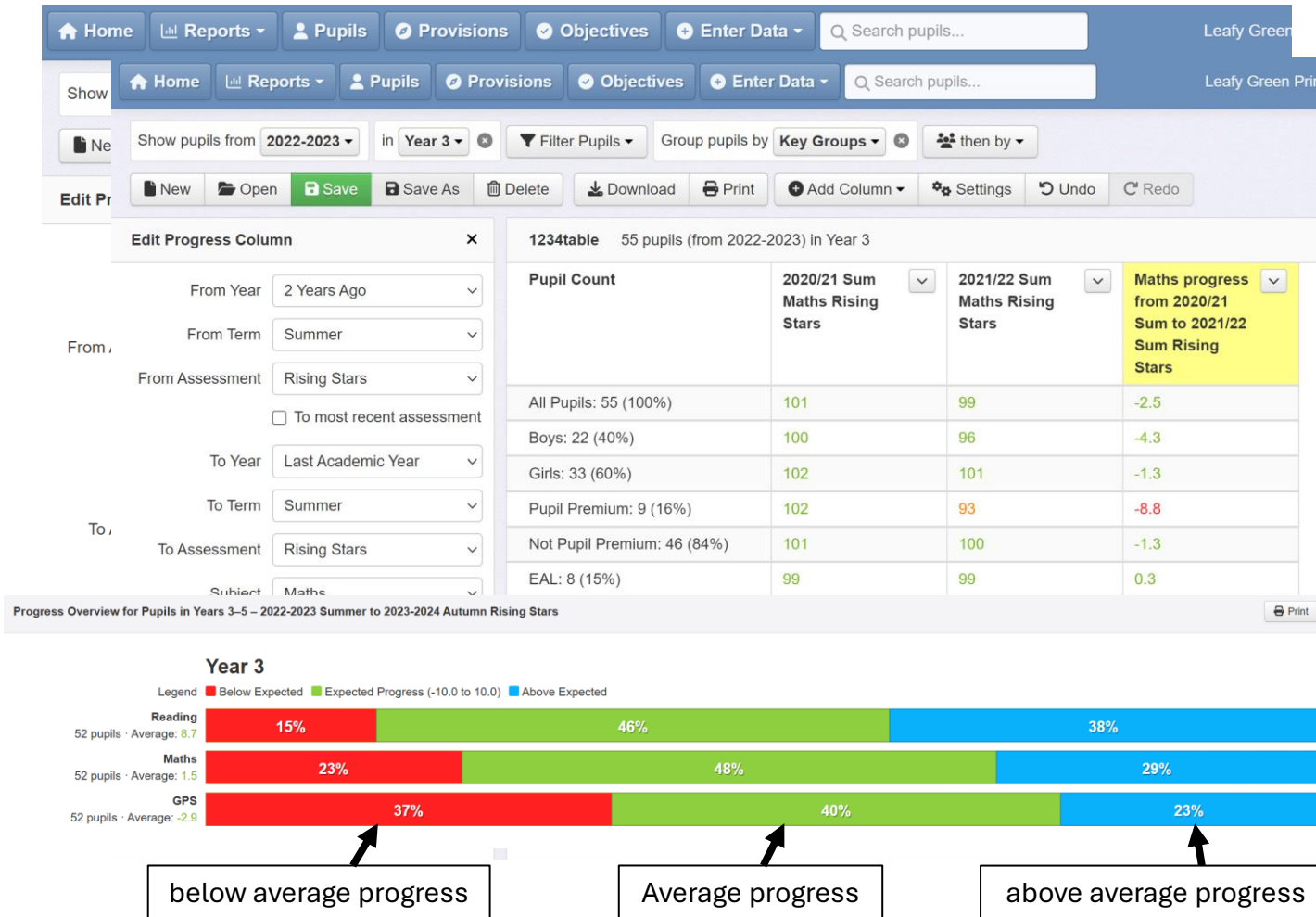


Matrices are simple and versatile: compare current to previous assessment or to a future target, compare one subject to another, or compare the results of one type of assessment to another.

Use standardised tests to *measure* pupil progress

- Some tests have proprietary system of scores (e.g. Hodder Scale, Star Test Scaled Scores) for measuring progress
- Standardised scores: subtracting previous score from latest is rudimentary form of VA.
- Better still, apply a 'margin of error' to allow for 'normal' fluctuations in scores
- Calculate the average change in score for each cohort/key group
- Secondary: track percentile rank in cohort from entry (zero sum if aggregated but tracks individual progress)
- MATs: larger sample means pupil's national position can be inferred from own tests (see SmartGrade).

