

Guidance for the inspection data summary report: areas to investigate

This document provides further detail on how the 'Areas to investigate' on the front page of the inspection data summary report (IDSR) are generated. It covers data from phonics to key stage 4. All areas to investigate are based on the latest three years of data.

Published: January 2018

Reference no: 170044



Corporate member of
Plain English Campaign
Committed to clearer communication

361

Contents

Areas to investigate	3
Secondary areas to investigate	4
Overall Progress 8 trend	4
Overall Progress 8 in the latest year	4
Overall Progress 8 trend of disadvantaged pupils	5
Overall Progress 8 trend of pupils with special educational needs (SEN)	5
Overall Progress 8 outliers	5
Progress 8 elements trend	6
EBacc value added trend	6
English for speakers of other languages (ESOL) qualification high entry	6
Subjects with high entry and low attainment	7
Subjects with high entry and high attainment	7
Pupils leaving the school	7
Primary areas to investigate	8
Key stage 2 progress trend	8
Key stage 2 progress in the latest year	8
Key stage 2 progress outliers	8
Key stage 2 progress of disadvantaged pupils	9
Key stage 2 progress of pupils with special educational needs (SEN)	9
Key stage 2 writing teacher assessment	9
Key stage 2 progress and attainment of junior schools	10
Key stage 2 attainment	10
Key stage 1 attainment	11
Phonics in 2017	11
Absence and exclusions	12
Overall high/low absence in the latest year	12
Overall high/low absence trend	12
Absence sessions missed	12
Fixed term and repeat exclusions in the latest year	12
Fixed term and repeat exclusions trend	13
Notes	13
Annex A	14
Annex B	20

Areas to investigate

The areas to investigate are shown on the front page of the IDSR. These are located on Analyse School Performance.¹ They are calculated based on the latest three years of data shown in the IDSR and are shown on a single page.

The areas to investigate give an indication of areas within a school that may require further investigation on inspection.

The areas to investigate are based on statements related to historical data in the grade descriptors and handbook. It is possible that there will be no areas to investigate flagged for a school.

Lists of possible areas to investigate are shown in Annex A for 2017. Some sentences are customised to specify only the subjects and groups that meet the criteria of the sentence.

The sections below explain how they were calculated.

The areas to investigate give an indication of attainment and progress in a school. They highlight significant differences from other schools, across subjects and starting points.

Small cohorts

Sentences are not produced for schools with 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, 4 and phonics, areas to investigate are indicated only for groups of 11 or more pupils. Where the measure is indicating trend across time, the cohort must be at least six pupils in any year.

¹ <https://sa.education.gov.uk/idp/Authn/UserPassword>

Secondary areas to investigate

Overall Progress 8 trend

The overall Progress 8 trends are indicated for consistent high or low performance for pupils overall, disadvantaged pupils and prior attainment groups.

Sentences are flagged if the groups are in the bottom/top quintile for at least the latest two years **based on the distribution of scores for all pupils** and have a cohort of six or more for each of the years.

Example sentences:

- 'Progress 8 was in the top quintile (20%) for at least two years for high prior attainers.'
- 'Progress 8 was in the bottom quintile (20%) for at least two years for all pupils, low prior attainers and disadvantaged pupils.'

Overall Progress 8 in the latest year

A sentence for overall Progress 8 in the latest year is shown when Progress is significantly above/below national and in the top/bottom 10% for all pupils, disadvantaged pupils and prior attainment groups, **based on the distribution of scores for all pupils**.

Example sentences:

- 'In 2017, Progress 8 was significantly* above average and in the highest 10% for the following groups of pupils: all and high prior attainers.'
- 'In 2017, Progress 8 was significantly* below average and in the lowest 10% for the following groups of pupils: all, low prior attainers, middle prior attainers and high prior attainers.'
- *statistical significance based on a 95% confidence interval

Overall Progress 8 trend of disadvantaged pupils

A sentence will be generated if the overall Progress 8 of disadvantaged pupils is significantly above the national for other pupils (all pupils excluding disadvantaged) for disadvantaged prior attainment groups for the latest two years.

