

A School Report Card: consultation document

Introduction

1. One year ago, we set out in the *Children's Plan* our ambition to make England the best place in the world for children and young people to grow up. To realise this ambition, *21st Century Schools: A World-Class Education for Every Child*, published at the same time as this consultation document, stresses the need for clarity about the accountability of schools – about what is expected of them, how they will be held to account, and by whom – so that parents, government and schools themselves are clear about how well schools are performing and what happens if their performance is excellent or poor.
2. On 14 October 2008, the Secretary of State announced his intention to improve how schools' performance is reported to parents, communities and other stakeholders, providing clear and comprehensive information in a new School Report Card. The School Report Card will build on the *New Relationship with Schools*, further streamlining the accountability system. It will initially be produced for mainstream primary and secondary schools (including Academies), with the intention of developing it for later introduction across the whole maintained sector.
3. This joint consultation document, from the Department for Children, Schools and Families and Ofsted, starts an ongoing process of discussion about the content, design and use of the School Report Card. It seeks the views of parents, carers and pupils; the wider community; headteachers, teachers, other school staff and their representatives; governing bodies; local authorities and other children's services; and other stakeholders. At this stage, we are consulting about the general principles that should govern the School Report Card. Paragraph 41 sets out the next steps we will take, following this initial consultation. Paragraph 42 explains how to respond to the questions in this document. We expect to report back on the outcome of this consultation alongside the planned White Paper on the 21st century school system in the spring, and at that point to launch a further consultation on more detailed and technical aspects of the School Report Card.

Rationale for a School Report Card

4. Much information is already published about schools' performance, in the Achievement and Attainment Tables, Ofsted inspection reports, the online School Profile and in schools' prospectuses. Parents also obtain information published on schools' websites and in local newspapers.
5. However, the current arrangements could be significantly improved. The Achievement and Attainment Tables are published annually and provide a wide range of data. But, partly because they contain so much, they can be difficult for parents to use, do not signal clearly the relative importance of different academic outcomes and, with the exception of the pupils' attendance rate, do not contain information about outcomes relating to other aspects of pupils' wellbeing. Although they contain information about the value added by schools as well as their pupils' attainment, the focus of the Tables remains narrow. For example, they do not report schools' success in raising the attainment of pupils from disadvantaged backgrounds so that they have the same opportunities in life as their more advantaged peers. And, while the focus on age-related expectations is important – because reaching these levels provides children and young people with a good basis for continuing to progress in the next phase of learning – the sole use of threshold measures can mean that an undue premium is placed on the performance of a minority of pupils: those in Years 6 and 11, and those close to borderlines in their tests and examinations. A better system would equally support the progress of pupils both significantly below and significantly above these benchmarks.
6. Ofsted inspection reports and monitoring letters give a wider view of schools' effectiveness, taking account not only of the range of outcomes achieved but also of the quality of provision (especially the quality of teaching and its impact on learning), the effectiveness of leadership and management, and the school's capacity to improve. In so doing, inspection also provides an analysis and diagnosis of why a school's outcomes are as they are. Inspection reports are used by many parents, but most schools are only inspected once every three years and, for some, the interval between inspections may soon become longer; Ofsted inspection reports, on their own, cannot provide the balanced view of school performance at the frequency that parents and government require.
7. Schools sometimes see the information in the Achievement and Attainment Tables and the analyses based upon them as being in conflict with, rather than complementary to, the evaluations provided by Ofsted inspection reports. Another concern is that the combined effect of different, insufficiently co-ordinated accountability processes can make schools feel that they are placed under undue pressure, potentially distracting them from their greatest priority – to provide excellent education and development for all their pupils.

8. For all these reasons, we think that the arrangements for reporting school performance and holding them to account could be significantly improved. We believe that there is an opportunity to make the school accountability system more coherent, better co-ordinated, more streamlined and better able to recognise the full range of each school's achievements. However, this will only be possible if each school's performance is reported in a way which is clear, powerful, easily understood and easily used by school governors, parents and the public.
9. Our intention is that the School Report Card, with an overall score, should be the means by which we achieve this. It will complement rather than compete with Ofsted inspection reports and form the core of the process by which Ofsted selects schools for inspection. It will underpin a school's dialogue with its School Improvement Partner and its

Aims of the new School Report Card

For parents and carers, the new School Report Card will:

- provide a clearer, more balanced and comprehensive account of each school's performance, which complements Ofsted's inspection reports;
- inform parents' choice of school and improve schools' accountability to parents; and
- provide information in a more easily understandable format, which is accessible to a wider audience.

