



Office for Standards  
in Education

**Pre-Inspection Statistical Report (PISR)  
Guidance Notes  
for  
Area 14-19 Inspections 2003-2004**

## 1.0 Introduction

These notes aim to provide brief interpretation guidance on the data provided by Ofsted's Research and Analysis Division and the ALI in the Pre-Inspection Statistical Report (PISR). Other pre-inspection documentation is made available to inspectors, which complement the PISR. Some additional key documents for assisting initial preparation for inspection are:

- The LLSC Local Strategic Plan and Development (action) Plan
- The LLSC Self-Evaluation/Assessment Report
- The LEA (s') Education Development Plan(s) and any updates
- The Ofsted 'Summary of Statistical Profile(s)' for the LEA(s)
- The most recent LEA inspection report(s)
- The Connexions inspection report (if available)
- The 14-19 Area Inspection Framework

The PISR provides summary data on the characteristics of the area (contextual data) and the performance of pupils and students at schools and colleges. Brief summary information about the quality of provision is also included in the report and is derived from inspection reports. The notes are intended to be read in conjunction with the example 14-19 PISR. The PISR is sent to the LLSC, LEA(s) and the inspection team prior to commencement of the 14-19 area inspection.

## 2.0 PISR Section 1 – Contextual Data

- Information on the number and type of secondary schools, special schools, pupil referral units (PRUs) and colleges in the area, with an indicator of any schools in special measures, is given in the first three tables of the PISR. Note that data are provided for the year 2001-02.
- Tables 1.1 and 1.2 provide information about the number of **14-16 and 16-19 pupils on roll at each mainstream maintained school in the area for 2001 and 2002**. Note that the figures include pupils at the schools who may be resident outside of the area. Roll totals for the schools in the area are included in the tables. **Table 1.2 provides an 'at a glance' view of those mainstream maintained schools with or without a sixth form**. Both tables include analysis by **gender**. The number of students in each school sixth form is given in the table. Comparison of the 2001 total given for 14-16 (years 9, 10 and 11) divided by 3, with the 2002 total given for 16-19 (years 12 and 13) divided by 2, provides a very rough estimate of the proportion of Year 11 pupils progressing to the sixth forms in the schools.
- Table 1.3 (**All pupils eligible for FSM** in mainstream maintained secondary schools) may be used to compare the area average with the LLSC and national averages, as an aspect of social inclusion. Supplementary data is provided in Section 8, table 8.1.
- Tables 1.4 and 1.5 provide the **proportion of pupils with SEN (and including statements)** in mainstream maintained secondary schools for the years 2000 to 2002. See tables 8.2 and 8.3 in section 8 for supplementary data.
- Tables 1.6-1.8 provide information about **attendance of all pupils** in mainstream maintained secondary schools, for comparison with the LLSC and national averages. See tables 8.4 to 8.6 in section 8 for supplementary data.

- Table 1.9 provides figures on **participation in education and training of 16 and 17 year olds** at the end of 1998, 1999 and 2000. The numerators and denominators of the participation rates are defined as:

The numerators for participation in education and training are the sum of the four elements as follows:

- the number of pupils in the LEA/local LSC area attending maintained, special and independent schools;
- the number of full-time further education students resident in the LEA/local LSC area wherever studying;
- the number of young people on Government Supported Training (GST), according to the LEA/local LSC area where they are resident. Trainees who are also in full-time education are included in both GST and full-time education figures but counted once only in totals;
- the number of students on part-time further education courses, who are not on GST, resident in the LEA/local LSC area wherever studying. These will include students supported by an employer or doing personal study.

The denominators are estimates of the resident population in each LEA/local LSC area in January of each year. The breakdown into academic years of age is calculated from mid-year estimates provided by the Office for National Statistics.

[GST consists of young people on Advanced Modern Apprenticeships, Foundation Modern Apprenticeships, Other Training for Young People and Life Skills.]

The age of a student or trainee is measured at the beginning of the academic year, 31st August.

Comparison of the participation rate of 16 year olds with the very rough estimate of the progression of year 11 pupils from schools to school sixth forms, determined from tables 1.1 and 1.2, may give a crude indication of the proportion of year 11s progressing to education and training providers other than school sixth forms.

