2019 primary inspection data summary report (IDSR) prototype

We have re-developed the IDSR following the new education inspection framework (EIF). The new IDSR now contains fewer charts and has reduced in size. The IDSR has been designed to:

- reduce the time spent preparing for an inspection
- provide interpretation of the data for inspectors
- minimise the focus on small groups that distract the conversation away from meeting the needs of all pupils.

The report will continue to contain 'areas of interest' sentences to highlight important data trends and differences from national data. Existing contextual information will remain but be presented in the charts that were in the 2017 IDSR.

What's **new** in the IDSR? The new IDSR has:

- new contextual information including workforce census data, financial data, MAT and local authority information and school links
- new subject attainment sentences at key stage 4 to highlight potential subject areas to focus on
- introduction of attainment trend charts
- re-structured primary report to focus on subjects across the school, such as reading/literacy
- reduced focus on pupil group performance. Group performance measures will now only be highlighted when they differ from that of all pupils
- expanded destinations data, to include breakdown of pupil destinations for the past three years.

Please note:

- the sentences in the IDSR are dynamically generated. As such, schools may have a different number of sentences as well as content. This prototype represents one fictional school only
- this prototype has been compiled prior to the build of the final IDSR product. As such content may be subject to alterations and amendments.

Primary Inspection Data Summary Report

Fiction Academy	URN: 123456 LAESTAB: ABCDEFG
Headteacher: Mr School	**Type of education:** Academy – converter mainstream
Local authority: Sheffield	**Phase of education:** Primary
Pupils: 236	**Academy trust or sponsor:** XYZ Academy Trust
Gender: Mixed	**Date open/converted:** 01/09/2015
Admissions policy: Non-selective	**Chair of governors/trustees:** John Doe
Ages: 2-11	**School website:** website
Denomination: Does not apply	**SEN unit:** Yes

Areas of interest

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

Reading

KS2 progress Guidance section x

- Key stage 2 progress in reading (-4.9) was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.

Attainment Guidance section x

- Key stage 2 attainment of the expected standard (100+), in reading (39%) was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017. Of the 56 pupils, 34 did not reach the expected standard, and had an average scaled score of 42. The proportion reaching the high standard (110+) was 2% (12 pupils) which is significantly **below** the national.
- The three-year average Key stage 2 attainment score for reading (97) was significantly **below** national in the **lowest** 20% of all schools in 2019.
- Key stage 1 attainment of the expected standard (30%) and greater depth (3%) in reading was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.

- In 2019, **fewer than 70%** of pupils met the expected standard (32+) in phonics in year 1. The average mark for pupils not meeting the phonics expected standard in Year 1 was 18.
- Early Years Foundation Stage attainment of the expected standard in the reading early learning goal (88%) was significantly **above** national (72%) in 2019.

Writing

KS2 progress Guidance section x

- Key stage 2 writing progress (0.1) in the latest year was not significantly different to national and in the highest/lowest 20% of all schools.[1]

Attainment Guidance section x

- Key stage 2 attainment of the expected standard (39%) and greater depth (3%) in writing was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.
- Key stage 1 attainment of the expected standard (30%) and greater depth (12%) in writing was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.
- Early Years Foundation Stage attainment of the expected standard in the writing early learning goal (86%) was significantly **above** national and in the **highest** 20% of all schools in 2019.

Mathematics

KS2 progress Guidance section x

- Key stage 2 mathematics progress (0.1) in the latest year was not significantly different to national and in the highest/lowest 20% of all schools.

Attainment Guidance section x

- Key stage 2 attainment of the expected standard (100+), in mathematics (30%) was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018. Of the 56 pupils, 30 did not reach the expected standard, and had an average scaled score of 48. The proportion reaching the high standard (110+) was 9% (5 pupils) which is significantly **below** the national.
- The three-year average Key stage 2 attainment score for mathematics (99) was significantly **below** national and in the **lowest** 20%.

