Training for School Inspection

2005

Data module

Appendix 2

Answers to the tasks

August 2005

This document contains answers to the tasks. They are accompanied by commentaries and explanations. These are intended to be read after each part of the task and may help with subsequent parts. You may sometimes find it useful to check the commentaries while working through a task. The tables and graphs referred to in the commentaries are in the *Reference booklet*.

Section 2 Finding your way around the PANDA report

Nationally, 76% of primary schools have less than 20% of pupils from minority ethnic groups, so only roughly a quarter of schools have on roll more than 20% of pupils from minority ethnic groups. The anonymous school has 24% of pupils from minority ethnic groups on roll; the shading on the distribution graph shows that it lies in the 11% of schools that have on roll between 20% and 40% of pupils from minority ethnic groups.

Nationally, 88% of primary schools have less than 20% of pupils whose first language is known or believed not to be English, so only 12% (roughly one eighth) of schools have on roll more than 20% of pupils whose first language is known or believed not to be English. The anonymous school has 7.8% of pupils whose first language is known or believed not to be English; the shading on the distribution graph shows that it lies in the 88% of schools that have on roll between 0% and 20% of pupils whose first language is known or believed not to be English.

Attendance, authorised absence and unauthorised absence are each compared with national data. This school's attendance lies in the top 38% of schools which have between 95.2% and 99.6% attendance. The steps along the bottom of the national distribution graph do not go up in 20% increments as they do for the percentage of minority ethnic groups; they make five equal intervals between the lowest and highest percentage attendance.

Stability is shown because it gives an indicator of the proportion of pupils who have been in the school since its first year. It is not a measure of stability during a key stage, so a primary school with smaller infant than junior cohorts will appear to have relatively low stability as many pupils will have joined in Year 3. In this school, the mobility is high in Year 6 because 16.7% of the year group joined in Year 4 in 2002; provision in this school or local schools may have changed in that year. The bottom figure in the Year 6 column shows that 63.3% of the pupils joined in 1999, when they were Year 1. The stability indicator is the average of the figures at the bottom of the columns for each year group in Table 1.1.7 allowing for different numbers of pupils in each year group; these show the percentages of pupils who joined each year group in Year 1. Chart 1.1.8 shows the remainder of pupils, who did not join in Year 1. It shows higher than average mobility in Year 6 but lower in all other year groups. Year 6 has had a large effect which has lowered the stability figure to 88.7%. Overall, Table 1.1.1 shows that the school has a high percentage stability.

Section 3 Attainment on entry

Part 2: interpreting attainment on entry graphs

Description	A	B	C	D	E	F	G	H
Graph	11	6	8	9	10	4	7	5

In School 5, there is a higher than national proportion of pupils with 19 or fewer points in each year group. This is more marked than the difference between the school and national proportion of higher attainers, with 31 or more points.

In School 6, the attainment on entry is generally above average although it is lower for Year 4, for which it is average. Overall, the evaluation of above average attainment on entry is the best fit to describe all four cohorts in the graph. The school's own data for younger cohorts will show whether the slight drop in attainment since 2004 Year 6 has continued; if so, the statement in the report should reflect this. For example, it might be: 'Attainment on entry is above average for older pupils and average for pupils who joined the school more recently.'

In School 7, the proportion of pupils with 31+ points is far lower in the school than nationally. However, there is not a correspondingly high proportion of low attaining pupils with 19 or fewer points. The school's distribution of attainment is relatively narrow, consisting mainly of middle attainers.

In School 9, the coverage for Year 11 is very low; the actual attainment on entry of all pupils in the cohort may be similar to the other year groups. It is important to check the percentage coverage and to follow up any potential errors (suggested in this case by bars for only two different APS scores) and find out from the school whether the attainment on entry of the omitted pupils matches the Year 11 graph or the subsequent cohorts. When judging how challenging the school's targets are, you will need to know how the attainment on entry of Year 11 compares with that of later cohorts. When evaluating how well the curriculum meets learners needs, you will need to take into account the changes made to it in order to address changes in attainment on entry.

For School 10, the coverage for Years 7 and 8 is very low. It is important to find out why (possibly because pupils were abroad or in the independent sector) and how the school tracks the progress of pupils who do not have Key Stage 2 results. You will also need to find out how the attainment on entry for the whole cohort differs from that of the pupils shown in the graph.

In School 11, the attainment on entry has fallen from below average in 2004 Year 6 to well below average in all other year groups, so well below average is the overall best fit. The report should reflect the drop, for example with:

'The attainment on entry is well below average, but was slightly higher for the year group that has just left.' Coverage is low in Year 5 but the mean is similar to Years 3 and 4 so may represent closely the mean attainment of the whole Year 5 group.

Part 3: judging attainment on entry

Anonymous primary PANDA report

Attainment on entry to Key Stage 2 varies from being above average by 1.1 points in Years 6 and 4 to well above average by 2.5 points in Year 3. Each year group has a different profile, so may reach different Key Stage 2 standards. In Year 3 there is a particularly high proportion of highest attainers with scores of 19+. Year 5 is the most closely bunched, so teaching and support for differential attainment may not be needed as much in this year group as in others. Table 1.1.2 shows 121 pupils on roll aged 7 to 11, so you can assume that each year group has roughly 30 pupils. Therefore, Year 4 has one pupil with very low attainment whose progress you will need to evaluate on inspection, when the pupil will be in Year 5 or Year 6.

You will need to obtain information from the school about these pupils' attainment on entry to the Foundation Stage and Key Stage 1, and about the attainment on entry to KS2 of cohorts not included in the PANDA report.

Anonymous secondary PANDA report

For pupils in Key Stage 4, attainment on entry to Key Stage 2 is average, and for pupils in Key Stage 3 it is above average, being 1.3 and 1.4 points above average in Years 9 and 7 respectively. This takes it just above the 1.25 points given in the rough guide, although it is below this for Year 8. The school's own data for the current Year 7 will show whether there is a trend of rising attainment on entry and Year 8 attainment is just a blip. The two years with lowest attainment on entry are Years 11 and 8. Consequently, you would expect standards at Key Stages 3 and 4 in most subsequent years to be higher than those for the 2004 Year 11 cohort. In fact, this was not the case for the Year 10 cohort which did slightly less well at Key Stage 3. An above average proportion of pupils enters the school in the highest attainment band of 33+ points, representing an average of Level 5 in all subjects.

There is not 100% coverage, so the school will contain pupils not included in these graphs. The school's self evaluation form (SEF) should provide information on the attainment on entry of pupils who have no Key Stage 2 results, because they were educated abroad or in the independent sector, or were absent or disapplied. A very small proportion of pupils has attainment on entry below 21 points, the equivalent of Level 3 in all subjects. On inspection you would need to follow up their progress, commencing with information in the SEF. For the Year 11 cohort you can already gain a rough idea of their progress from comparing the graphs for attainment on entry to Key Stages 3 and 4, although some of the pupils on the graph may have been at a different school during Key Stage 3.

Section 4 Standards, trends and targets

Part 2: evaluating standards

Note that the number of entries for the 'all core subjects' graphs are the total of the number of entries for the three separate subjects, and not the number of pupils. At Key Stages 1 and 2, these larger numbers lead to a higher proportion of sig+ and sig- schools for 'all core subjects' APS than for single subject APS, as shown in Table 18.

The judgements on standards given below are preliminary. They do not take into account any data you may need to obtain from the school, such as recent results not in the PANDA report.

School 18 – Key Stage 2

Educational importance
No points score lies more than 2.5 below average, the rough guide for exceptional attainment at KS2.
Variation
The variation is between 0.9 (in English) and 2.4 (in science) below average, which is 1.5 points or one grade for a quarter of the pupils (Table 7a).
Statistical significance
Overall APS is sig-, and so is APS for mathematics and science. For English APS is also below average but not significantly so. At KS2 nationally, 27% of schools have sig- for overall APS and 18% for individual subjects (Table 18), so having sig- scores does not distinguish School 18's results from those of roughly 20% of other schools.
National distribution
The school's overall APS does not place it on the steep part of the national curve where attainment is likely to be graded 4 (Graph 6).
Summary
No attainment is exceptionally below average although much is significantly so. The variation is marked but not so wide that it raises concerns about inclusion. None of the indicators for grade 4 is met, and the sig- overall attainment precludes grade 2, therefore the grade for standards reached by pupils is 3.