There are also two possible sentences for overall Progress 8 of disadvantaged below the national:

- one for where a particular disadvantaged prior attainment group is significantly below the national for other pupils

- one for where they are significantly below the national for disadvantaged pupils.

Example sentences:

- 'Progress 8 was significantly* below the national for other pupils for at least two years for the following groups: overall disadvantaged, disadvantaged middle.'
- 'Progress 8 was significantly* above the national for other pupils for at least two years for the following groups: overall disadvantaged, disadvantaged low, disadvantaged middle.'

*statistical significance based on a 95% confidence interval

Overall Progress 8 trend of pupils who have special educational needs (SEN)

A sentence will be generated if the overall Progress 8 of pupils who are identified as having special educational needs or those who also receive SEN support by prior attainment group are significantly above or below the national for all pupils for the latest two years. SEN overall is not included as the group is so diverse that an overall average is less meaningful.

Example sentence:

- 'Progress 8 for SEN support middle prior attainers was significantly* above the national for all pupils over the last two years.'
- 'Progress 8 for SEN support low and middle prior attainers was significantly* below the national for all pupils over the last two years.'

*statistical significance based on a 95% confidence interval

Overall Progress 8 outliers

Sentences for key stage 4 outliers are generated when a progress score is 3.25 standard deviations away from the national mean, based on the standard deviations for each prior attainment. View [lists of all standard deviations used in the IDSR calculations](#).

To see the effect that the outlier has on the overall Progress 8 score, the outliers for each subject are removed and the mean is recalculated.

The difference between this mean and the original mean is stated in the sentence to show what effect removing the outliers has on the overall Progress 8 score.

Example sentence:

- 'In 2017, there were six negative outliers. This had an impact of -0.1 on the Progress 8 score.'
- 'In 2017, there was one positive outlier. This had an impact of +0.6 on the Progress 8 score.'

Progress 8 elements trend

The Progress 8 element trends are indicated for consistent high or low performance for any progress 8 elements (English, mathematics, open and EBacc).

Sentences are flagged if all pupils are in the bottom/top quintile for each element for at least the latest two years **based on the distribution of scores for all pupils** and have a cohort of six or more for each of the years.

Example sentences:

- 'Progress 8 English, open elements were in the top quintile (20%) for the last two years.'
- 'Progress 8 mathematics, open, EBacc elements were in the bottom quintile (20%) for the last two years.'

EBacc value added trend

The EBacc value added trends are indicated for consistent high or low performance for any EBacc value added subjects (science, languages and humanities).

Sentences are flagged if all pupils are in the bottom/top quintile for each value added subject for at least the latest two years **based on the distribution of scores for all pupils** and have a cohort of six or more for each of the years.

Example sentences:

- 'Languages value added for all pupils was in the top quintile (20%) for the latest two years.'
- 'Humanities value added for all pupils was in the top quintile (20%) for the latest two years.'

English for speakers of other languages (ESOL) qualification high entry

This sentence is flagged when the percentage of pupils entered for the ESOL qualification is over double the proportion of English as an additional language pupils in year 11.

Example sentence:

- 'In 2017, around 89% of pupils were entered for the English for speakers of other languages (ESOL) qualification, double the proportion of EAL pupils in year 11.'

Subjects with high entry and low attainment

This sentence is flagged when any subject has a high proportion of entries but has low attainment. The proportion of entries must be over 80%, and the attainment of grade 4/C is below 50% of pupils

Example sentence:

- 'In 2017, there were two subjects with a high proportion of entries (over 80%) and low attainment. These were mathematics and core science.'

Subjects with high entry and high attainment

This sentence is flagged when any subject has a high proportion of entries and has high attainment. The proportion of entries must be over 80%, and the attainment of grade 4/C is above 90% of pupils.

Example sentence:

- 'In 2017, there was one subject, european computer driving licence, with a high proportion of entries (over 80%) and high attainment.'