For schools, the new School Report Card will:

- provide a single, clear and prioritised set of outcomes against which schools will be judged by all parts of the system, with predictable consequences for both excellent or poor performance;
- recognise the value of schools' work for all children and across all outcomes (but only hold schools to account for those outcomes they can influence); and
- provide a balanced account of outcomes achieved and the degree of challenge faced by each school.

For Government, the new School Report Card will:

- provide a means of supporting the vision for 21st century schools;
- help to hold schools predictably and consistently to account for what is most important; and
- incentivise schools in the right way, and remove perverse incentives.

For Ofsted, the new School Report Card will:

- support the school inspection process.



department for
children, schools and families



School Report Card 2008 - 2009

Anytown School
General Borough Council

Head teacher: Mrs Smith

Age range: 00 - 00 Students: 0000

The School's website: <http://www...../>

Further information on the way the score are calculated is available at <http://schoolreportcard.gov.uk>

Outcomes for ages 00 - 00

Overall score

A

x out of y

ATTAINMENT
x out of y

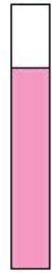
PUPIL PROGRESS
x out of y

WIDER OUTCOMES
x out of y

NARROWING GAPS
x out of y

PARENTS' VIEWS
x out of y

PUPILS' VIEWS
x out of y



How Scoring is worked out

Schools are assigned an overall letter score. The points for each score in 2008 - 09 were:

Rating	Range
A	y to z
B	x to y
C	w to x
D	v to w
E	u to v

OUTCOME OF THE SCHOOL'S LAST INSPECTION BY OFSTED

This school was last inspected on 00 December 2008. Its overall effectiveness was judged to be GOOD (grade 2) its capacity for improvement was judged to be GOOD (grade 2)

The full inspection report can be seen at <http://www.ofsted.gov.uk>. The key judgements are given below:

Achievement	Good (grade 2)
Personal development and well-being	Good (grade 2)
Teaching and learning	Good (grade 2)
Leadership and management	Good (grade 2)

NB The wording of key judgements may change when a new inspection framework is introduced in September 2009

Direction of Travel

Information on whether the school's performance has improved, declined, or remained the same in recent years.

Partnership Working

A measure of how well the school has contributed to its local partnerships.

Early Years Foundation Stage or Sixth Form Provision

A measure of the effectiveness of the school's provision for Early Years Foundation Stage or its sixth form.

THIS EXAMPLE IS FOR ILLUSTRATIVE PURPOSES ONLY

governors. At the same time, it will incorporate information currently presented in the Achievement and Attainment Tables, supplement it with other available information to provide a broader picture of each school's performance, and present it in a way that is fair, balanced, comprehensive and easily understood by parents and the general public. The School Report Card will set out the range of outcomes for which schools will be held to account, show the relative priority given to each outcome, and provide an indication of the degree of challenge faced by each school.

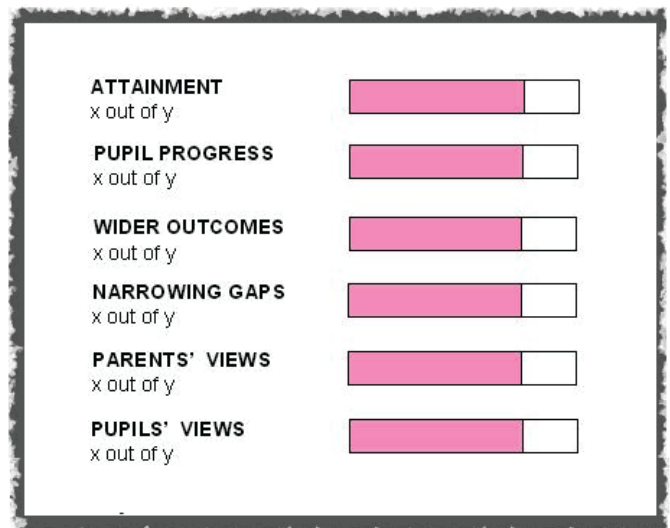
10. The new School Report Card will use existing data and will see no increase in burdens on schools. It should be a short document showing headline performance information about a school. It should be clearly presented and easy to read covering no more than about four pages (one sheet of folded A3), and available online – though final decisions will be reached following extensive consultation.
11. The front page of the School Report Card should provide a sharp summary of the school's performance information. An example of what that front page might look like is presented on the opposite page. It is important to stress that *this is for illustrative purposes only*. We are not committed to any of the details it presents, and it does not pre-empt the outcome of this consultation. Decisions on the design and content of the School Report Card will be taken only when the consultation is completed.