School 19 – Key Stage 1

Educational importance
The reading points score lies slightly more than 2 below average, the rough guide for exceptional attainment at KS1. The overall score of -1.7 is not exceptional.
Variation
The variation is between 1.1 (in writing) and 2.1 (in reading) below average, which is 1 point or one grade for a sixth of the pupils (Table 7a).

Statistical significance
Overall APS is sig-, and so is APS for reading and mathematics. For writing APS is also below average but not significantly so. At KS1 nationally, 30% of schools have sig- for overall APS and 17% for individual subjects (Table 18), so having an overall sig- score does not distinguish School 19's results from those of 30% of other schools.
National distribution
The school's overall APS places it just above the steep part of the national curve where attainment is likely to be graded 4 (Graph 5).
Summary
The cohort size has dropped and standards have improved since a dip in reading and writing in 2003, but are still exceptionally low in reading. Standards are significantly below average overall but not exceptionally so, because the relative strength in writing brings up the overall score. There is some variation but it is not wide. Although overall attainment is not exceptionally low, it lies near the steep part of the national curve. However, attainment in reading is exceptionally low which is an indicator for grade 4, therefore the grade for standards reached by pupils is 4.

School 20 – Key Stage 2

Educational importance
No points score lies more than 2.5 above average, the rough guide for exceptional attainment at KS2.
Variation
The variation is between 1.9 (in mathematics) and 0.4 (in science) above average, which is 1.5 points or one grade for a quarter of the pupils (Table 7a).
Statistical significance
Overall APS is sig+, and so is APS for mathematics. For other subjects APS is also above average but not significantly so. At KS2 nationally, 37% of schools have sig+ for overall APS and 25% for individual subjects (Table 18), so having an overall sig+ score does not distinguish School 20's results from those of 37% of other schools.
National distribution
The school's overall APS places it a long way from the steep part of the national curve where attainment is likely to be graded 1 (Graph 6).
Summary
The variation is marked but does not include substantially below average performance, and there is no sig-, or even below average, performance so the data indicators for grade 2 are met. No performance is exceptionally high so the indicators for grade 1 are not met. Therefore the grade for standards reached by pupils is 2.

School 21 – Key Stage 2

Educational importance
No points score lies more than 2.5 below average, the rough guide for exceptional attainment at KS2.
Variation
The variation is between 1.6 (in English) and 0.5 (in science) below average, which is 1.1 points or one grade for roughly a sixth of the pupils (Table 7a).
Statistical significance
No average points scores are significantly different from average. At KS1 nationally, 35% of schools have non-significant overall APS and 60% have non-significant APS for individual subjects (Table 18).
National distribution
The school's overall APS places it a long way from the steep part of the national curve where attainment is likely to be graded 4 (Graph 6).
Summary
The data indicators for grade 4 are not met as there is no significantly below average or exceptionally low attainment. The data indicators for grade 2 are not met as there is no above average, or positive, attainment and there is large negative attainment in English. At -1.6 points this is equivalent to about a quarter of the pupils being one level below average. (Considering the variation indicator for grade 2, there is some variation but it is not large, even though there is some substantially below average performance in English; so variation does not preclude grade 2.) Consequently, the grade for standards reached by pupils is 3.

School 22 – Key Stages 3 and 4

Key Stage 3
Educational importance
The points score for mathematics lies exactly at 3 above average, the rough guide for exceptional attainment at KS3. The overall APS of +2.5 is not exceptional.
Variation
The variation is between 2 (in science) and 3 (in mathematics) above average, which is 1 point or one grade for a sixth of the pupils (Table 7a).
Statistical significance
All average points scores are sig+. At KS3 nationally, 43% of schools have sig+ for overall APS and 37% for individual subjects (Table 18), so having sig+ scores does not distinguish School 22's results from those of roughly 40% of other schools.
National distribution
The school's overall APS places it below the steep part of the national curve where attainment is likely to be graded 1 (Graph 7).
Summary
The data indicators for grade 1 are not met as there is exceptionally high attainment in English but not in other subjects or overall. Grade 2 indicators are met, so the grade for standards reached by pupils at Key Stage 3 is 2.

Key Stage 4

Educational importance

The average capped total points score lies less than 8 points above average, the rough guide for exceptional attainment at KS4 using the old scoring system.

Statistical significance

The average capped total points score and the percentage of pupils achieving 5+ grades A*-G are sig+ but the percentage of pupils achieving 5+ grades A*-C is not, although it is above average. The percentage of no passes is not significantly different from average. In fact, the small national percentage for this measure renders it statistically unlikely for a school to have a significantly lower percentage than nationally, so this occurs relatively rarely. If it did, this would be recorded as sig-, but would actually represent a positive measure, fewer 'no passes' than nationally.

National distribution

The school's overall APS places it just below the steep part of the national curve where attainment is likely to be graded 1 (Graph 9).

Summary

Even if the average capped total points score had been exceptionally above average, the data indicators for grade 1 would not be met as there are not sig+ results in all measures, in particular the important measure of the percentage of pupils reaching 5+ grades A*-C. In fact the school's standards on this measure have fallen since 2003. A non-significant percentage of pupils achieving no passes would not preclude a grade 1 if this were the only measure that was not significant; the statistical calculations on these small percentages yield few sig- results, which is a *positive* measure. The data indicators for grade 2 are met, so the grade for standards reached by pupils at Key Stage 4 is 2.

Overall school standards

Standards at both key stages are consistent so the grade for standards reached by pupils in the school is 2. This school is an example of one with standards near to grade 1, but not showing the consistency on all measures to meet the indicators for grade 1.

School 23 – Key Stages 3 and 4

Key Stage 3

Educational importance

No points score lies more than 3 points above or below average, the rough guide for exceptional attainment at KS3.

Variation

The variation is between -1.0 (in English) and 0.9 (in science) in relation to the national average, which is 1.9 points or one grade for almost a third of the pupils (Table 7a).

Statistical significance
No average points scores are significantly different from average. At KS3 nationally, 15% of schools have non-significant overall APS and 20% have non-significant APS for individual subjects (Table 18).
National distribution
The school's overall APS places it near to the middle of the national curve (Graph 7).
Summary
The data indicators for grade 4 are not met as there is no exceptionally low or sig- attainment. There is wide variation and the attainment in English is markedly below average. The data indicator for variation for grade 2 is 'no large variation that includes substantially below average performance'. The data indicators are intended to inform, and not constrain, your professional judgement. On inspections with results similar to those of School 23, you will need to decide whether the extent of the variation between subjects and of the English results below average precludes a grade 2. For School 23, as overall standards are so close to the national average, grade 3 is appropriate.

Key Stage 4
Educational importance
The average capped total points score lies fewer than 8 points below average, the rough guide for exceptional attainment at KS4 using the old scoring system.
Statistical significance
The average capped total points score is significantly below average, and the percentage of pupils achieving 5+ grades A*-C is sig-.
National distribution
The school's overall APS places it above the steep part of the national curve where attainment is likely to be graded 4 (Graph 9).
Summary
The data indicators for grade 4 are not met as there is no exceptionally below average attainment. The grade 2 indicators are not met as the percentage of pupils achieving 5+ grades A*-C and the average capped total points score are sig-. Consequently, the grade for standards reached by pupils at Key Stage 4 is 3.

Overall school standards
Standards at both key stages are consistent so the grade for standards reached by pupils in the school is 3.

Part 3: standards at thresholds

School 25

The school has a significantly low proportion of pupils reaching the highest threshold, Level 5+. Only four pupils do so. However, a greater than average proportion of pupils reaches Level 4+. Inspection should determine whether there is any focus on reaching the Level 4 threshold that provides

insufficient challenge for any higher attainers who could potentially reach Level 5+. The CVA data in the PANDA report will show whether higher attainers in the school made expected progress.

No pupils were absent or disapplied, but four attained lower than Level 3. Their progress should be checked on the individual pupil CVA scatter plot (covered in section 6 of this module) and with the school.

Part 4: variation between key stages and subjects

Part 4a: comparing standards at Key Stages 3 and 4

Key Stage 4

In the 2004 PANDA report, the school's capped and uncapped average total points scores are shown using the old points scoring system.

The capped points score is 2.4 points above average and has fallen over the past three years. Table 15b shows that this represents more than a quarter of the pupils gaining one grade higher than average in all eight subjects, but it does not meet the rough guide of an 8 point difference for exceptional performance. It is significantly above average but would not place the school's results on the steep part of the national curve drawn for old points scores (not shown in this module).