Pupils leaving the school

This context sentence states the number of pupils that have left the school either between years 9 and 10 or years 10 and 11. This sentence is flagged when the proportion of pupils moved is greater than 5% and the number of pupils moved is greater than five. Sentences are not flagged for pupil referral units, special schools and university technical colleges, where movement in and out of these schools is known to be high.

Example sentence:

- 'Between year 10 in 2016 and year 11 in 2017, 12 pupils left this school. Between year 9 in 2016 and year 10 in 2017, 9 pupils left this school.'

Primary areas to investigate

Key stage 2 progress trend

The key stage 2 progress trends are indicated for consistent high or low performance across the three subjects (Reading, Writing and Mathematics) for pupils overall, disadvantaged pupils and prior attainment groups.

Sentences are flagged if the groups are in the bottom/top quintile for each subject for at least the latest two years **based on the distribution of scores for all pupils** and have a cohort of six or more for each of the years.

Example sentences:

- 'KS2 Reading progress was in the top quintile (20%) for at least two years for all pupils & low prior attainers.'
- 'KS2 Writing progress was in the bottom quintile (20%) for at least two years for middle prior attainers.'

Key stage 2 progress in the latest year

A sentence for key stage 2 progress in the latest year is shown when progress for reading, writing or mathematics is significantly below national and in the bottom/top 10% for all pupils, **based on the distribution of scores for all pupils**. This sentence only refers to all pupils and does not highlight specific prior attainment groups.

Example sentences:

- 'In 2017, KS2 reading progress was significantly above average and in the highest 10% for all pupils.'
- 'In 2017, KS2 writing progress was significantly below average and in the lowest 10% for all pupils.'

Key stage 2 progress outliers

Sentences for key stage 2 outliers are generated when a progress score is 3.25 standard deviations away from the national mean, based on the standard deviations for each prior attainment. Lists of all standard deviations used in the IDSR calculations can be found in Annex B.

To see the effect that the outlier has on the overall progress score, the outliers for each subject are removed and the mean is recalculated.

The difference between this mean and the original mean is stated in the sentence to show what effect removing the outliers has on the overall progress score.

Example sentence:

- 'In 2017, there was one negative outlier in mathematics. This had an impact of -0.5 on the progress score.'
- 'In 2017, there were three positive outliers in writing. This had an impact of +1.2 on the progress score'.

Key stage 2 progress of disadvantaged pupils

A sentence will be generated if the progress of disadvantaged pupils is significantly above the national for other pupils (all pupils excluding disadvantaged) for each subject with disadvantaged prior attainment groups.

There are also two possible sentences for progress of disadvantaged below the national:

- one for where a particular disadvantaged prior attainment group is significantly below the national for other pupils
- one for where they are significantly below all national below the national for disadvantaged pupils.

Example sentences:

- 'KS2 reading progress was significantly* below the national for other pupils for the past two years for the following groups: overall disadvantaged, disadvantaged low.'
- 'KS2 writing progress was significantly* above the national for other pupils for the past two years for disadvantaged high pupils.'

*statistical significance based on a 95% confidence interval

Key stage 2 progress of pupils who have special educational needs

A sentence will be generated if the progress of pupils who are identified as having special educational needs or those who also receive SEN support are significantly above or below the national for all pupils for each subject by prior attainment group.

Example sentence:

- 'Writing and mathematics progress for SEN support middle prior attainers was significantly* below the national for all pupils over the last two years.'

*statistical significance based on a 95% confidence interval

Key stage 2 writing teacher assessment

A sentence will be generated if the school and local authority appear to have unusually low or high writing teacher assessments compared to reading and mathematics.

Example sentence:

- Writing teacher assessments appear unusually high in this school compared with reading and mathematics. This trend is also seen in x local authority.

Key stage 2 progress and attainment of junior schools

This sentence is only generated for schools in which the statutory lower age is greater than or equal to seven and the statutory high age is equal to 11.

The sentence appears where attainment data is above average but progress data is significantly lower than average. This may indicate that the key stage 1 teacher assessments did not reflect an accurate starting point for the pupils, and is therefore an area to investigate for the inspector.