[1] As trend is calculated backwards from the latest year, if a school was not significantly different to national and in the highest/lowest 20% of all schools in the latest year, it follows that neither was the trend.

- Key stage 1 attainment of the expected standard (34%) and greater depth (20%) in mathematics was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.
- Early Years Foundation Stage attainment of the expected standard in the mathematics early learning goal (90%) was significantly **above** average and in the **highest** 20% of all schools in 2019.

Other measures in 2019 Guidance section x

- In 2019, **36%** of pupils achieved the Key stage 2 expected standard in reading, writing and mathematics, significantly below national and in the **lowest** 20% of all schools**.** Two percent of pupils achieved the high standard which is significantly **below** the national and in the **lowest** 20% of all schools.
- In 2019, 38% of pupils achieved a scaled score of 100+ in the English Grammar Punctuation and Spelling test, significantly **below** national and in the **lowest** 20% of all schools.
- In 2019, 56% of pupils achieved the Key stage 2 science expected standard, significantly **below** national and in the **lowest** 20% of all schools.
- In 2019, the percentage achieving a good level of development in the Early Years Foundation Stage (47%) was significantly **below** national and in the **lowest** 20% of all schools.

Absence Guidance section x

- Overall absence (6%) was in the **highest** 20% and significantly **above** the national rate in 2018/19 as well as in 2017/18 and 2016/17.
- When compared with schools with a similar level of deprivation, the rate of overall absence (6%) in 2018/19 was in the **highest** 20% and significantly **above** the national rate for those schools.

Exclusions Guidance section x

- The rate of total fixed period exclusions (3%) was in the **highest** 20% and significantly **above** the national rate in 2017/18 as well as in 2016/17 and 2015/16.
- Of pupils with at least one fixed period of exclusion, 41% were excluded on more than one occasion and 1.5% received 10 or more fixed period exclusions during the year.
- When compared with schools with a similar level of deprivation, the rates of total **fixed period** (3%) and **repeat** exclusions (2%) in 2017/18 were in the **highest** 20% and significantly **above** the national rates for those schools.

- Of the 15 fixed period exclusions in 2017/18, 5 were for **persistent disruptive behaviour**. Other reasons which accounted for more than 10% of fixed period exclusions in 2017/18 were: verbal abuse against an adult (5) and physical abuse against a pupil (5).
- There were no permanent exclusions in 2017/18. The national average for this year was close to zero. There were no exclusions in the previous two years either.

Pupil movement Guidance section x

- In 2019, this school had pupils dual registered at these alternative provision(s): Provider A (2 pupils).

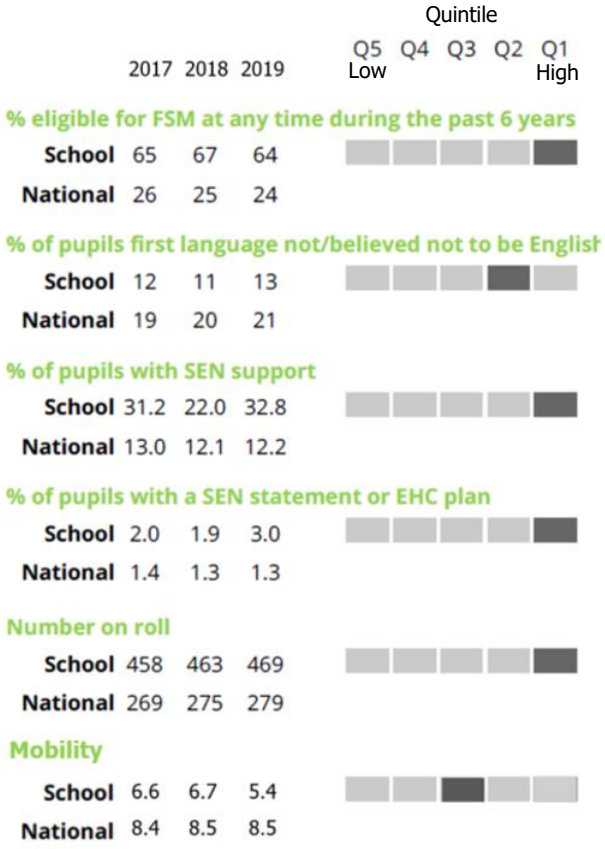
Pupil groups Guidance section x

Pupil group concerns for performance measures are only flagged in this section if they do not align with the performance of the overall group.