The average uncapped total points score has remained sig+ since 2000 while the national score has risen. It is 3.9 points above average but it is hard to estimate the equivalence in grades because pupils have taken different numbers of subjects. Charts 3.4.9, 3.4.10 and 3.4.11 show that 60% of pupils took 10 full GCSE subjects and Table 3.4.12 shows that about 80% of pupils took one GCSE short course in addition to their full courses (96.7% x 85.5%). The school therefore has a potentially large number of points to contribute to its average uncapped total points score.

The percentage of pupils achieving 5+ grades A*-C is above average but not significantly so. A new measure in the PANDA report is the graph which shows the percentage of pupils who achieve this by also reaching at least grade C in English and mathematics. It is 47.4% of pupils, 10% fewer than achieve 5+ grades A*-C in any subjects. **This measure is important as it includes standards in these two core subjects**.

Standards may be checked individually for English and mathematics in Charts 3.4.7 and 3.4.8. The 2004 PANDA report has a graph using the old scoring system for 2000 to 2003 and tabular results only for 2004, using the current scoring system. For 2005, it is hoped that there will be a graph for science.

In English the school had significantly above average results but only slightly so from 2000 to 2003, representing one grade above average for roughly a quarter of the pupils in 2003 (Table 15a). In 2004 the results have fallen to very slightly above, by one grade for less than one sixth of the pupils (Table 12a). In mathematics, results from 2000 to 2003 mirror those in English, but they differ in 2004 where they have remained significantly above average. The difference of 2 points in 2004 represents one third of pupils attaining one grade above average (Table 12a). These slightly above average points scores in the core subjects do not ensure that at least 50% of pupils have achieved 5+ grades A*-C including English and mathematics.

The standards for the school's lower attainers are significantly above average with sig+ for the percentage of pupils achieving 5+ grades A*-G and sig -, a positive measure, for the percentage achieving 'no passes'. On most measures, results are falling slightly; this may reflect different attainment on entry or changes in progress.

Before considering variation in other Key Stage 4 subjects, the standards meet the data indicators for grade 2.

Variation between Key Stages 3 and 4

At Key Stage 3 the graph for all core subject APS shows sig+ attainment but by a very small margin, representing one level above average in each subject for just over one eighth of the pupils (Table 7b). Table 18 shows that there are 43% of schools with overall sig+ attainment at Key Stage 3. This attainment is fairly similar to the KS4 standards shown in the average capped total points score graph.

At Key Stage 3 the standards in English are significantly below average, but not by an exceptional amount (0.7 points). They vary noticeably from the mathematics standards that are 2 points above average. Consequently overall standards at Key Stage 3 meet the data indicators for grade 3.

Standards in English are below those in mathematics, in relation to the national average, at both key stages but more markedly so at Key Stage 3 where they have fallen significantly (shown by the downward arrows in chart 3.3.1) for the last two years. The cumulative distribution graph for English, chart 3.3.5, also shows significantly below average attainment at the highest two levels. This too is a feature of the Key Stage 4 English results in which the percentage of grades A*-A is significantly below average. On inspection, the standards in English are an issue to follow up, including the challenge for pupils at the highest levels.

In science, standards at Key Stage 3 are significantly above average by a small margin. At Key Stage 4, 76% of pupils take the combined science double award and 22% take biology, chemistry and physics. The former group has significantly below average attainment at grades A*-A and A*-C,

but these results must be interpreted carefully as the higher attainers have been entered for separate sciences. The latter group has achieved 100% grades A*-C. Considering these two sets of Key Stage 4 results together suggests slightly above average attainment and consistency with Key Stage 3 results.

The Key Stage 3 cumulative distribution graphs, charts 3.3.5 to 3.3.7, show that 10 pupils were absent or disapplied in English and 14 attained below Level 4. The top row of the table shows these numbers converted into percentages, as 3.6% and 5% respectively. One fewer pupil was disapplied for mathematics and science, and none attained below Level 3. At Key Stage 4, higher proportions of pupils have been entered. The percentage entry for English was 98.2 and for mathematics 98.6; there were no pupils who did not pass English and two (281 x 0.7 ÷ 100) who did not pass mathematics. On inspection you should evaluate the progress of these pupils, and differences in the entry between key stages, commencing with information in the SEF.

Standards at Key Stages 3 and 4 show similar patterns, with the significantly below average attainment in Key Stage 3 English bringing overall standards at Key Stage 3 down to grade 3, while the preliminary judgement for standards at Key Stage 4 is grade 2.

Part 4b: GCSE subjects

The tables for full GCSE subject results for all pupils, at the back of the PANDA report, show that 63% of pupils reached grade C in English and 54% in mathematics. Both figures are above average but not significantly so. For science, 41% of the 76% entry for combined science did so, equal to 31% (41 x 76 ÷ 100) of the cohort, plus 100% of the 22% of the cohort entered for single science. In total, 53% of the cohort reached grade C in science, which is just above the national average for combined science.

The table shows that 15.9% of the school's entries achieved grades A*-A, which is just above the national average but not significantly so. Most subjects are not significantly different from average in the percentage of entries reaching grades A*-A, but English and combined science are significantly below average with physics, physical education (PE) and design and technology (DT) significantly above. Percentages are also low in business studies and information technology (IT). In fact, DT has sig+ on all measures for a very large entry and PE a 100% pass rate for a smaller entry with sig+ on all possible measures. DT is a strength in the school, shown by a significant positive relative performance indicator (RPI) but this is small at only 1.4 points. PE also has a high and significant positive RPI of 5.0, representing on average one grade above the national subject difference for five sixths of pupils. Two of the sciences have significant positive RPI, but mainly because of the entry policy altering the distribution of entries that is compared with national results.

The overall percentages of entries reaching grades A*-C and A*-G are significantly above average. At grades A*-C this is due mainly to single sciences, DT and PE, but also to English literature. History and combined science are the only subjects with sig- at A*-C. The '% fail' column shows that only 0.9% of entries do not reach grade G, which is better than the national figure of 2.9%. It does not quite match the 1.1% of 'no passes' in chart 3.4.4 as this includes courses other than full GCSEs and takes account of pupils not entered.

Overall, a quick skim of the columns for significant results and of the low values of most of the RPI, shows relatively little variation between subjects other than the low percentage of grades A*-A in English and grades A*-C in history, and strengths in DT and PE. Taking the science subjects as a whole, the results appear slightly above average. Given its high percentage entry, the comparative strength in English literature in relation to English language should be explored.

Part 4c: groups

The school improvement summary contains Key Stage 3 and 4 attainment data for groups. Tables 7b and 12b in the *Reference booklet* show that the differences in points scores between groups are generally not exceptional.

At Key Stage 3, while overall attainment for girls and boys is equal, those boys who enter KS3 with attainment below Level 4 have lower KS3 APS (by over 2 points) than do girls who enter with similar KS2 results. This represents about a third of these boys attaining on average one level below the girls. There is no difference in attainment between pupils whose first language is and is not English. The pupils with statements attain at roughly the same level as those with school action support, but well below other pupils. Pupils of Chinese ethnic background have the highest attainment while those with Black Caribbean or Indian heritage have the lowest. The pupils with Black Caribbean heritage attain roughly 5 points fewer than the White pupils, which represents nearly one level in each subject below the White pupils; their support and progress should be followed up on inspection.

The Key Stage 4,from the table in the summary you can check differences between groups in percentages reaching thresholds and in average capped total points score. You should note whether the same groups at Key Stages 3 and 4 attain particularly high or low standards. On inspection you can check that provision matches any substantially different attainment of groups. However, their progress is the most important factor to consider, as shown in the CVA column.

From the GCSE subjects tables at the back of the PANDA report, you can compare attainment of girls and boys. In the KS4 core subjects, boys have attained less highly than girls in English, with sig- for grades A*-A, and in physics where girls' attainment is sig+ with 63% of grades A*-A. Their

attainment in combined science is roughly the same. In mathematics attainment is similar for boys and girls.

The bottom rows of the tables show sig+ attainment for all three thresholds for girls and for only the lower two thresholds for boys. Girls have attained higher in relation to girls' national averages than have boys in relation to boys' national averages. Far more girls than boys have reached grades A*-A.

The separate tables for girls and boys of GCSE subject results show equal entry for boys and girls in the single sciences and almost equal entry in languages, with higher entry in relation to national averages for girls in DT, which may reflect the options offered in the school. Both boys and girls have had access to the full range of subjects and two high-attaining girls have also taken statistics.