### 3.0 PISR Section 2 – Contextual Data

- **Tables 2.1 to 2.6** provide contextual data on **16-18 year olds at general further education/tertiary colleges, sixth form colleges and specialist colleges** (agriculture and horticulture and art, design and performing arts colleges). The data will include students who are resident outside the area, and further information may be required from the LLSC to determine the number of 16-18 students enrolled at the colleges who are resident within the area, and those who travel to study at colleges located outside of the area.
- Table 2.3 provides an **ethnic profile of 16-18 students on roll in each FE institution (2001/02)**.
- Table 2.4 provides the proportion of 16-18 students who attracted '**widening participation**' (**WP**) **funding in each FE institution in 2001/02**.
- Table 2.5 provides **16-18 enrolments by qualification type for all FE institutions** and may provide an indication of the most 'popular' provision with regard to

enrolments, and any shortcomings in the curriculum offered by institutions, e.g. level 1 and level 2 qualifications.

- In table 2.6, **16-18 enrolments are categorised by area of learning and level.**

#### **4.0 PISR Section 3 and Section 9 – Summary and detailed attainment data for Secondary schools and School Sixth Forms**

- Tables 3.1 to 3.5 and tables 3.7 - 3.8 provide summary attainment and **value added data (Key Stage 3 to GCSE/GNVQ)** for secondary schools and school sixth forms. These summary tables enable comparison of **area attainment at key stage 3, GCSE, GCSE/GNVQ and GCE A/AS and AVCE** with LLSC and national averages. **Overall area attainment trends** may be identified and compared with LLSC and national trends. The supplementary data in Section 9 provides further detail by tabulating attainment data for each school. The summary data may be helpful when comparing area performance with national and local targets. Table 10.1 found in Section 10 helpfully combines **contextual and attainment data for each school in a single presentation**. This table enables the attainment of pupils at each school to be placed in context, and may help to guide arrangements for meetings and/or visits to schools during the inspection.

#### **5.0 PISR Section 4 and Section 11 – Summary 16-18 success, achievement and retention data for General Further Education/Tertiary, Sixth Form and Specialist Colleges**

- **Table 4.1 provides aggregated success, retention and achievement rates by notional level and expected end year for students aged 16-18 for all general further education/tertiary, sixth form and specialist colleges in the area for 2000-2002.** The national figures are given for comparison. Where an area consists of a combination of different types of colleges, national figures for All Colleges are used. However, if all colleges in an area are of the same type, national figures, for that type only, are used for comparison. The tables may be used to identify trends, enrolment (but not 'student') volumes, and success, achievement and retention rates at each level. **Table 11.1 in Section 11 provides a summary of contextual information about each college in the area and attainment data (GCE/VCE APS per student in 2002).**
- **Tables 4.2, 4.3 and 4.4 provide aggregated data for enrolment (starts), success rate, retention rate and achievement rate for 2001/02, by college and qualification type. The national rates given are for each college type.** The tables provide an indication of performance against national rates for each qualification type and for each college type. Note that the range of qualifications included in each type in the national rates may be broader than the range offered by the colleges in the area, hence the national rates are given for guidance only.

#### **6.0 PISR Sections 5 and 6 – Quality**

- **Table 5.1 provides an overview of the inspection judgements given for teaching, learning and attainment for secondary schools and school sixth forms for inspections that took place between January 2000 and July 2003.** Interpretation notes are provided below the tables.

- **Table 6.1 provides an overview of the inspection judgements given for teaching, learning and attainment for each general further education/tertiary, sixth form and specialist college inspection that took place between September 2001 and July 2003.** Interpretation notes are provided below the tables.
- **Table 6.2 provides area of learning inspection judgements (and contributory WBL judgements where appropriate) for each general further education/tertiary, sixth form and specialist college inspection that took place between September 2001 and July 2003.** Interpretation notes are provided below the tables.

## **7.0 PISR Section 7 – Work Based Learning**

- This section of the PISR is produced by the ALI. **Tables 7.1 to 7.18** provide information on the number of work-based learners in the area, inflows and outflows, the type of programmes being followed, gender and ethnicity of learners, learning needs and/or disabilities, numbers by areas of learning, principal work-based learning providers in the area, and ALI/TSC inspection grades (where applicable). Data on success rates are not included in the section and will need to be requested from the LLSC prior to the inspection.