- In both 2018 and 2019, **middle prior attainers** were in the **lowest** 20% of all schools and significantly **below** the national average for KS2 progress in mathematics.

School and local context

School level Guidance section x



MAT/LA level information
Guidance section x

As at September 2019:

- This school is part of XYZ Academy Trust which contains 3 primary and 2 secondary schools.
- The overall effectiveness grade for this school as of 14/06/2019 was good. The MAT grade profile was:

Outstanding	3
Good	1
Requires improvement	1
Inadequate	0
Not yet inspected	0

- Of the 5 schools in this MAT all are in Hampshire or adjacent local authorities.

School workforce Guidance section x

As of November 2018, there were:

- 70% of teachers with at least one period of sickness absence compared with a national average of 55%.
- 7.0 days on average lost to teacher sickness absence compared with a national over 4.1 days.
- No full-time vacant post in the school.

Ethnicity Guidance section x

- This school has 12 of the 17 ethnic groups. The top five with 5% of pupils or more are:
  - 70%: White – British
  - 8%: Mixed – White & Black Caribbean
  - 6%: Black or Black British – African

Local area and school links
Guidance section x

- The school location deprivation indicator was in the middle 20% of all schools. The pupil base is in the top 20% most deprived schools in terms of deprivation.
- The school had 2 pupils dual registered at 1 alternative provision.

Finance Guidance section x

- In 2017-18, this school had a positive in-year balance (£5.1k), the second year in a row in which income has exceeded expenditure.
- In 2017-18, this school had a per pupil spend of £6,037, an increase of £59 per pupil from the previous year. This compares to a national average spend of £x.

Year group context

All data relates to January 2019 school census, and therefore 2018/19 year groups.

Characteristics Guidance section x

Year group markedly different to average of other year groups

	Number on roll	Low prior	Middle prior	High prior	% FSM	FSM Nat	EAL %	EAL Nat	Number CLA
Y1	**56**	7	32	17	55	19	18	21	1
Y2	**60**	7	32	21	66	22	8	21	0
Y3	**59**	6	30	23	67	26	16	21	1
Y4	**59**	10	30	19	72	28	14	21	2
Y5	**60**	9	29	22	71	30	11	20	1
Y6	**57**	13	25	19	75	31	10	20	0

Prior attainment Guidance section x

Well above national Well below national In line with national -

	Y1	Y2	Y3	Y4	Y5	Y6
Reading	Below	Below	Below	Below	Below	Below
Writing	Below	Below	Below	Below	Below	Below
Maths	-	Below	Below	Below	Below	Below

