



Consultation

Organisation & Management

School Performance Management

Launch Date: 26/3/2004

Respond by: 18/06/2004

Ref: DfES/0335/2004

Associated Documents:

School Profile Consultation

Response Form

School Profile Consultation Consultation Document

The closing date for this consultation is: 18th June 2004
Your comments must reach us by that date

Consultation

Launch Date 26 March 2004

Respond by 18 June 2004

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SCHOOL PROFILE CONSULTATION

- This consultation document seeks views on the development of an annual school Profile for maintained primary, secondary and special schools. The Profile is part of the new relationship with schools to support the focus on personalised learning. The consultation asks what might be included in a school Profile, how to compile and operate it, and what it might replace. Your views would be welcome. A form is provided for a response by Friday 18 June 2004
- We intend to introduce a school Profile for use by maintained schools by September 2005, subject to the views expressed during consultation and the development of a system on which to operate the Profile. Following this consultation, but before introducing a school Profile for schools, we intend to test the Profile with a small number of schools involved in trials for other aspects of the new relationship with schools, and undertake any necessary refinements.
- We are keen to receive a wide range of views on the school Profile, but are particularly interested in those of head teachers, teachers, school governing bodies, LEAs and the parents, carers and others who would be likely to use the Profile.

department for
education and skills

SCHOOL PROFILE CONSULTATION

A Consultation

To **Head teachers, teachers, governing bodies and LEAs of maintained primary, middle, secondary and special schools, parents, carers and others**

Issued 26th March 2004

Enquiries to For enquiries about this consultation, please contact:

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Level 2, Area A
Castle View House
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WA7 2GJ**

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Email: consultation.unit@dfes.gsi.gov.uk

If you have any queries about the policy, please contact:

**Public Enquiry Unit
Castle View House
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Runcorn
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Foreword from David Miliband

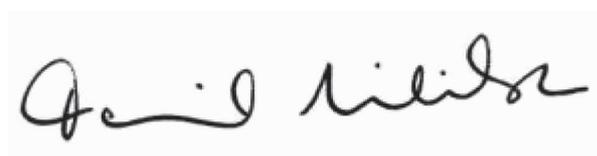
Schools in England are improving – and many improving fast. But it is often hard for people to understand all the things a school does, and school leaders and teachers can feel that aspects of school life are not properly appreciated. That is why we need a mature debate about how to present data on the performance of schools.

There is now a rich supply of quantitative data about schools' performance. The new value-added data on pupils' progress is a particularly valuable addition to the evidence base. There is also important qualitative information, especially from OFSTED inspections.

We need to take full advantage of this data to help schools improve. That is why we are making school self-evaluation the starting point for school improvement.

We need also to put this data into the hands of parents and other people interested in schools. The school Profile aims to capture the richness of school performance in way that is user friendly.

The Profile should become an important part of educational discussions in the home and the school, as well as in national debate. I look forward to your views on the ideas here.

A handwritten signature in black ink, appearing to read 'David Miliband', is centered on the page. The signature is fluid and cursive, with a large initial 'D' and 'M'.

David Miliband

1 Executive Summary

1.1 This consultation seeks views on an annual school Profile to help inform people about the breadth and depth of performance in maintained schools. The proposal is to introduce the school Profile by September 2005. Decisions will be taken in the light of responses to consultation, and after trials with schools during the 2004/05 academic year.

1.2 Views are sought on:

The principle of having a school Profile;

What information should be included in it and how best that information could be presented;

What length the Profile should be;

Who should own and update it; and

What statutory requirements it should replace, such as the Governors' Annual Report to parents and elements of the School Prospectus.

1.3 Views are particularly sought on the content of the Profile, including:

- a. Data on pupils' attainment and progress, set against benchmarks for schools in similar contexts;
- b. How the school serves all its pupils;
- c. The most recent assessment by OFSTED, set against the school's own self-assessment;
- d. What the school offers in terms of the broader curriculum, including extra curricular activities;
- e. The school's priorities for future improvement;
- f. What the school offers its community, including parents and carers; and
- g. Other information, including contextual information about the school.