Part 4d: overall standards

In reaching an overall judgement for the school, more weight should be given to Key Stage 4 than to Key Stage 3. The preliminary judgements for standards were grade 3 at Key Stage 3 and grade 2 at Key Stage 4. English standards are lower than mathematics and science standards at both key stages, but significantly below average at Key Stage 3. The further evidence on variation between subjects at Key Stage 4 is that it is slight, with particular strengths in PE and DT but no substantial weaknesses. The variation between groups shows substantially low attainment at Key Stage 3 for pupils of Black Caribbean heritage. Checking of the percentage of pupils reaching grade C in each separate core subject showed that this is slightly above average. However, analysis of proportions reaching thresholds in core subjects showed that the proportion of pupils reaching grades A*-A in English is significantly below average, even though the English APS is slightly above average.

The data indicators for grade 2 are that there are no important examples of sig- and no large variation that includes substantially below average performance. In evaluating the school's overall standards you must use your professional judgement to decide whether significantly below average standards in English at Key Stage 3 and at grades A*-A at Key Stage 4, constitute 'important' examples of sig-. As they are a consistent weakness in the same subject, the below average standards in English are sufficiently important to indicate grade 3 for standards. In addition the low attainment at Key Stage 3 of pupils in some ethnic groups indicate grade 3. The descriptor for grade 2, 'generally above average with none significantly below average' is not the best fit for the school's data.

Part 5: challenging targets

School 26

The cumulative distribution graph shows that the school's results at the Level 5+ threshold were sig+, but average at Level 6+ and sig- at Level 7+. It also shows that there were 13 pupils at Level 4 (142 – 129) some of whom might have been near to Level 5 and able to reach it. The attainment on entry graph for this cohort shows no pupils with the highest possible KS2 APS, which is one reason for the sig- attainment at Level 7+.

The KS3 five year APS graph shows that standards have been roughly the same at close to the national average since 2000, except for the results that were three points higher in 2002.

From the attainment on entry graphs you can find the mean KS2 APS for the year groups that took the KS3 tests in 2002, 2003 and 2004 and for the year groups that will take them in 2005 and 2006, assuming no mobility. The table below shows this information, together with the percentage of pupils reaching Level 5+ and Level 6+ in English.

Y9 Year	Y9 2002	Y9 2003	Y9 2004	Y9 2005	Y9 2006
Year group in 2004	Y11 2004	Y10 2004	Y9 2004	Y8 2004	Y7 2004
KS2 APS	25.2	25.9	23.9	26.8	26.2
% L5+ En	89	77	84	target 87	target 87
% L6+ En	55	28	35	target 50	target 40

The KS2 APS varies greatly year on year. It is almost three points higher for the 2005 Y9 cohort than the 2004 Y9 cohort; this represents one level higher in all subjects for half of the pupils (Table 7b). The percentages reaching thresholds in English between 2002 and 2004 do not reflect the changes in KS2 APS for these cohorts. One reason for this may be that the KS2 APS is essentially the average of the English, mathematics and science scores, so may mask any changes in pupils' attainment in English at KS2.

The targets for 2005 are insufficiently challenging, taking into account the much higher attainment on entry of the Y9 cohort in 2005 than in 2004.

In 2004, 84% of pupils reached Level 5+ in English. Looking at the attainment on entry for this cohort, Year 9 in 2004, you can see that about 15% of pupils entered KS2 with APS of 19 or below. Therefore the remaining 85% entered with APS of 21 or above. You can assume that these were the pupils who reached Level 5+, so the school is able to convert all pupils with 21+ points to Level 5+. For the 2005 Year 9 cohort, this conversion should also be possible, so all pupils with a KS2 APS of at least 21 points should be

targeting Level 5+. In the 2004 Year 8 cohort, who are also the 2005 Year 9 cohort, about 90% of pupils have KS2 APS of 21 or above. Consequently, a 2005 target of 90% for Level 5+ would be appropriate.

When making assumptions that conversion rates can be maintained from one year to the next, you need to bear in mind any special characteristics of the pupils in a year group. For example, if the pupils with APS of 21 and 23 in the 2004 Year 9 cohort were at early stages of learning English, their conversion to Level 5+ may have been due partly to their improved English. In future cohorts, pupils with KS2 APS of 21 and 23 whose first language is English may not make equivalent progress even with the same teachers.

The graph for the 2004 Year 9 cohort shows roughly 35% of pupils with KS2 APS of 27 points or more (Level 4 on average), and we know that 35% of this cohort achieved Level 6+. For the 2004 Year 8 cohort, the graph shows roughly two thirds of pupils with KS2 APS of 27 or more points, so these should be targeting Level 6+.

The targets for 2006 should be roughly similar to those for 2005 as the attainment on entry of the two cohorts is similar. It is slightly lower for the 2006 cohort, but the school should also be aiming to increase its target slightly year-on-year. Even though there are fewer of the highest attaining pupils in the 2006 cohort than in the 2005 cohort, the targets for both thresholds are not challenging enough.

If the attainment on entry for the 2006 Year 9 cohort had been similar to that for the 2004 Year 9 cohort, the 2006 targets would have been adequately challenging.

Section 5 Progress in the whole school

Part 4: Evaluating overall progress for a key stage

School 29

Educational importance
The CVA score is below average but only by 0.6. The school cohort of 15 is small so this will represent more than 0.6 national curriculum points below average. Using the multiplier for this cohort size of 1.25 (Table 23) gives the points difference from average as 0.6 x 1.25 = 0.75. To visualise this in terms of pupil progress Table 7b shows that it is equivalent to one eighth of the pupils making one less level of progress than expected in all subjects. This is slow progress but by fewer than the rough guide of one quarter of the pupils, represented by a 1.5 points difference from average. It is consequently not exceptionally low.

Statistical significance
The CVA score is not significantly different from average. However, the cohort is small, so the confidence interval is relatively large and few schools with such small cohorts would have significant CVA scores. On inspection you should check whether CVA scores have been consistently low each year, even though the cohort size has made significance unlikely.
National distribution
The school's CVA score is close to the 72nd percentile. However, it has a wide confidence interval, so the actual progress contributed by the school may vary widely from the results of this specific sample of pupils. We are 95% confident that it lies between the CVA score shown by the bottom and the top of the confidence interval. Using two thirds of the confidence interval we are 95% confident that the school's rank is roughly between the 50th and 85th percentile.
Summary
The CVA score is below average but not exceptionally or significantly so. It does not meet the indicators for grade 4. As educational importance is not large and negative, School 29's results could meet this part of the data indicators for grade 2. However, the CVA score is not positive, so it does not meet this grade 2 indicator. Consequently, the preliminary judgement of progress is that it should be graded 3. On inspection, the final judgement will be informed by the degree of consistency in subjects and groups. Even though these may contain some positive CVA scores, they are unlikely to raise the progress grade to 2 as they will be matched by other negative CVA scores which may create a large variation.

School 30

Educational importance
The CVA score is above average but by only 0.4. As the multiplier is less than two except for extremely small cohorts, this cannot represent a points score of at least 1.5 above average, the rough guide for exceptional progress.
Statistical significance
The CVA score is not significantly different from average.
National distribution
The school's CVA score is close to the 35th percentile. Using two thirds of the confidence interval we are 95% confident that the school's rank is roughly between the 20th and 55th percentile.
Summary
The CVA score is above average but not exceptionally or significantly so. It does not meet the indicators for grade 1. It is positive, so meets the data indicators for grade 2. The preliminary judgement of progress is that it should be graded 2.

School 31

Educational importance
The CVA score is 25 below average. The multiplier for a cohort of 72 is roughly 1.18 (Table 23) which gives the points difference from average as 25 x 1.18 = 29.5. To visualise this in terms of pupil progress, Table 12b shows that 30 points is equivalent to a total of five grades across subjects for each pupil. This is less progress than represented by the 24 points indicated in the rough guide and therefore signifies exceptionally low progress.
Statistical significance
The CVA score is significantly below average. Table 17 shows that 28% of schools have overall KS2-4 CVA scores significantly below average, so having a sig- CVA scores does not distinguish School 31's results from those of 28% of other schools.
National distribution
The school's CVA score is just below the 90th percentile. This places it at the beginning of the steep part of the national curve (Graph 2). The score has a wide confidence interval which takes the actual progress attributable to the school down into the steep part of the curve. Using two thirds of the confidence interval we are 95% confident that the school's rank is roughly between the 96th and 80th percentile.
Summary
The CVA score is exceptionally low, significantly below average and has a confidence interval that stretches well into the steep part of the curve. The progress meets the data indicators for grade 4. The preliminary judgement of progress is that it should be graded 4.