Measuring progress with standardised scores



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Measuring progress with reading ages

Home Reports Pupils Provisions Objectives Enter Data Search pupils... Leafy Green Primary School

Show pupils from 2022-2023 in Year 3 Filter Pupils Group pupils by Key Groups then by

New Open Save Save As Delete Download Print Add Column Settings Undo Redo

Edit Progress Column ×

From Year 2 Years Ago From Term Summer From Assessment Reading Age ☐ To most recent assessment To Year Last Academic Year To Term Summer To Assessment Reading Age Subject Reading Age

Expected Progress 6-18

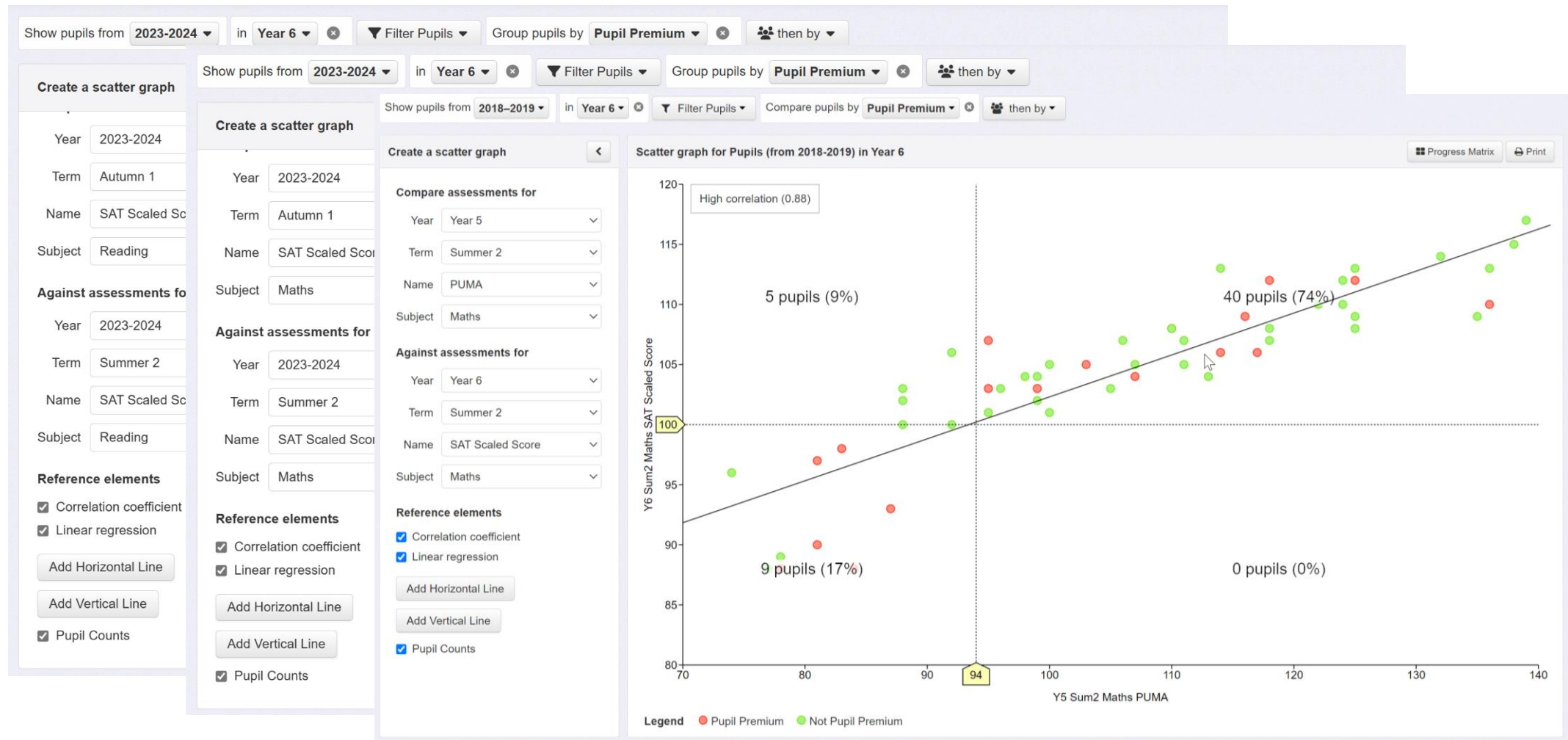
Summary Average Update Column

