

Guidance for the 16 to 19 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 value added, Completion and attainment and progress in English and mathematics measures. All areas to investigate are based on 2017 data.

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Areas to investigate overview

The areas to investigate are shown on the front page of the IDSR. They are calculated based on the latest year's data and are shown on a single page.

The areas to investigate indicate areas that may require further attention during inspection. It is possible that no such areas are flagged for a provider. Some sentences are customised to specify only the subjects and groups that meet the criteria of the sentence.

The areas to investigate cover value added in A levels and AS levels, progress in English and mathematics and completion and attainment scores for level 3 Tech levels and level 2 qualifications. They highlight significant differences from other providers, across subjects and prior attainment levels.

Small cohorts

Sentences are not produced for providers with cohorts or groups that are very small. Groups can also become small when a group of learners are split by prior attainment. Areas to investigate are indicated only for cohorts or entries of 11 or more.

Value added

Value added by qualification type

A sentence for overall value added by qualification type is shown when the value added score is significantly above/below average and in the top/bottom 10% based on the distribution of scores for all learners. The qualification types possible in this sentence are A level, AS level and Applied general.

Example sentences:

- 'Value added was significantly above average and in the top 10% for AS levels.'
- 'Value added was significantly below average and in the bottom 10% for A levels and Applied general.'

Value added by qualification type for disadvantaged students

A sentence for disadvantaged learners value added by qualification type is shown when the value added is significantly above/below average and in the top/bottom 10% based on the distribution of scores for disadvantaged learners. The qualification types covered in this sentence are A level, AS level and Applied general.

Example sentences:

- For disadvantaged learners, value added was significantly above average and in the top 10% for Applied general. '
- 'For disadvantaged learners, value added was significantly below average and in the bottom 10% for A levels and AS levels.'

Value added for each qualification type by prior attainment.

A level, AS level and Applied general will each have a sentence if value added for the prior attainment group is significantly above/below average and in the top/bottom 10% based on the distribution of scores for all learners in each prior attainment group. The prior attainment groups covered in these sentences are D and below, C, B and A and above. Prior attainment for A level and AS level learners is only based on GCSEs. For applied general all key stage 4 qualifications are included.

Example sentences:

- 'Value added was significantly above average and in the top 10% for AS level learners with prior attainment grade: B.'
- 'Value added was significantly below average and in the bottom 10% for Applied general learners with prior attainment grades: D or below, C, B.'

Value added by subject

A provider will have a separate sentence shown for A level, AS level and Applied general when the qualification type has 2 or more subjects that are significantly below average and in the bottom 5% based on the distribution of scores for all learners. The sentence will specify the number of subjects that met this criteria.

Example sentences:

- 'Value added was significantly below average and in the bottom 5% in four applied general subjects.'
- 'Value added was significantly below average and in the bottom 5% in two A level subjects.'

Progress in English and mathematics

A separate sentence will show for English and mathematics when progress is at least three quarters of a grade above average or at least a third of a grade below the average in either subject.

Example sentences:

- 'Progress score in mathematics was at least three quarters of a grade above average.'
- 'Progress score in English was at least three quarters of a grade above average.'
- 'Progress score in mathematics was at least a third of a grade below the average.'

Progress in English and mathematics by prior attainment

A sentence will show for English or mathematics when progress is three quarters of a grade above or third of a grade below average for any prior attainment group.

The prior attainment groups for English are Fail, the entry level and level 1 ESOL and functional skills group, GCSE grade F to G, GCSE grade E and the GCSE grade D and level 2 ESOL and functional skills group.

The prior attainment groups for mathematics are Fail, the entry level and level 1 functional skills and use of maths and free standing maths group, GCSE grade F to G, GCSE grade E and the GCSE grade D and level 2 functional skills and use of maths and free standing maths group.

Example sentences:

- 'Progress score in mathematics was at least three quarters of a grade above the average for learners with prior attainment: the entry level and level 1 functional skills and use of maths and free standing maths group.'
- 'Progress score in English was at least three quarters of a grade above the average for learners with prior attainment: the entry level and level 1 functional skills and use of maths and free standing maths group.'
- 'Progress score in English was at least a third of a grade below the average for learners in all prior attainment groups.'
- 'Progress score in mathematics was at least a third of a grade below the average for learners with prior attainment: GCSE grades F to G.'

Completion and Attainment

Completion and attainment by qualification type

A sentence will show for overall completion and attainment by qualification type when the completion and attainment score is in the top/bottom 10% based on the distribution of scores for all learners. Separate sentences will show for level 3 (Tech levels) and level 2 (Tech certificates and/or other vocational) if applicable.

Example sentences:

- 'Completion and attainment is in the top 10% for level 3 Tech levels.'
- 'Completion and attainment is in the bottom 10% for level 2 Technical certificates and Other vocationals.'

Completion and attainment by disadvantaged

A sentence for disadvantaged learners completion and attainment by qualification type is shown when the completion and attainment score is in the top/bottom 10% based on the distribution of scores for disadvantaged learners. Separate sentences will show for level 3 (Tech levels) and level 2 (Tech certificates and/or other vocational) if applicable.

Example sentences:

- 'For disadvantaged learners, completion and attainment is in the top 10% for level 3 Tech levels.'
- 'For disadvantaged learners, completion attainment is in the top 10% for level 2 Other vocationals.'
- 'For disadvantaged learners, completion attainment is in the bottom 10% for level 2 Technical certificates.'

Completion and attainment by prior attainment

Level 3 tech levels, level 2 tech certificates and level 2 other vocational will each have a sentence if completion and attainment for the prior attainment group is in the top/bottom 10% based on the distribution of scores for all learners in each prior attainment group.

Level 3 prior attainment groups covered in these sentences are D or below, C, B and A and above.

Level 2 prior attainment groups covered in these sentences are D or above, E, F, G or below. Prior attainment is based on all key stage 4 qualifications.

Example sentences:

- 'Completion and attainment is in the top 10% for Other level 2 vocational learners with prior attainment grade: D or above.'
- 'Completion and attainment is in the top 10% for Technical certificate learners with prior attainment grade: E.'
- 'Completion and attainment is in the bottom 10% for Tech level learners with prior attainment grades: C, B.'

Notes

Percentiles

The top and bottom percentages are determined using percentiles. These divide the population into 100 equal groups according to the distribution of values of a particular variable, with approximately 1% of the data (e.g. providers) held in each. Any value that falls within the first 10 percentiles will be flagged as in the lowest 10% of all providers nationally.

Further information

Details of the methodology used to calculate the scores and quintiles can be found in the IDSR 16 to 19 guidance document.

Details of the quintile boundaries and sentences percentage thresholds can be found in the quintiles guidance document.



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