Example sentence:

- 'KS2 attainment was higher than average but progress was significantly lower than average. Progress data should be treated with caution (junior schools only).'

Key stage 2 attainment

The key stage 2 attainment trends indicate consistency across time for the three subjects for pupils overall, disadvantaged and by prior attainment.

Sentences are flagged if the groups are in the bottom quintile for each subject for at least the latest two years and have a cohort of six or more for each of the years.

Example sentence:

- 'Mathematics attainment was in the bottom quintile (20%) for at least two years for all pupils and low prior attainers'

Sentences will also appear under this heading for key stage 2 attainment scores of the expected standard that are at or above national.

The school percentage is flagged if it is in line with the national percentage or above it.

Example sentence:

- 'In 2017, writing and mathematics attainment of the expected standard was at or above national for prior attainment groups: middle, high.'
- 'Writing attainment was in the bottom 20% for at least two years for disadvantaged pupils.'

Key stage 1 attainment

A sentence will be generated if the key stage 1 attainment for the school is in the top or bottom 10% based on the distribution scores for all pupils.

Example sentence:

- 'In 2017, attainment in reading was below average and in the lowest 10%.'

Sentences will also be generated under this heading for key stage 1 attainment trends. Sentences are flagged if the groups are in the bottom quintile for each subject for at least the latest two years and have a cohort of six or more for each of the years.

Example sentence:

- 'Reading and mathematics attainment was in the bottom 20% for at least two years for all pupils.'

Sentences will also be generated under this heading for key stage 1 attainment scores of the expected standard that are at or above national. Calculations are explained in key stage 2 attainment section above. The school percentage is flagged if it is in line with the national percentage or above it.

Example sentence:

- 'In 2017, writing attainment of the expected standard was at or above national for the disadvantaged group.'

Phonics in 2017

A sentence is shown when all pupils or a very large majority of pupils (90% or higher) in a school meet the phonics expected standard in Year 1.

Sentences are also generated when fewer than 70% of pupils in a school meet the phonics expected standard in Year 1.

Example sentences:

- 'A very large majority of pupils (92%) met the phonics expected standard in year 1.'
- 'Fewer than 70% of pupils met the expected standard in phonics in year 1.'

Another sentence is generated under this heading to show the average mark of pupils who did not meet the standard.

Example sentence:

- 'The average mark for pupils not meeting the phonics expected standard in year 1 was 14.'

Absence and Exclusions

Overall high/low absence

An overall absence sentence is flagged when absence is in the highest or lowest 10% for all pupils nationally.

Example sentences:

- 'Overall absence in autumn and spring of 2016/17 was high for all pupils (in the highest 10%).'
- 'Overall absence in autumn and spring of 2016/17 was low for all pupils (in the lowest 10%).'

Overall high/low absence trend

An overall absence trend sentence is flagged when absence is in the highest or lowest 10% nationally for all pupils for either the latest two or three years.

Example sentences:

- 'Overall absence in autumn and spring of 2016/17 was high for all pupils (in the highest 10%).'
- 'Overall absence was low (in the lowest 10%) for the latest three years for all pupils.'

Absence sessions missed

Sentences will be generated when absence sessions missed are over 80% for particular groups (girls/boys, pupils in receipt of free school meals, pupils with special educational needs and pupils whose first language was not English). Separate sentences are generated for those where all of the sessions missed and for those where the group makes up more than 80% of sessions missed.

Example sentence:

- 'All of the sessions missed in autumn and spring of 2016/17 were missed by boys & pupils with special educational needs. Over 80% of sessions missed in autumn and spring of 2016/17 were missed by pupils in receipt of free school meals.'

Fixed term and repeat exclusions in the latest year

A sentence is shown when the proportion of fixed term exclusions and/or the the proportion of repeat exclusions is at or above national in the latest year.

Example sentences:

- 'In 2015/16, the proportion of total fixed term exclusions was at or above national.'
- 'In 2015/16, the proportion of repeat exclusions was at or above national.'