School 32

Educational importance
The CVA score is 17 above average. The multiplier for a cohort of 87 is roughly midway between 1.18 and 1.14, at 1.16 (Table 23) which gives the points difference from average as 17 x 1.16 = 19.7. To visualise this in terms of pupil progress, Table 12b shows that 20 points is equivalent to just over a total of three grades across subjects for each pupil. This is less progress than represented by the 24 points indicated in the rough guide and therefore does not signify exceptionally high progress.
Statistical significance
The CVA score is significantly above average. Table 17 shows that 27% of schools have overall KS2-4 CVA scores significantly above average, so having a sig+ CVA scores does not distinguish School 32's results from those of 27% of other schools.
National distribution
The school's CVA score is close to the 15th percentile. This places it a short distance from the steep part of the national curve (Graph 2). The score has a wide confidence interval. Using two thirds of the confidence interval we are 95% confident that the school's rank is roughly between the 8th and 30th percentile. This does not bring it up to the steep part of the curve.

Summary
The CVA score is significantly above average, but its educational importance is not exceptional and none of the values represented by the confidence interval would place the CVA score on the steep part of the curve. The CVA score does not meet the data indicators for grade 1, and consequently the preliminary judgement of progress is that it should be graded 2.

Part 5
Evaluating CVA in relation to attainment – the 'quadrant' graph

School 35

Attainment and CVA score are both significantly above average.

Since 2003, attainment has fallen slightly while the CVA score has risen slightly, showing greater added value with a lower attaining cohort in 2004, which consequently also had lower prior attainment. This rise in CVA score represents at least satisfactory improvement in progress, and without national distribution data, it is difficult to gauge how much more improvement could be expected given the pupils' relatively high final attainment. It provides positive evidence for the school effectiveness and leadership and management judgements.

Attainment for the 2004 cohort is 2.5 above average. The CVA score is 1.2 above average. Using the rough guide for exceptional performance of 2.5 points for KS2 attainment and 1.5 points for KS1-2 progress, this places attainment on the boundary of exceptional performance. However, the school has a relatively large cohort and small CVA confidence interval so its CVA score would not represent as much as 1.5 national curriculum points above average and progress is not exceptional.

The graph supports initial judgements of grade 2 for progress and grades 1 or 2 for attainment.

School 36

In 2004, attainment is significantly below average and CVA is significantly above average.

Since 2003, CVA has improved from below average but standards have not changed, showing greater added value with a lower prior-attaining cohort in 2004. This improvement of 25 in CVA score represents roughly half of the pupils making one additional grade of progress in each of their GCSE subjects (Table 12b). It provides strong positive evidence for the overall school effectiveness and leadership and management judgements, but clearly more improvement is needed to raise standards.

Attainment is just beyond the 8 points below average that indicate exceptional performance in the rough guide. The CVA score is less than 20 above average and would not represent over 24 points above average so is not exceptional. The CVA score represents good progress but pupils are still not reaching standards high enough for future access to a broad range of employment and education.

The graph supports initial judgements of grade 4 for standards and grade 2 for progress.

Part 6: Evaluating subject progress

School 38

In both subjects, attainment is slightly below average and the CVA score well above average. Attainment is roughly 0.7 below average in English and 0.8 below in mathematics. CVA is at least four units away from average for both subjects. The rough guide shows that, for individual subjects, an (old system) points score of 1 for attainment and (current system) points score of 3 for progress indicate exceptional performance. The CVA score (after shrinkage) exceeds this, so the points definitely do also. The attainment points difference from average is less than 1. Consequently, exceptional progress is indicated, but exceptional attainment is not.

The graph supports initial judgements for both subjects of grade 3 for standards and grade 1 for progress.

Anonymous primary PANDA report

In mathematics and science, the CVA score is not significantly different from average, and the standards are average or above but not significantly so. On the snake plot, their CVA scores lie near to the middle of the national distribution.

In contrast, in the snake plot for English, the CVA score lies very near to the 100^{th} percentile on the steep part of the curve. Even if the school's actual CVA score were at the top of the confidence interval, using an estimate of two thirds of the interval you can see that it would still lie below the 90^{th} percentile.

In English, the quadrant graph shows that standards are below average, but not significantly so. The downward arrow in Table 2.1.2 shows that the CVA score has fallen significantly since 2003. It fell from slightly above average to significantly below. The CVA score is 2.4 below average, much more than the rough guide of 1.5 points for exceptional progress. Table 2.1.2 also shows that the cohort was 28 pupils. When the CVA score is converted to points for the cohort size of 28, Table 23 shows that the multiplier is roughly 1.13. This gives a points difference below average of 2.4 x 1.13 = 2.7, which represents

roughly one level less progress than expected for just under half of the pupils (Table 7a). Even bearing in mind that Table 23 is intended for overall CVA scores and the note below it states that it gives only a rough approximation for KS1-2 **subject** CVA scores, this clearly represents exceptionally low progress.

The school's overall CVA score for 2004 is below average but not significantly so. It is only when you check the separate subject CVA scores that the variation in them becomes apparent. The two CVA subject scores that are close to average and one that is exceptionally far below it have averaged out to produce an overall score not significantly different from average at roughly the 75th percentile.

Progress in English meets the data indicators for grade 4, so overall progress is inadequate. It is clearly much lower in English, science and overall than in 2003. On inspection, the reasons for this should be evaluated; in evaluating progress in English, it is always important to find out how well the school thinks that the English test results reflect the pupils' attainment. You should also examine any differences year on year in the cohorts, as seen in the attainment on entry graphs; the extent to which the school meets the needs of different cohorts is an issue to pursue.

Section 6 Progress of groups and individuals

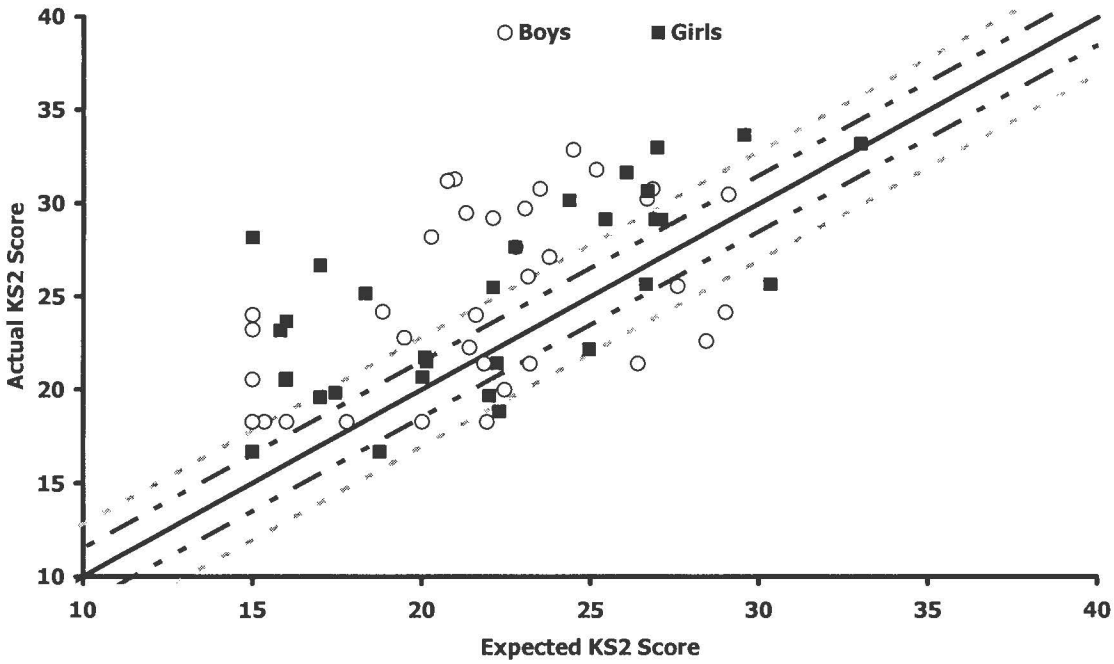
Part 3: Attainment groups and individuals

CVA points calculations at Key Stage 2 are based on the marks pupils gained in the tests, so are much more precise than methods that convert whole national curriculum levels into points scores. For this reason, the plotted results are not separated by two-point gaps and the maximum possible points score is roughly mid-way between Level 5 and Level 6.

The 10% and 90% dotted lines are approximately three points above and below the national expectation line. Exceptional progress of six points above or below the national expectation would be shown on a line twice as far from the solid line as the 10% and 90% lines are.