- 1.4 Responses are invited by Friday 18th June 2004. Completed questionnaires and other responses can be:

Sent by post to:

Consultation Unit
Level 2, Area A
Castle View House
East Lane
Runcorn
WA7 2GJ

Sent by e-mail to: school.profile@dfes.gsi.gov.uk

If you would prefer to respond using our website address, the response questionnaire can be completed and submitted on line at:

<http://www.dfes.gov.uk/consultations>

If you require a version of the document in Braille, other languages or audio cassette, please contact:

**Consultation Unit
Level 2, Area A
Castle View House
East Lane
Runcorn
WA7 2GJ**

Telephone: **01928 794888**

Fax: **01928 794311**

Email: consultation.unit@dfes.gsi.gov.uk

2 Background and Context

- 2.1 In his speech to the North of England Education Conference this year about personalised learning¹, David Miliband MP, Minister of State for School Standards, announced the development of a school Profile as part of the vision for a new relationship with schools:

To supplement the data contained in performance tables, parents also have a right to a broader and deeper understanding of what the school is doing. We think the answer lies in an annual school Profile which would replace the annual statutory report to parents and increase flexibility around the statutory elements of the school prospectus. The school Profile would contain standardised data about a school and its students, which could be automatically derived from information held on the National Database, coupled with information provided by the school on its own view of its priorities and performance. It will be light on bureaucracy, easy to access and powerful in impact. It will place new and challenging information in the public domain

- 2.2 He put the Profile in the context of a new relationship with schools, in which there is more intelligent accountability for the full range of what schools do for every child, and more personalised learning. The Profile is also intended to promote the emphasis in the Children's Green Paper, Every Child Matters², on the need to support all children to develop to their full potential.

3 The Proposals

DESCRIPTION OF THE SCHOOL PROFILE

- 3.1 The Profile would bring together the key information about a school's performance and the school's view of its future in a short, accessible document.
- 3.2 We envisage that a school Profile would:
- Be for use by parents and carers of pupils at the school, parents and carers of prospective pupils and others interested in the performance of the school;
 - Give a comprehensive view of the breadth and depth of the school's work;
 - Be short and easy to understand and use;
 - Reduce the work for Head Teachers, Governors and others in schools, by providing in one place a range of information about the school;

¹ *Personalised Learning: Building a New Relationship with Schools, North of England Education Conference, Belfast, 8 January 2004*

² *Every Child Matters Green Paper, September 2003*

- Encourage an inclusive approach, by showing how schools serve the full range of their pupils;
- Be a standardised document in a common, comparative format, with much statistical data derived automatically from existing national databases. It would be compiled and accessed electronically; and
- Replace the statutory annual report to parents and increase the flexibility around elements of the school prospectus.³

3.3 We propose that the Profile should contain the following information:

- a. Data on pupils' attainment and progress, set against benchmarks for schools in similar contexts;
- b. How the school serves all its pupils;
- c. The most recent assessment by OFSTED, set against the school's own self-assessment;
- d. What the school offers in terms of the broader curriculum, including extra-curricular activities;
- e. The school's priorities for future improvement;
- f. What the school offers to the wider community; and
- g. Other information, including contextual information about the school.

3.4 We envisage that the Profile should be in a standardised format for all schools. It should be relatively short – perhaps between 2 to 4 sides of A4 – and it should allow for easy comparisons between schools. However, there would be nothing to prevent schools from publishing more information than the Profile contains.

3.5 We see the Profile being compiled and accessed as an electronic document, which could be printed. Much of the basic statistical data could be provided automatically and derived from information already supplied by schools to the DfES or supplied by OFSTED. This would be combined with information provided direct by the Head Teacher and Governing Body of the school. We would also want parents, governors and teachers to have access to the Profile via links with government websites.

3.6 We intend to develop and test the fine detail of the school Profile in local trials and in the light of responses to this consultation document.

³ DfES guidance on what must be included in governors' annual reports and school prospectuses is given in *Governors' Annual Reports and School Prospectuses in Primary Schools (Ref DfES/0269/2002)* and *Governors' Annual Reports and School Prospectuses in Secondary Schools (Ref DfES/0270/2002)*.