Fixed term and repeat exclusions trend

A sentence is shown when the proportion of fixed term exclusions and/or the the proportion of repeat exclusions is at or above national for three years.

Example sentences:

- 'The proportion of total fixed term exclusions was at or above national for three years (2013/14 to 2015/16).'
- 'The proportion of repeat exclusions was at or above national for three years (2013/14 to 2015/16).'

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.

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 sentences. For example, if a school had no high prior attainers, the strength was indicated if its key stage 2 progress met the criteria for the strength overall and for low and middle prior attainment groups.

Annex A

Text highlighted in red shows all available categories or numbers that may be different in the areas to investigate sentences.

Key Stage 4

Overall progress 8 trend

- 'Progress 8 was in the top quintile (20%) for at least two years for **all pupils, low prior attainers, middle prior attainers, high prior attainers and disadvantaged pupils.**'
- 'Progress 8 was in the bottom quintile (20%) for at least two years for **all pupils, low prior attainers, middle prior attainers, high prior attainers and disadvantaged pupils.**'

Overall Progress 8 in the latest year

- 'In 2017, Progress 8 was significantly* above average and in the highest 10% for the following groups of pupils: **all, low prior attainers, middle prior attainers, high prior attainers and disadvantaged.**'
- 'In 2017, Progress 8 was significantly* below average and in the lowest 10% for the following groups of pupils: **all, low prior attainers, middle prior attainers, high prior attainers and disadvantaged.**'

Overall progress 8 trend of disadvantaged pupils

- 'Progress 8 was significantly* above the national for other pupils for at least two years for the following groups: **overall disadvantaged, disadvantaged low, disadvantaged middle and disadvantaged high.**'
- 'Progress 8 was significantly* below the national for other pupils for at least two years for the following groups: **overall disadvantaged, disadvantaged low, disadvantaged middle and disadvantaged high.**'
- 'Progress 8 was significantly* below the national for disadvantaged pupils for at least two years for the following groups: **overall disadvantaged, disadvantaged low, disadvantaged middle and disadvantaged high.**'

Overall progress 8 trend of pupils who have special educational needs

- 'Progress 8 for SEN support **low, middle and high prior attainers** was significantly* below the national for all pupils over the last two years.'
- 'Progress 8 for SEN with EHC/statement **low, middle and high prior attainers** was significantly* below the national for all pupils over the last two years.'

Overall progress 8 outliers

- 'In 2017, there were **two** positive outliers. This had an impact of **+0.1** on the Progress 8 score.'
- 'In 2017, there was **one** negative outlier. This had an impact of **-0.1** on the Progress 8 score.'

Progress 8 elements trend

- 'Progress 8 **English, mathematics, EBacc and open elements** were in the top quintile (20%) for the last two years.'
- 'Progress 8 **English, mathematics, EBacc and open elements** were in the bottom quintile (20%) for the last two years.'

EBacc value added trend

- '**Science/languages/humanities** value added for all pupils was in the top quintile (20%) for the latest two years.'
- '**Science/languages/humanities** value added for all pupils was in the bottom quintile (20%) for the latest two years.'

English for speakers of other languages (ESOL) qualification high entry

- 'In 2017, around **89%** of pupils were entered for the English for speakers of other languages (ESOL) qualification, double the proportion of EAL pupils in year 11.'

Subjects with high entry and low attainment

- 'In 2017, there were **X** subjects with a high proportion of entries (over 80%) and low attainment. These were **religious studies, English literature, mathematics, physical education, English language, additional science, statistics, core science, double science, art & design, business & enterprise, business studies, chemistry, citizenship, computer science, French, general studies, geography, history, humanities, information technology, manufacturing, media studies, personal finance, Spanish, sport studies, statistics, systems & control, use of information technology, photography, european computer driving licence, construction, engineering.**'

Subjects with high entry and high attainment

- 'In 2017, there were **X** subjects with a high proportion of entries (over 80%) and high attainment. These were **religious studies, English literature, mathematics, physical education, English language, additional science, statistics, core science, double science, art & design, business & enterprise,**

business studies, chemistry, citizenship, computer science, French, general studies, geography, history, humanities, information technology, manufacturing, media studies, personal finance, Spanish, sport studies, statistics, systems & control, use of information technology, photography, european computer driving licence, construction, engineering.'