1234table 55 pupils (from 2022-2023) in Year 3

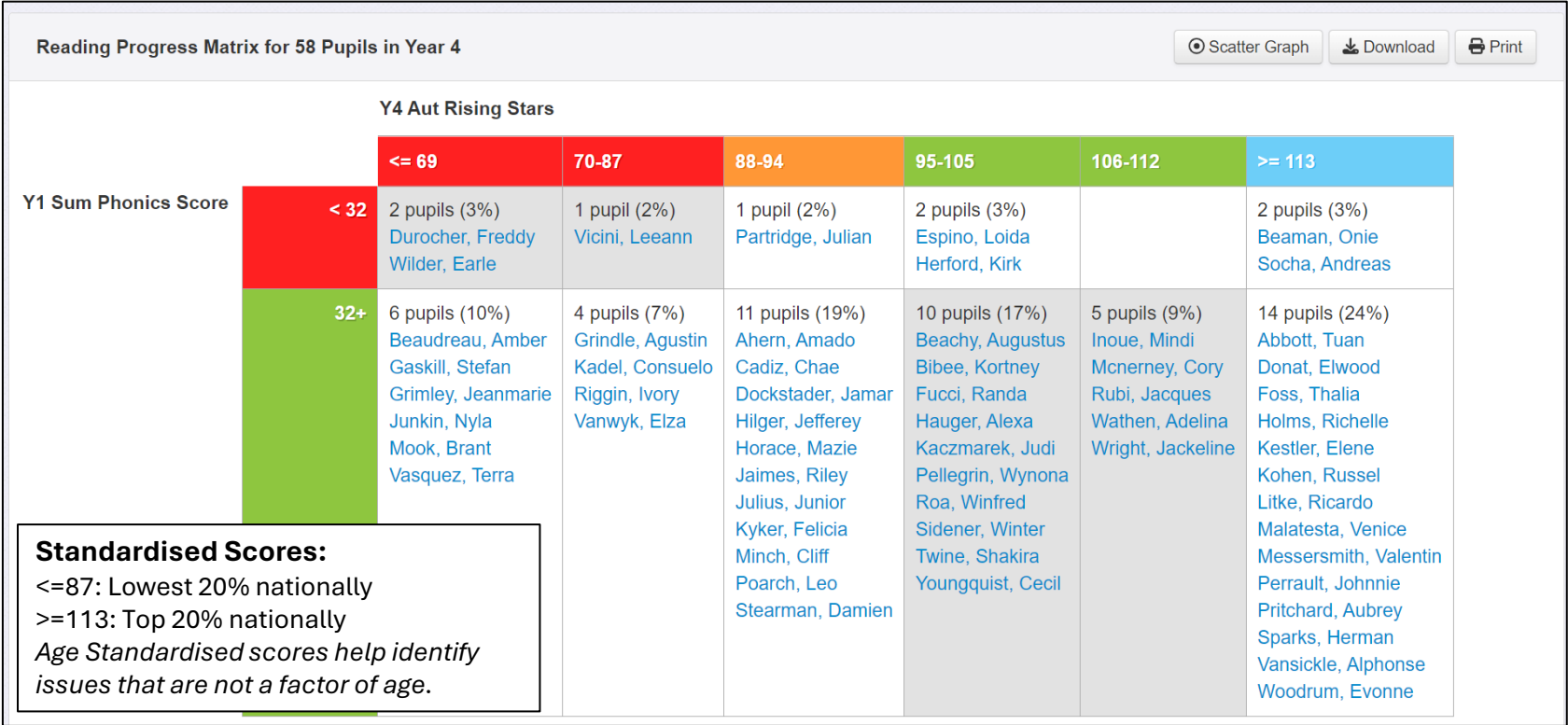
Full name	2020/21 Sum Reading Reading Age	2021/22 Sum Reading Reading Age	Reading progress from 2020/21 Sum to
All Pupils — 55 pupils — 100%			
Alaimo, Debbi	4y 10m [-12m]	6y 0m [-10m]	
		7m [-5m]	
		5m [+18m]	
		7m [+2m]	
		9m [-6m]	
		-9m	
Borger, Korey	6y 11m [+3m]	8y 4m [+8m]	17m
Brinn, Elana	5y 8m [-6m]	8y 3m [+13m]	31m
Bryden, Haywood	5y 3m [-14m]	7y 9m [+4m]	30m
Challis, Russel	8y 3m [+24m]	7y 7m [+4m]	-8m
Choiniere, Marlene	5y 6m [-13m]	6y 6m [-13m]	12m
Colligan, Isaiah	5y 2m [-8m]	5y 8m [-14m]	6m

Add and subtract 6 months from number of months between assessments to create the 'expected' range.