CONCEPT

- 3.7 **Question 1: In principle, is the concept of an annual school Profile as a short, accessible document in a regular, comparable format for all schools to be welcomed?**
- 3.8 Your views would be welcome on whether *in principle* you support the concept of every maintained school having an annual Profile containing standardised data about the school and its students, with the school's own perspective of its priorities and its broad offer to pupils.
- 3.9 We expect that there will be variants of the Profile to cater for the differences between primary, middle, and secondary schools. Variants may also be needed for different types of schools, such as extended schools and special schools, and to allow for comparisons between schools with sixth forms and sixth form colleges.

CONTENT

- 3.10 **Question 2: What information would you like to see included in the school Profile and how best can that information be presented?**
- 3.11 It would be helpful to have your views on the type of information you would like to see provided in a standard format and on a comparable basis with other schools, and how you would like to see it presented, to show:
- a. **Data on pupil performance** in teacher assessments at Key Stage 1 (age 7), in national tests or teacher assessments, where appropriate, at Key Stage 2 (age 11) and Key Stage 3 (age 14), and in national qualifications at Key Stage 4 (age 16) and Post-16, which might include:
 - i) Pupils' raw attainment alongside benchmarks for similar schools nationally; and
 - ii) Value added information set in context alongside benchmarks for similar schools nationally.

We would welcome your views particularly on what comparisons you would like to see: with local schools, with schools in comparable circumstances, or with regional or national benchmarks.

- b. **How the school serves all its pupils and how inclusive the school is.**
This data might include information about the progress made by groups of pupils who were below and above average, about students with special needs, and about particular targeted groups.
- c. **The most recent assessment by OFSTED**, set against the school's own self-assessment, for the main headings against which schools will be

inspected⁴.

- d. What the school offers to pupils and students in terms of a broad and rich curriculum**, which might be the school's own description of the curriculum on offer, as well as the main extra-curricular activities on offer, for example 14-19 work-related collaboration.
- e. How the Head Teacher and Governors see the priorities for future improvement**, which might be a short list of the priorities in the school's development plan.
- f. What the school offers the wider community**. This might be the school's own description of the purpose and achievements of the range of links the school has with its community – parents, other schools, local groups, and services beyond education (such as Health and Social Services and Connexions).
- g. Other contextual information** that would set the rest of the information in the school Profile in context, which might include information about the type of school, numbers of SEN pupils, numbers in receipt of free school meals, vulnerable children, attendance and exclusion rates, religious denomination and ethos of the school, pupil destinations and other information.

3.12 **Question 3: Are there other categories of information that should be included in the school Profile?**

- 3.13 Apart from the categories of information set out above, it would be helpful to have views on whether there are other categories of information you consider essential for inclusion in a school Profile, such as the views of pupils and parents.

⁴ See recent OFSTED consultation document 'The Future of Inspection' (February 2004)'s headings include: overall effectiveness of the school, achievement and standards, personal development, the quality of provision and leadership and management. www.ofsted.gov/publications

SIZE

- 3.14 **Question 4: What length should a school Profile be?**
- 3.15 The intention is for a school Profile to be a short document, perhaps the equivalent of 2 to 4 sides of A4, which offers, in summary form, a broader and deeper picture of a school. We would like views on how long a school Profile should be, in order to be a useful, accessible document.
- 3.16 We envisage that the school Profile should be in a standardised format for all similar schools. This should allow for easy comparisons between schools.
- 3.17 There could be scope for schools to add to the school Profile by using it as a core alongside further information relevant to their own circumstances and to suit their own needs. In this way the Profile could, for example, be used as a gateway to a school web-site, with links to a range of further more detailed information about the school that would be of interest to parents and carers, such as membership of the Governing Body, school policies on admissions and health and safety, financial information and more. **Appendix 1** contains an illustrative version of how the document might look. It is not a definitive version, but is intended to be an example of how information could be displayed.