No pupils in School 43 have exceptionally low added value and about a quarter have made exceptionally high progress. This high proportion making such good progress might suggest that the school's progress would be graded 1. However, there is large variation between the progress of this group and the slightly larger group that make below expected progress, including three boys and one girl who are near to where the exceptionally low progress line would lie.

Expected versus actual KS2 attainment in School 43



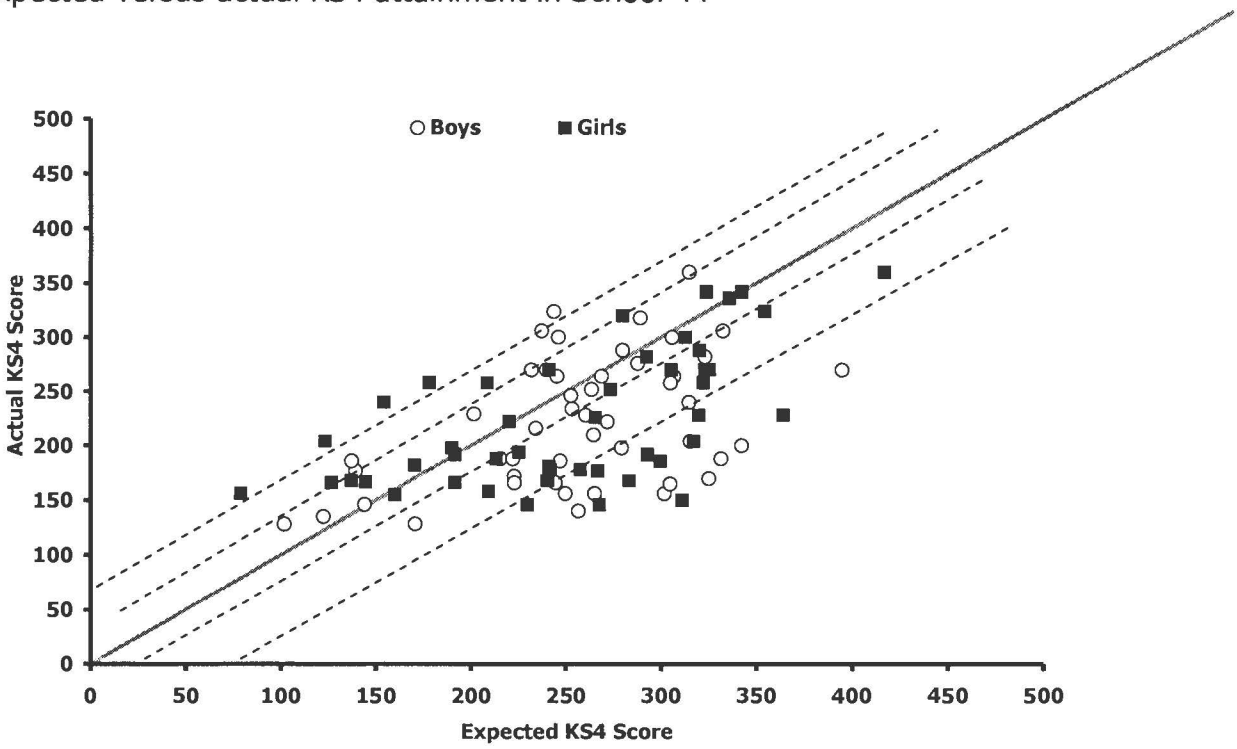
All of the lowest attainers make above average progress and many attain far higher than expected. Pupils expected to attain 15 points actually did much better. This is evidence of positive inclusion of pupils who may have been working within or at Level 1 at the end of Key Stage 1. Every pupil has gained more than the minimum of 15 points. Tables 3 and 6 in the *Reference booklet* show ways that 15 points may be obtained, including by pupils who took the tests and failed to meet the minimum threshold level. Inspection should ascertain the reasons for this very good progress by the lowest attainers, starting with information in the SEF.

By drawing horizontal and vertical lines at 21 and 27 points to represent Level 3 and Level 4 in each subject, you can interpret more from the graph. You can use Table 3 in the *reference booklet* to help you interpret pupils' levels from their points scores. A relatively high proportion of pupils who were expected to reach an average of Level 3 did not. On inspection, you may wish to follow up the group of four boys and two girls expected to obtain at least Level 4 on average who underachieved. Four of these pupils are the furthest below the national expectation line so underachieved most in the cohort.

A data indicator for grade 1 (Table 25 in the *Reference booklet*) is that all measures should have high positive educational importance, but only a quarter of pupils are exceptional in this respect. However, there is particularly good progress made by the very lowest attainers in the school. A data indicator for grade 2 is that there should be no large variation that

includes substantially below average performance, yet there is variation that includes some underachievement by almost a level per subject. This may be described as substantially low progress but is only for a small proportion of the cohort. Inspection would need to determine the reasons for the disparity in added value and whether progress is good or satisfactory.

Expected versus actual KS4 attainment in School 44



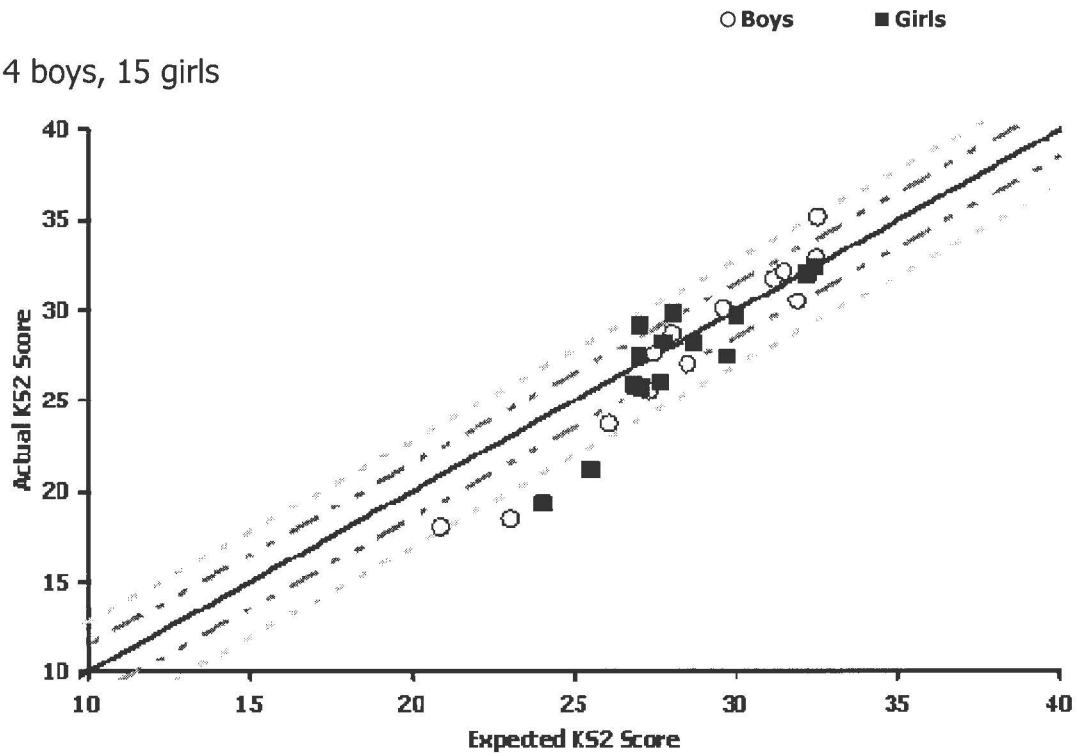
The 10% and 90% lines have been drawn at -82 and 73 points distant from the national expectation line. Exceptional progress would be shown at or beyond the lines 96 points above and below the national expectation line. You can see where these lie by holding a ruler parallel to the dotted lines and passing through 96 (roughly 100) on one axis. No pupils lie above the +96 points line but about 15 lie below the -96 point line. This is a substantial proportion of the cohort that has made exceptionally low progress and is sufficient for the school's progress to be graded 4.

The ten lowest attainers met or exceeded their expected score and four low attaining girls added particularly good value, about 70 points above average. As each additional grade is equivalent to six points, this represents a total of 12 grades higher than expected across all eight of their subjects. The SEF should explain this good progress.

In contrast the four pupils who were expected to gain the highest grades underachieved and the six pupils who underachieved by most were expected to gain 300 points or more, which Table 11a in the *Reference booklet* shows is roughly eight grades C. They were among the highest attainers in the school. Five of these pupils were boys; inspection should determine how effectively the school identified, supported and monitored their progress.