Predicting test results



Ofsted and ‘the lowest 20%’



	% not achieving standard		
	2019	2022	2023
ELG Reading	23%	25%	24%
Phonics Y1	18%	25%	21%
KS1 Reading	25%	33%	32%
KS2 Reading	27%	25%	27%

On graded inspections of infant, junior, primary and lower-middle schools, inspectors will carry out a deep dive to evaluate how well pupils are taught to read. They will pay particular attention to the pupils who most need to improve their reading (the lowest 20%) to assess how well the school is teaching phonics and supporting all children to become confident, fluent readers. This will include understanding how reading is taught remotely, where applicable.

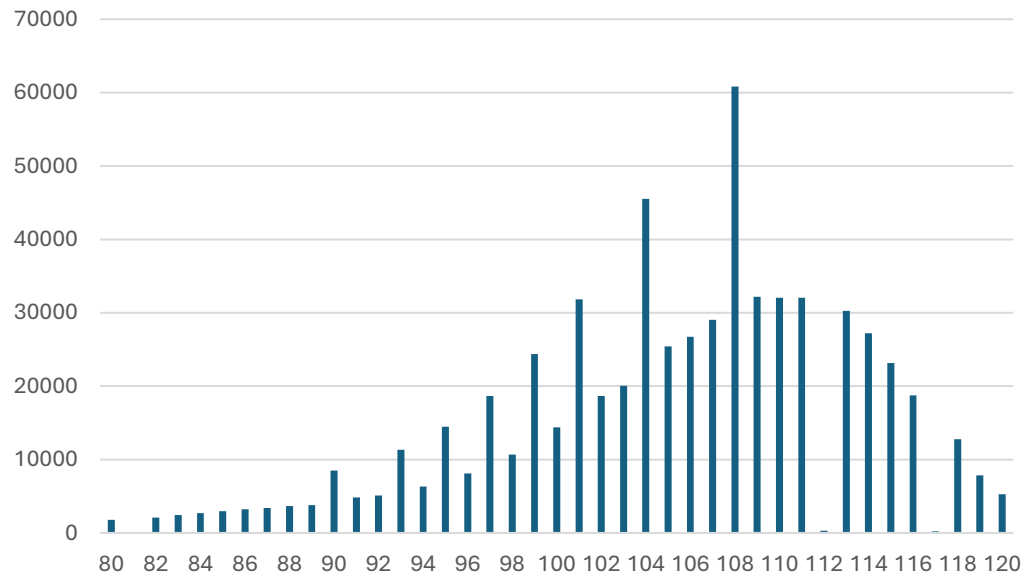
Ofsted Handbook, 274

Standardised scores are not the same as scaled scores

KS2: criterion referenced

100 = standard. Skewed distribution

% scoring 100+ varies

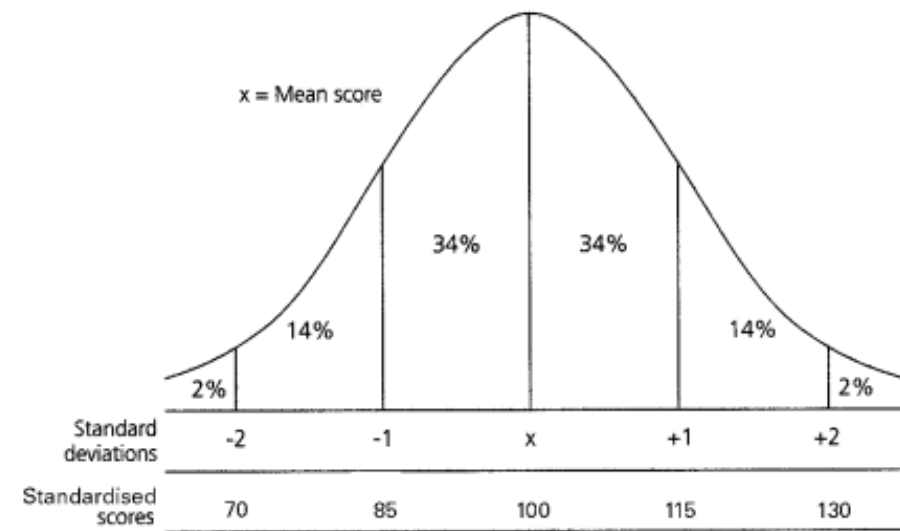


In the 2024 KS2 reading test 74% achieved 100+ (EXS)