OWNERSHIP AND UPDATING

- 3.18 **Question 5: Who should own and update the school Profile, and how best can a sense of ownership be achieved?**
- 3.19 It is important for schools to feel ownership of the Profile, and to feel responsible for presenting its performance and priorities to its community. We suggest that the Governing Body should be responsible for signing off the Profile.
- 3.20 Views are also welcome on when and how the Profile should be updated. The school itself should write the non-statistical parts of the Profile, and update them when it chooses, but at least once a year. Factual performance data could be provided by the DfES when it becomes available, and normally it will be updated once a year. Information from OFSTED reports would be updated using the latest inspection report. Other contextual data and information could be provided by the school.
- 3.21 Factual performance data would be provided automatically by the DfES and OFSTED. The DfES's statistical data would be the latest available comparative performance data and it would be provided at least once annually. Once validated, only the Department would be able to update this part of the Profile. Information from OFSTED reports would be updated using the latest inspection report for the school.
- 3.22 The school itself would provide information for the non-statistical parts of the Profile and update it when they choose, but at least once a year.

- 3.23 We recognise that there may be issues of timing relating to performance data. For example, as soon as national qualification results are announced, a school knows its own results - before comparative data can be available nationally. We would want to look at whether the Profile should be designed for a school to include its own performance data until comparative data were available.
- 3.24 **Question 6: What existing forms of reporting should the school Profile replace?**
- 3.25 We see the Profile as complementing the Performance Tables. Performance Tables for Schools and Colleges will remain a valuable source of information and much of the data needed for comparisons is likely to be collected through that process. It is not our intention that the Profile should replace them.
- 3.26 We propose that the introduction of a school Profile should lead to the removal of the statutory requirement for a Governors' Annual Report to parents. This would mean legislating to remove the statutory duty for Governors to provide an Annual Report. Schools will however be free to supplement the Profile with other information for parents and, in so doing, schools would need to decide how best to seek the views of parents and carers so that they can provide additional information that is relevant to their concerns.
- 3.27 We would also like views on whether aspects of the school Profile would allow for changes to the statutory requirements relating to the School Prospectus and what those changes should be. The core of the annual school Profile might become part of a school prospectus. If this is the case, we would welcome views on what elements of the school prospectus might be replaced and repealed.
- 3.28 A summary of the information required to be published in Governors' Annual Reports and School Prospectuses is attached at **Appendix 2**.

4 How to respond

- 4.1 Responses to this consultation document can be completed on a web version, or the response form can be sent by e-mail, fax or post to the following addresses:

Interactive website: <http://www.dfes.gov.uk/consultations>

E-mail: consultation.unit@dfes.gsi.gov.uk

Fax: 01928 794311

Post: Consultation Unit
Level 2, Area A
Castle View House
East Lane
Runcorn
WA7 2GJ

- 4.2 If you have any queries about the process for this consultation please contact the Consultation Unit:

by e-mail consultation.unit@dfes.gsi.gov.uk

by telephone on 01928 794888, or at the above address

- 4.3 Any further enquiries should go to:

The Public Enquiry Unit
PO Box 12
Runcorn
Cheshire
WA7 2GJ

Telephone: 0870 0002288

Email: info@dfes.gsi.gov.uk

5 Additional Copies

Everyone is welcome to obtain further copies of this publication and make any comments.

An electronic version is available to download at www.dfes.gov.uk/consultations

Printed copies can be obtained from:

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PO Box 5050
Sherwood Park
Annesley
Nottingham
NG15 0DL

Tel: 0845 6022260
Fax: 0845 6033360
Text phone: 0845 6055560

6 Plans for making results public

Decisions taken in the light of consultation will be made public through a report published on the DfES website in the summer, along with a summary of views expressed (subject to respondents' requests for confidentiality). The decision to introduce a school Profile will, however, be subject to testing during the trials for the new relationship with schools.

APPENDIX 1

County Primary School

177032004

Head: Mr. Headteacher, MA, PGCE

Chair of Governors: Mrs. Governor

School Profile

[Page 2](#)

[The School's Governing Body](#)

[School web cam](#)

[Our Admissions Policy](#)

[Pictures from around the school](#)

Description: County School is a medium-sized primary for pupils aged 5 - 11

What is special about our school? We are a school that supports diversity, in origin and achievement. Our goal is to give every one of our pupils the maximum competency each can achieve in the core curriculum, along with a maturity appropriate to their development to benefit from the wider life of our school and the opportunities presented by their next school. We, the staff and governors, strive in equal measure to contribute to and develop ourselves through our school.