They may, for example, be a friendship group of disaffected pupils with low attendance. You may wish to follow up this group and the pupil with the highest expected score. However, the key challenge the school faces is to raise the progress of the majority of its pupils to at least meet national expectations. The inspection should establish why the good progress by low attainers is not reflected across the school, particularly with its highest attainers.

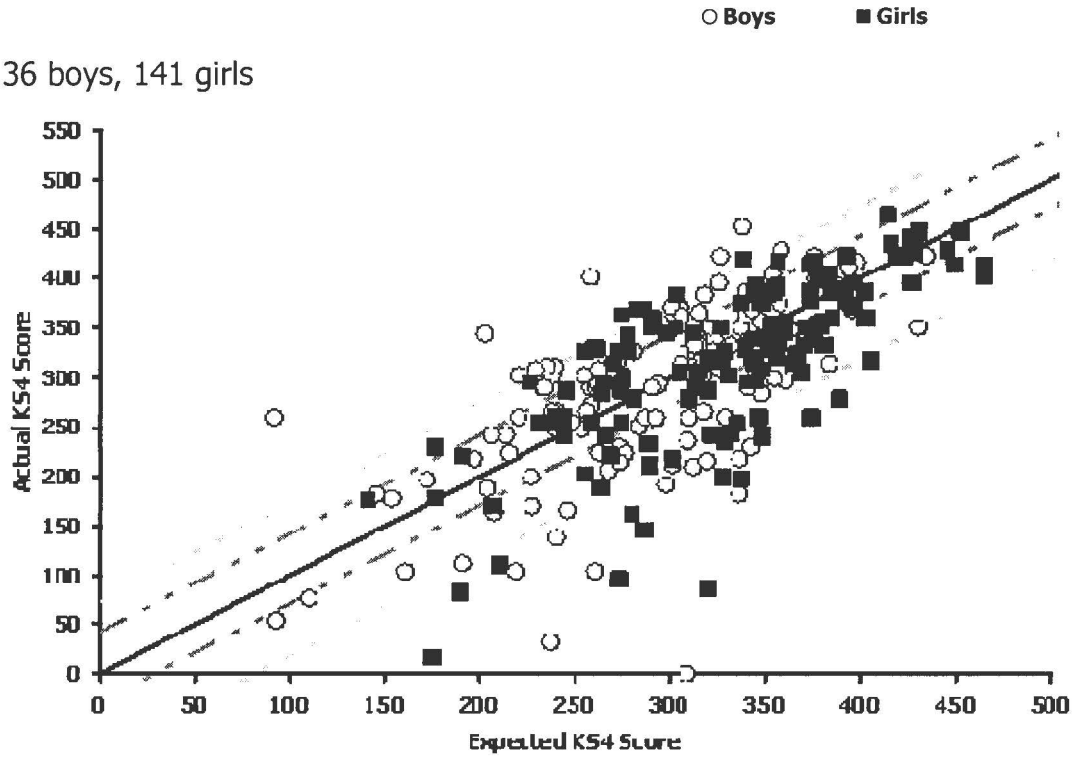
Anonymous primary PANDA report



There are no pupils in the top 10% of contextual added value. There are three pupils in the lowest 10%, beyond the 10% dotted line that is drawn at roughly 3 points below national expectation. None of these pupils' results is 6 points below expectation, the indicator for exceptionally low progress.

However, the five lowest attainers made below average progress and progress below the 25th percentile. Inspection should determine how effectively the school monitors and supports the progress of its lowest attainers, commencing with information in the SEF. There is little variation in the progress made by other pupils. Their results are clustered very near to each other and close to the national expectation, mainly within the middle 50% nationally. Many actual scores are close to the Level 4 threshold (27 points) which suggests a strong focus on reaching it; this may have resulted in insufficient support being given to the lower attainers.

Anonymous secondary PANDA report



136 boys, 141 girls

There are more results below the bottom 10% than above the top 10%. There are some results that fall beyond the 96-point line that would indicate exceptional progress. You can see this by placing a ruler parallel to the dotted lines and passing through 96 (roughly 100) on an axis.

There are four boys of differing attainment who make exceptionally good progress. However there are far more who make exceptionally low progress, roughly 20 pupils, which is a substantial proportion of the cohort, about 7%. This group contains an equal number of boys and girls and is spread across the attainment range. Nevertheless, the pupils with the lowest progress are those at the lower end of the school's attainment range, with expected scores of roughly 175 (which Table 11a in the *Reference booklet* shows is an average of eight grades F) to 325 (eight grades C). Three of these pupils have actual scores of fewer than 30 points, so may have been absent for some or all examinations. Inspection will need to determine how effectively the progress of lower attainers, underachievers and pupils with poor attendance is monitored and supported; the SEF should provided information on this.

Section 7 Overall judgements

Anonymous primary PANDA report

Standards

In 2004, overall standards at Key Stage 1 fell significantly since 2003 to very close to average. Standards are not significantly different from average in any subject or overall. They range from 0.6 points above average in reading to 0.2 points below in mathematics, which is not a large variation. In previous years, standards have sometimes been at least two points above average, which is exceptionally high. The larger number of entries used in the calculation for overall core subjects has enabled these to differ significantly from average from 2000 to 2003. Occasionally the overall core subject total number of entries is incorrectly recorded; you should check what this should be by adding the entries for the separate subjects.

The cumulative distribution graphs show that, at most levels standards are just above national averages, except for Level 3+ in mathematics where they are below and Level 3+ in writing where they are average.

Standards clearly vary from year to year. Inspection should determine the impact of attainment on entry on standards and progress at Key Stage 1, and whether provision meets the needs of all attainment groups. The reasons for the drop in standards from 2003 to 2004 should be followed up.

At Key Stage 2, overall standards have also fallen significantly since 2003 to just above average, mainly as a result of a four-point fall in English attainment. In 2004, standards are not significantly different from average in subjects or overall. However they are 1.6 points below average in English which does not meet the rough guide for exceptional performance but represents one level below average for just over a quarter of pupils (Table 7a). The cumulative distribution graphs show that no results are significant except for English at Level 5+ where they are sig-. In the other two subjects the proportion of pupils reaching Level 5+ is above average.

With mathematics standards 1.9 above average, almost meeting the rough guide for exceptionally high performance, the variation between subjects of 3.5 points or one level for over a half of pupils, is large. The data indicator for grade 2 that there is no large variation that includes substantially below average performance is not met. The data indicator for grade 2 that there are no important examples of sig- is also not met, because the sig- for attaining Level 5 + in English is important given the above average proportions at this level in the other subjects.

The grade for standards reached by pupils in the school is 3.

Issues to follow up are the reasons for the drop in standards since 2003, in particular in English.

At Key Stage 1, no pupils were absent or disapplied and one is working within Level 1 in reading and mathematics, while three are working within Level 1 in writing. At Key Stage 2, one pupil was absent or disapplied, three attained below Level 3 in English and one in mathematics. On inspection you will need to determine the standards and progress of these pupils, and how effectively the school monitors and raises them.

Progress

There is high coverage for the CVA calculations. On inspection, you would need to follow up the progress of the omitted pupils and how the school monitors it.

In section 5 part 6 you have already judged the progress in subjects. As is explained in the commentary for that section, progress in English meets the data indicators for grade 4. Consequently, overall progress is inadequate.

The change in standards and progress since 2003 may be linked to changes in attainment on entry as seen in the graphs that you evaluated in section 3. From year to year it varies between above average and well above average on entry to Key Stage 2. The school therefore has to meet a different range of needs each year; inspection should pursue the extent to which it achieves this.

Chart 2.1.15 for the CVA scores of groups shows none to be significantly different from average. The table at the bottom of the page shows the CVA scores. From this you can see that pupils with SEN but without statements and boys with prior attainment below Level 2 have the lowest CVA scores. There were no girls with prior attainment below Level 2. Inspection should check the extent to which lower attainers and pupils with statements are challenged and supported.

Chart 2.1.16 for the CVA scores of ethnic groups of pupils shows none to be significantly different from average. However the one pupil with Pakistani heritage has a score almost one point below average. As the multiplier for a cohort of 1 is 4.79 (Table 23) this represents 0.9 x 4.79 = 4.3 points below average or one level below average in two subjects (Table 7b). The records for this pupil should be followed up on inspection.

Checking the summary shows that no groups make significantly above or below average progress. However, the 3-year summary shows the English CVA score to be significantly below average. The conversion tables show some differences between English and the other subjects at the lowest and highest attainment, with relatively few converting to Level 5.