SEND characteristics Guidance section x

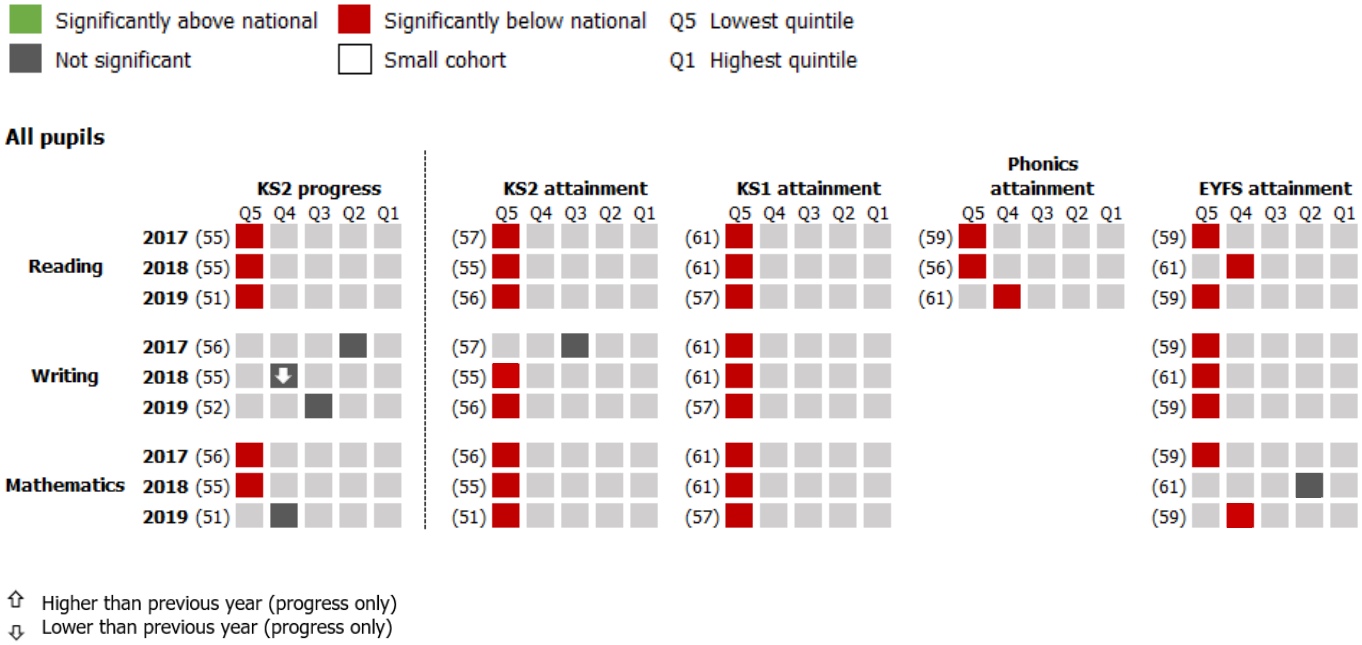
School has SEN unit: Yes (SEMH)
Number of SEN pupils who are also disadvantaged: 5 out of 142

SEND need	SEN support (131)						Statements/EHC plan (11)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	-	-	-	-	-	-	-	-	-	-	-	-
Moderate Learning Difficulty	-	2	5	6	2	6	-	-	-	1	-	-
Severe Learning Difficulty	-	-	-	-	-	-	-	-	-	-	1	1
Profound & Multiple Learning Difficulty	-	-	-	-	-	-	-	-	-	-	-	-
Social, Emotional and Mental Health	3	7	14	4	8	7	-	-	-	-	-	-
Speech, Language and Communication Needs	9	9	7	10	4	5	-	-	-	3	-	-
Hearing Impairment	-	-	-	1	1	1	-	-	-	-	-	-
Visial Impairment	-	-	-	-	-	1	-	-	-	-	-	-
Multi-Sensory Impairment	-	-	-	-	-	-	-	-	-	-	-	-
Physical Disability	-	-	-	-	-	-	-	-	-	-	-	-
Autistic Spectrum Disorder	2	2	1	2	1	2	-	-	1	1	-	1
SEN support - no specialist assessment of need	-	-	-	-	-	-						
Other Difficulty/Disability	-	1	1	4	2	2	1	-	-	1	-	-
Year group totals	**14**	**21**	**28**	**27**	**18**		**1**	**0**	**1**	**6**	**1**	

Progress and attainment trend

Reading, writing and mathematics three-year trend

Guidance section x



( ) represents cohorts for progress and attainment.

Significance is only flagged for cohorts greater than 10.