Head teacher: *R. Headteacher.*

Chair of Governors: *B M Governor*

Priorities: Our five priorities for the year are (1) complete the re-design of our numeracy programme (2) appoint a new science coordinator (3) have the play area resurfaced (4) develop a "safe routes to school" programme (5) bring the PTA activities to a new level.

Click [here](#) for more detail.

Curriculum breadth and depth

In this school children get the chance to learn the basic competencies essential to their further schooling and adult life, but in the context of a rounded education appropriate to the 21st century. We integrate ICT into all aspects of the curriculum, and in addition give attention to music as a source of harmony in our community.

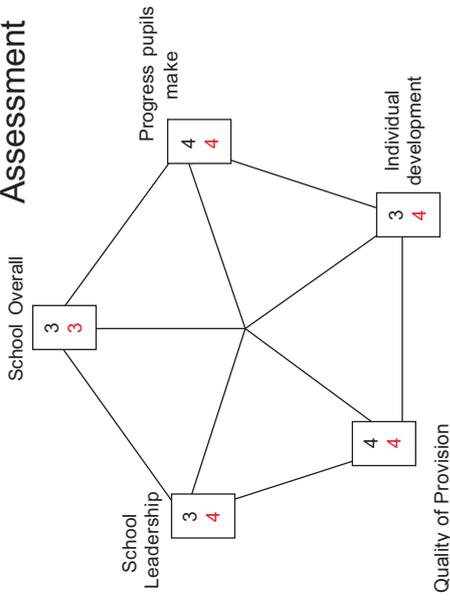
Extra-Curricular Activities

[Our production of Les Miserables](#)

[School trip to Corfe Castle](#)

[Chess Club](#) [more](#)

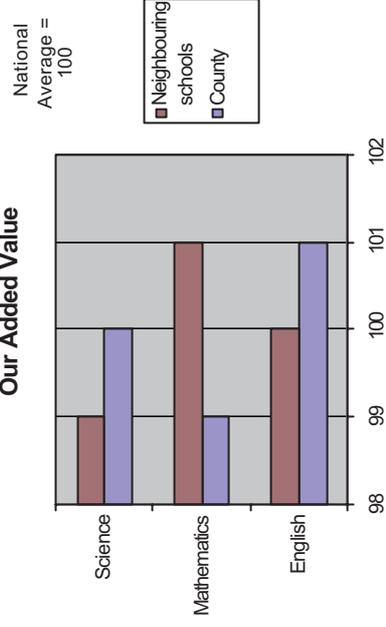
Assessment



How we rate our school

How the Ofsted Inspectors rated our school in 2002. To see their full report click [here](#).

Our Added Value



Community links

The school's links with the wider community include:

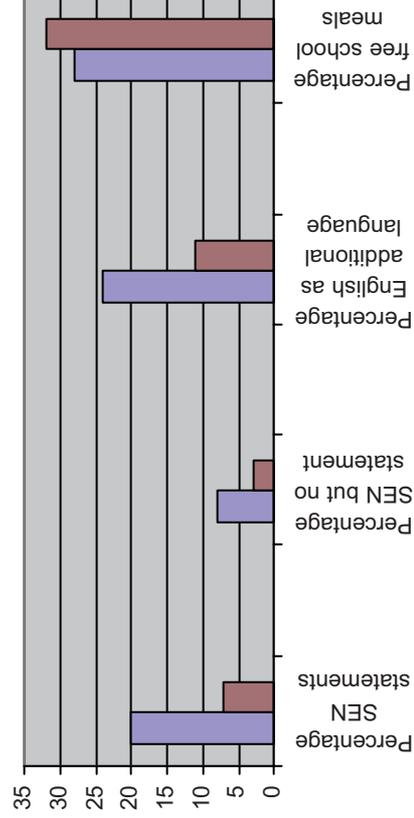
- an oral history programme in which the pupils talk to the residents of our neighbouring old people's home
- participation in netball and football leagues
- [more](#)

What Ofsted said about us in 2002

What the school does well: Progress in English is good in Key Stage 2. The pupils show real enthusiasm for the subject across the school. Over half the teaching was good or very good. The provision for pupils with special educational needs is good. The curriculum is well matched to the needs of the pupils.