In section 6 part 3 you have already evaluated progress from the school's scatter, which is shown earlier in this answer booklet. There is no evidence that high attainers are not challenged to meet expected levels. The five lower attaining pupils adding least value may be the members of the groups shown with lowest CVA in charts 2.1.15 and 2.1.16, the two boys with low prior attainment, two pupils with statements and one with Pakistani heritage.

Inspection should follow up the records of these pupils and the monitoring and support that they received. It should determine the extent to which their language skills or any language learning difficulties contributed to the very low CVA score in English. If it is found that these pupils had individual language needs that might have been greater than allowed for in the CVA calculations, this would explain the very low English CVA score. On inspection you should check on the progress of current pupils who are members of these groups and how effectively it is monitored and supported.

In this school, a small number of pupils with below average progress in English may have had a large effect on the English and overall CVA scores. The attainment on entry graphs show that the 2005 Year 6 cohort had much higher Key Stage 1 attainment than did the 2004 Year 6 cohort, but that the 2006 Year 6 cohort did not. It is this 2006 cohort that should be followed up on inspection as it more closely reflects the 2004 Year 6 cohort.

The grades supported by the data in the PANDA report are:
grade 3 for standards, grade 4 for progress and grade 4 for achievement, as this is based on how well learners make progress.

Anonymous secondary PANDA report

Standards

You have already evaluated standards in section 4 part 4. The significantly below average standards in Key Stage 3 English and significantly below average proportion of pupils reaching grades A*-A in English indicated grade 3 for standards. On inspection, the reasons for the weaknesses in English and history and strengths in DT and PE should be checked, as should the school's processes for dealing with the weaknesses. The SEF should provide information on these.

Girls' attainment also exceeds that of boys at both key stages.

Progress

The KS2-4 CVA carries more weight than the CVA scores for KS2-3 and KS3-4. It is the one for which a rough guide for judging exceptionally high or low progress is provided. However you should bear in mind that it includes progress made as long ago as five or six years when pupils were in Year 7. There may have been substantial changes in the school since then.

The KS2-4 CVA calculation is based on 98% coverage so almost all pupils are included. Inspection should check that the progress of the remaining pupils, for whom there may not be Key Stage 2 results, is tracked and supported effectively.

The overall CVA score is 7.6 below the national average with a confidence interval of 7.8 which is just large enough to prevent it from being significantly below average. This does not meet the rough guide for exceptionally low performance. The score lies near the 70th percentile and we are 95% certain that its rank lies between roughly the 80th and 55th percentiles (using two thirds of the confidence interval to estimate this).

The KS2-4 subject CVA snake plots show the mathematics score to be not significantly different from average and the English CVA score to be significantly below average. It is close to average, so is not exceptionally low, and lies at roughly the 75th percentile. Using two thirds of the confidence interval shown on the graph we are 95% confident that the CVA score lies between the 60th and 85th percentile, which does not bring it onto the steep part of the curve. The significantly below average CVA score for English accords with weaknesses in the subject indicated by the significantly below average standards at Key Stage 3 and at GCSE grades A*-A. Provision and progress in English are key issues to follow up on inspection.

The KS2-4 CVA scores for groups show sig- for girls and for the non-FSM group. The scores are not far enough below average to be exceptionally low. However girls constitute roughly half of the pupils in the cohort, so this significant underachievement is a very important issue to follow up on inspection. Given their higher attainment than boys, inspection should examine how well the provision matches the needs of girls.

Pupils whose first language is not English have the lowest CVA score at 982.6. This is 17.4 below average. For a group size of 38, the multiplier shown in Table 23 is roughly 1.36, giving 17.4 x 1.36 = 23.7 as the number of points below average. This is on the borderline of the 24 points in the rough guide for exceptionally low progress. The progress of this group is an issue to pursue on inspection.

The pupils with special educational needs but without statements have a low CVA score of 982.8 and with a group size of 16 this may be exceptional. Calculation shows that it is equivalent to 17.2 x 1.87 = 32 points below average, which meets the rough guide for exceptional performance. Although there is a relatively wide confidence interval indicating that the actual CVA score may vary substantially from 982.8 and even be above average, the progress of this group of pupils is an issue to follow up on inspection.

Boys with prior attainment below the national expected level make above average progress. On inspection you need to identify the school's strengths

in supporting lower attainers and compare this with the provision for middle and higher attainers.

None of the groups in chart 2.3.13 has a CVA score which is both significantly below average and exceptionally low, so the data indicators for grade 4 are not met.

Chart 2.3.14 for ethnic groups shows that pupils with Pakistani heritage have a sig- CVA score of 977.3. With a cohort of 26 pupils, this represents roughly 22.7 x 1.4 = 32 points below average. This is exceptionally low, further than the rough guide of 24 points below average. It represents on average a total of five grades less progress than expected across eight GCSE subjects for each pupil. This substantial underachievement must be followed up on inspection. The data indicators for grade 4 are met if there is exceptionally low progress for any group of a significant size. You must consider the size of the group (27), which represents roughly 10% of the total cohort of 277, and use your professional judgement to weigh up whether the extent of the low progress and the number of pupils indicates grade 4 for progress. The size of the group is substantial and progress is markedly below the borderline of 24 points in the rough guide for exceptionally low performance. Consequently grade 4 is indicated.

There is then no further need to take into account the KS2-3 and KS3-4 CVA in forming your judgement of progress. However they are useful for pinpointing pockets of stronger and weaker progress, and provide information to help you judge the effectiveness of leadership and management in identifying and acting upon them.

KS3-4 CVA data show sig- overall CVA near to the 80th percentile, which is slightly lower than the KS2-4 CVA. KS3-4 data reflect KS2-4 CVA scores and percentile ranks in the subject CVA, with English again sig-. These fairly similar results for KS3-4 and KS2-4, suggest that progress for this cohort in the last five years and in the last two years has been at roughly similar rates in relation to national progress. It does not point to any radical changes, for example in the provision or leadership style. Looking more closely at groups shows that girls make significantly low progress, in particular those with prior attainment at the national expected level; this identifies the results of these middle attaining girls as major contributors to the overall significantly low progress of girls. Pupils with first language other than English and with Indian heritage also make significantly low progress. Some of these may be the same pupils. On inspection you should follow up the provision for these pupils and check the extent to which fluency in English is a factor in the lower results in English than for other core subjects. The SEF should provide insights into this.

The KS2-3 CVA data show significantly and substantially below average overall progress at about the 92nd percentile. Very low progress in English at about the 96th percentile and low progress in science at about the 88th

percentile contribute to this. As the overall CVA is so low, many groups have sig- CVA, although low prior-attaining girls and boys do not. The KS2-3 data reflect the KS2-4 CVA data in showing higher progress for the low prior attainers than for other attainment groups.

Checking the school improvement summary confirms with the dark-shaded boxes the groups making significantly below average progress, and that there are none making above average progress (shown with light-shaded boxes). The 3-year summary shows the significantly below average English CVA. The KS2-3 conversion rate charts show that pupils with KS2 results did not enter KS3 with lower English than mathematics results, and that conversion rates were not significantly different from average in any subject. The KS2-3 CVA coverage of just over 90% indicates that there are other pupils without KS2 results for whom no progress data are included in the PANDA report but whose results affect the school's standards of attainment at KS3.

In section 6 part 3 you have already evaluated progress from the school's scatter plot, shown earlier in this answer booklet. It shows a wide spread in progress with many pupils' results below expectation, raising issues of consistency in provision and tracking of progress. In particular it shows 20 pupils who have exceptional underachievement. Inspection should cross-check these pupils against the underachieving groups to identify particular cases to follow up.

The extent of exceptional KS2-4 underachievement of the pupils of Pakistani heritage and the additional pupils that make up the total of 20 in the scatter plot indicates a grade 4 for progress.

The school enters pupils for an above average number of GCSE examinations, and gains above average results. However pupils make below average progress and girls significantly so. Pupils are attempting many examinations but not reaching sufficiently high standards in their best eight subjects. Inspection should determine how well the curriculum meets the range of pupils' needs.

At first sight, the slightly above average overall standards in this school do not raise any issues. However, scrutiny of the attainment on entry graphs which show slightly above average attainment at Key Stage 2, and checking of the overall CVA score show that progress is not good. Closer evaluation of subject standards and CVA scores, and the progress of groups and individuals, identifies wide variation in progress, some exceptional underachievement and some relative strengths. Inspection should find the reasons for these and for the overall below average progress, and evaluate how effectively the school has pinpointed the weaknesses and is addressing them.

The grades supported by the data in the PANDA report are:
grade 3 for standards, grade 4 for progress and grade 4 for achievement.