NFER etc: norm referenced

100 = average. Normal distribution

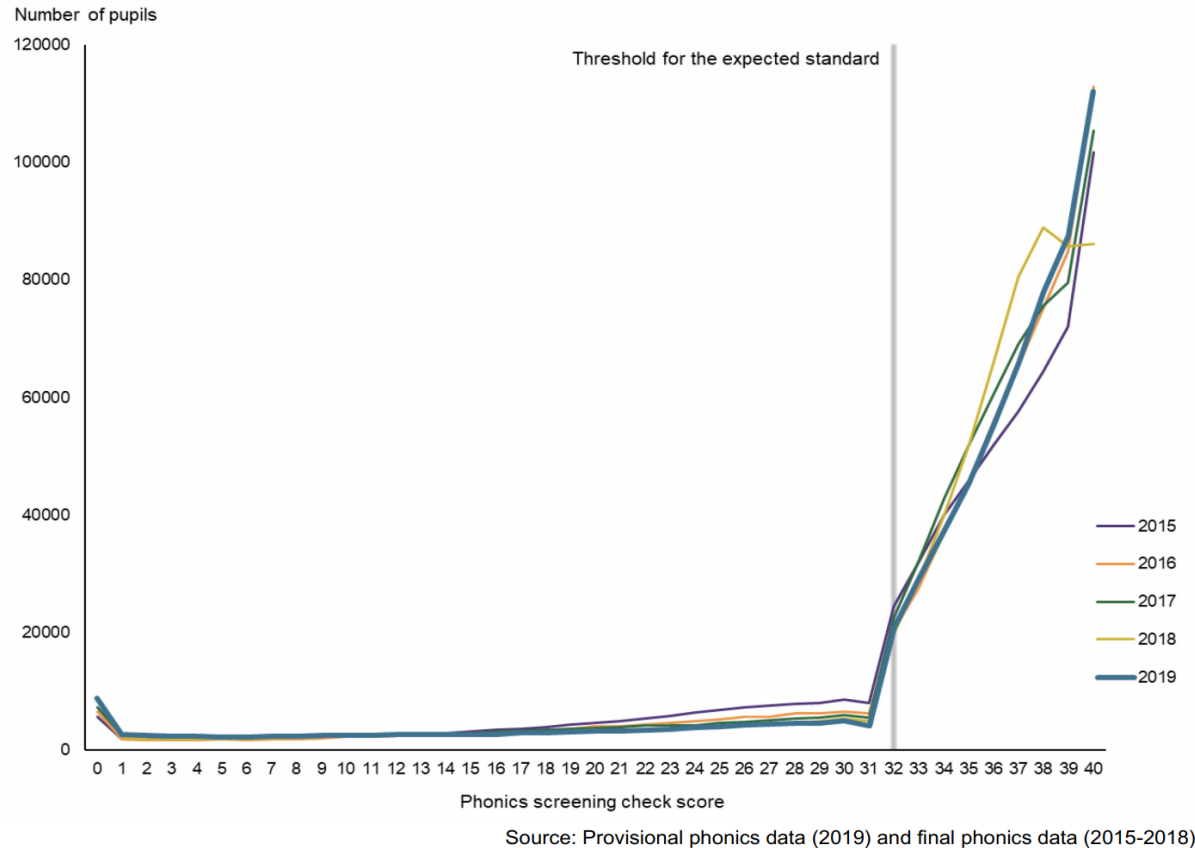
Always 50% scoring 100+



In a standardised test a score of 90 represents the top 74%

How reliable is primary assessment data?