Where the school has weaknesses: Attainment and progress in science and mathematics are not as good as in English. The relatively small amount of unsatisfactory teaching is mostly the result of teachers not having high enough expectations of what pupils can achieve.

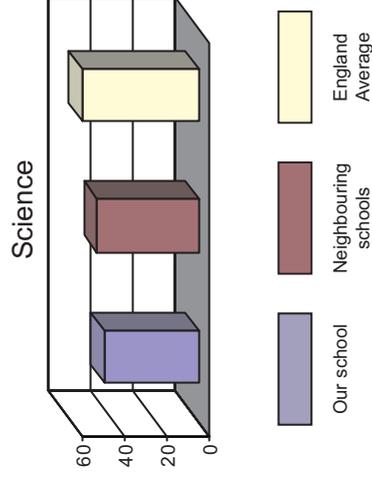
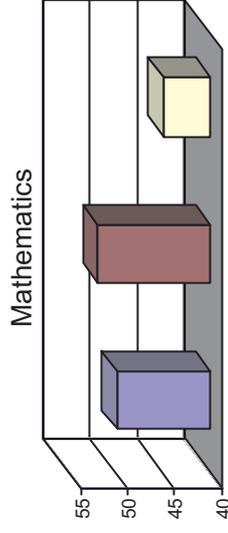
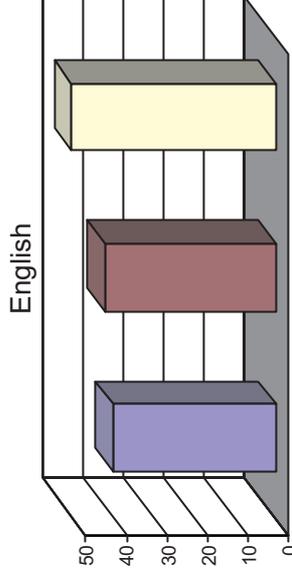
■ Our School ■ England Average



Our School in Context

Space for the school to add a brief commentary on the context in which it works.

Our academic achievement



[Explanation](#)

[Our full Performance Tables](#)

APPENDIX 2

SUMMARY OF INFORMATION REQUIRED FOR GOVERNORS' ANNUAL REPORT/SCHOOL PROSPECTUS

Both governors' annual report and school prospectus must contain:

- rates of pupils' authorised and unauthorised absence
- information about the implementation of the governing body's policy on pupils with special educational needs (SEN) and any changes to the policy during the last year
- a summary of the school's National Curriculum assessment results at Key Stages 1 and 2, plus a summary of national results
- a summary of the school's National Curriculum assessment results at Key Stage 3, plus a summary of the national results (secondary only)
- GCSE/GNVQ results in the school, locally and nationally (secondary only)
- GCE A/AS results in the school and nationally (secondary only)
- the number of pupils studying for and percentage achieving other vocational qualifications (secondary only)
- destinations of school leavers (secondary only)

In addition to the requirements above:

Governors' annual report must also contain:

- details of the governing body membership, including name and address of chair and clerk
- a statement on progress in implementing the action plan drawn up following an inspection
- a financial statement
- information about school security
- a description of the arrangements for the admission of pupils with disabilities; details of steps to prevent disabled pupils being treated less favourably than other pupils; details of existing facilities to assist access to the school by pupils with disabilities
- the accessibility plan covering future policies for increasing access by those with disabilities to the school
- how teachers' professional development impacts on teaching and learning

- the school's targets for Key Stage 2 assessments
- the school's targets for Key Stage 3 assessments (secondary only)
- the school's targets for public examinations at Key Stage 4 (secondary only)

School prospectus must also contain:

- name, address, telephone number and type of school, name of head teacher and chair of governors
- information about admissions
- statement of the school's ethos and values
- details of any affiliations with a particular religion or religious denomination, religious education provided, parents' right to withdraw their child from religious education and collective worship and alternative provision for those pupils

Copies of this publication can be obtained from:

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