Pupils leaving the school

- 'Between year 9 in 2016 and year 10 in 2017, 12 pupils left this school.'
- 'Between year 10 in 2016 and year 11 in 2017, 15 pupils left this school.'

Key Stage 2

Junior Schools

- 'KS2 attainment was higher than average but progress was significantly lower than average. Progress data should be treated with caution (junior schools only).'

KS2 progress trend

- 'Reading, writing and mathematics progress was in the bottom 20% for at least two years for all pupils, low prior attainers, middle prior attainers, high prior attainers, disadvantaged pupils.'
- 'Reading, writing and mathematics progress was in the top 20% for at least two years for all pupils, low prior attainers, middle prior attainers, high prior attainers, disadvantaged pupils.'

KS2 progress in 2017

- 'Progress in reading, writing and mathematics was significantly* above average and in the highest 10%.'
- 'Progress in reading, writing and mathematics was significantly* below average and in the lowest 10%.'

KS2 progress outliers in 2017

- 'In 2017, there was one positive/negative outlier in reading. This had an impact of +0.5 on the average progress score.'
- 'In 2017, there was one positive/negative outlier in writing. This had an impact of +0.5 on the average progress score.'
- 'In 2017, there was one positive/negative outlier in mathematics. This had an impact of +0.5 on the average progress score.'

KS2 progress of disadvantaged pupils

- 'Reading, writing and mathematics progress was significantly* above the national for other pupils for at least two years for the following groups: overall disadvantaged, disadvantaged low, disadvantaged middle, disadvantaged high.'
- 'Reading, writing and mathematics progress was significantly* below the national for other pupils for at least two years for the following groups: overall disadvantaged, disadvantaged low, disadvantaged middle, disadvantaged high.'
- 'Reading, writing and mathematics progress was significantly* below the national for disadvantaged pupils for at least two years for the following groups: overall disadvantaged, disadvantaged low, disadvantaged middle, disadvantaged high.'

KS2 progress of pupils with special educational needs

- 'Reading, writing and mathematics progress for SEN support low prior attainers, middle prior attainers, high prior attainers was significantly* above the national for all pupils over the last two years.'
- 'Reading, writing and mathematics progress for SEN support low prior attainers, middle prior attainers, high prior attainers was significantly* below the national for all pupils over the last two years.'
- 'Reading, writing and mathematics progress for SEN with EHC/statement low prior attainers, middle prior attainers, high prior attainers was significantly* above the national for all pupils over the last two years.'
- 'Reading, writing and mathematics progress for SEN with EHC/statement low prior attainers, middle prior attainers, high prior attainers was significantly* below the national for all pupils over the last two years.'

KS2 writing teacher assessments

- 'Writing teacher assessments appear unusually high in this school compared with reading and mathematics. This trend is also seen in x local authority.'
- 'Writing teacher assessments appear unusually low in this school compared with reading and mathematics. This trend is also seen in x local authority.'

KS2 attainment

- 'In 2017, reading, writing and mathematics attainment of the expected standard was at or above national for all prior attainment groups and disadvantaged pupils'

- 'In 2017, **reading, writing and mathematics** attainment of the expected standard was at or above national for prior attainment groups: **low, middle, high prior attainment and disadvantaged.**'
- '**Reading, writing and mathematics** attainment was in the bottom 20% for at least two years for **all and disadvantaged pupils.**'

KS1 attainment

- 'In 2017, attainment in all subjects was above average and in the highest 10%.'
- 'In 2017, attainment in all subjects was below average and in the lowest 10%.'
- 'In 2017, attainment in **reading, writing and mathematics** was above average and in the highest 10%.'
- 'In 2017, attainment in **reading, writing and mathematics** was below average and in the lowest 10%.'
- 'In 2017, **reading, writing and mathematics** attainment of the expected standard was at or above national for the disadvantaged group.'
- '**Reading, writing and mathematics** attainment was in the bottom 20% for at least two years for **all and disadvantaged pupils.**'