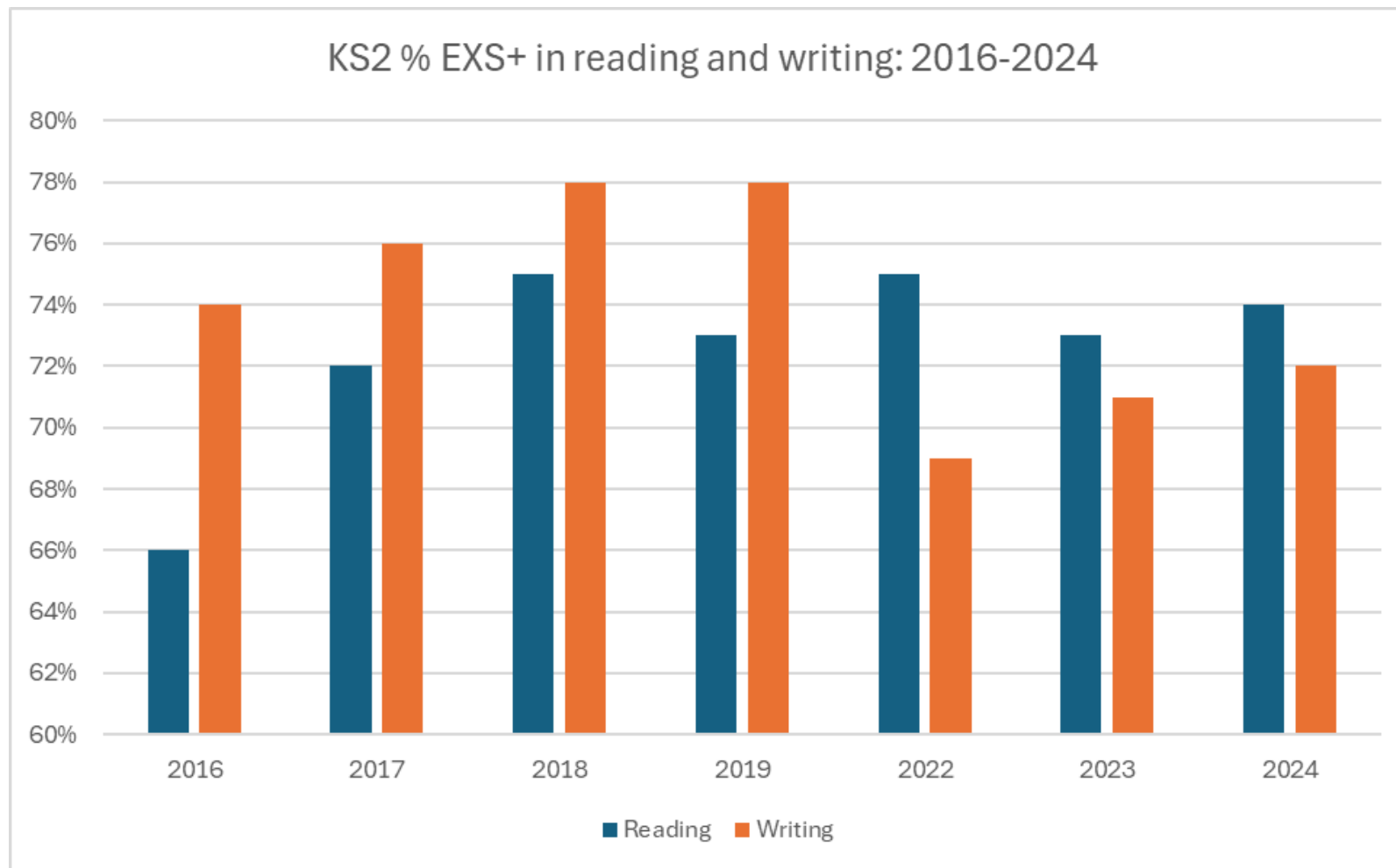
Figure 3: Year 1 phonics screening check mark distribution
England, 2015-2019 (all schools)



*Some types of assessment are capable of being used for more than one purpose. However, **this may distort the results**, such as where an assessment is used to monitor pupil performance but is also used as evidence for staff performance management. School leaders should be careful to ensure that the primary purpose of assessment is not distorted by using it for multiple purposes.*

Final Report of the Commission on Assessment without Levels 2015

Reading vs writing at KS2



2016-2019 (pre-pandemic):
writing > reading

2022 onwards (post-pandemic):
reading > writing

Reading results show little change but big drop in writing results.

Which is most realistic?

Data in schools: 5 key risks

1. **Lack of purpose** – why are we collecting it?
2. **Workload** – how much effort is involved?
3. **High stakes** – is pressure distorting the numbers?
4. **Flightpaths** – does progress really follow a straight line?
5. **The illusion of accuracy** – is data really that robust?