Phonics in 2017

- 'A very large majority of pupils (**91%**) met the phonics expected standard in year 1.'
- 'The vast majority of pupils (**97%**) met the phonics expected standard in year 1.'
- 'All pupils met the phonics expected standard in year 1.'
- 'Fewer than 70% of pupils met the expected standard in phonics in year 1.'
- 'The average mark for pupils not meeting the phonics expected standard in year 1 was **3.**'

Absence and Exclusions

Overall high/low absence in the latest year

- 'Overall absence in autumn and spring of 2016/17 was high for all pupils (in the highest 10%).'
- 'Overall absence in autumn and spring of 2016/17 was low for all pupils (in the lowest 10%).'

Overall high/low absence trend

- 'Overall absence was high (in the highest 10%) for the latest **two/three** years for all pupils.'
- 'Overall absence was low (in the lowest 10%) for the latest **two/three** years for all pupils.'

Absence sessions missed

- 'Over 80% of sessions missed in autumn and spring of 2016/17 were missed by **boys/girls/pupils in receipt of free school meals/pupils whose first language was not English.**'
- 'All of the sessions missed in autumn and spring of 2016/17 were missed by **boys/girls/pupils in receipt of free school meals/pupils whose first language was not English.**'

Fixed term and repeat exclusions in the latest year

- 'In 2015/16, the proportion of total fixed term exclusions was at or above national.'
- 'In 2015/16, the proportion of repeat exclusions was at or above national.'

Fixed term and repeat exclusions trend

- 'The proportion of total fixed term exclusions was at or above national for three years (2013/14 to 2015/16).'
- 'The proportion of repeat exclusions was at or above national for three years (2013/14 to 2015/16).'

Annex B

The table below shows the standard deviations for each subject and prior attainment. If a progress score for a pupil is 3.25 standard deviations from the national mean then the score is defined as an outlier and will cause a sentence to be flagged under areas to investigate.

KS1 Prior Attainment	Reading Standard Deviation	Reading Standard Deviation * 3.25	Writing Standard Deviation	Writing Standard Deviation * 3.25	Mathematics Standard Deviation	Mathematics Standard Deviation * 3.25
1	4.9	16.0	4.7	15.3	5.0	16.2
2	5.6	18.2	6.0	19.6	6.1	19.9
3	6.4	20.7	7.1	23.1	6.5	21.2
4	6.5	21.3	7.0	22.7	7.1	23.2
5	8.0	25.9	8.0	25.8	8.7	28.4
6	8.7	28.4	8.4	27.4	9.3	30.4
7	9.7	31.4	9.5	30.9	10.3	33.5
8	9.7	31.7	9.6	31.1	10.4	33.7
9	8.8	28.7	8.7	28.3	8.6	27.9
10	8.2	26.6	8.4	27.2	7.6	24.7
11	7.7	25.2	8.1	26.3	7.0	22.7
12	7.0	22.9	7.4	24.1	6.4	20.7
13	6.7	21.9	6.9	22.5	5.9	19.2
14	6.3	20.5	6.5	21.2	5.5	18.0
15	6.1	19.8	5.7	18.4	5.3	17.1
16	5.8	19.0	5.2	17.0	5.1	16.6
17	5.9	19.1	5.2	16.9	5.0	16.2
18	5.6	18.3	4.7	15.4	4.8	15.7
19	5.6	18.0	4.9	15.9	4.9	15.8
20	5.6	18.1	5.2	17.1	4.8	15.6
21	5.4	17.7	5.3	17.3	4.8	15.7
22	5.2	16.9	5.2	17.0	4.6	15.1
23	5.0	16.3	4.8	15.6	4.7	15.3
24	3.6	11.6	3.2	10.3	4.2	13.6



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

No. 170044

© Crown copyright 2017