Consultation issues and questions

(Note that consultation questions 1 to 11 are included in *21st Century Schools: A World-Class Education for Every Child*. Consultation questions on the School Report Card, in this document, are numbered 12 to 22.)

Categories of performance

12. The 21st century school will achieve a range of outcomes for its pupils, and these need to be reflected in the School Report Card. However, it will also be important to keep the format and content of the School Report Card as simple and accessible as possible. We propose, therefore, to group outcomes into broad categories, and to include a score for the school's performance within each category. The score would be based on specific indicators relevant to that category.



13. At this stage we want to consult on which categories of outcome the School Report Card should include. We are *not* consulting on which specific indicators the School Report Card should use now, nor on how they should be weighted and combined, but think that, in the interests of clarity, the number of indicators in each category would need to be limited. There would, however, almost certainly be more than one for each category.
14. Categories of performance could include:
- *attainment*: the academic outcomes achieved by the pupils, as reflected by test and/or examination results (for example, the proportion of pupils attaining level 4 in the Key Stage 2 tests, the proportion of pupils attaining 5 good GCSEs including English and mathematics, or the average point scores achieved by pupils);
 - *pupil progress*: the progress that pupils make during their time at school, taking account of their starting points and capabilities as well as of their final attainment (for example, value added, or the proportion of pupils making 2 levels of progress between Key Stage 1 and Key Stage 2). This may also include information about progression in the next stage of learning for pupils leaving a school;
 - *wider outcomes*: pupils' health, safety, enjoyment, opportunity and ability to make a positive contribution, and prospects of future economic wellbeing. Schools have had a formal duty to promote the wellbeing of their pupils since September 2007, and Ofsted and the Department for Children, Schools and Families are currently consulting on the indicators that could be used from 2009 to supplement attainment data to help schools more roundly assess their performance against all five Every Child Matters outcomes¹. This category might also include the extended services provided by a school, and their impact on pupils' achievement and wellbeing;

1 The five Every Child Matters outcomes are: be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

- *narrowing gaps*: we believe it is important to recognise and incentivise schools' efforts to raise the achievement of disadvantaged and vulnerable groups of pupils: for example, those looked after by the local authority, those entitled to free school meals, children from under-performing black and minority ethnic groups, the children of travellers, or children with special educational needs or disabilities. It would be important to ensure such indicators did not reward a school where gaps were narrow because overall performance was poor; nor placed school with larger numbers of such children under any disadvantage. An alternative would be to incorporate 'narrowing gaps' indicators within each of the other categories;
- *parents' and pupils' views*: 'users' view of the school, which might be of particular interest to prospective parents – either of the school overall, and/or of particular aspects of its offer (for instance, parents' views on how well a school engages them in their child's education and development; pupils' views on the extent to which they feel safe or experience bullying). Alternatives would be to combine both parents' and pupils' views

under a single 'user's views' heading; or to incorporate these categories within the 'wider outcomes' category. Indicators of pupils' wellbeing based on parents' and pupils' views are among those on which Ofsted and the Department for Children, Schools and Families are consulting (see <http://www.ofsted.gov.uk> under 'consultations').

Questions

School Report Card: Categories of performance

12. *Do you agree that the following categories be included on the School Report Card?*
- *Attainment*
 - *Pupil Progress*
 - *Wider Outcomes*
 - *Narrowing Gaps*
 - *Parents' Views*
 - *Pupils' Views*
 - *Parents' and Pupils' Views combined in a single 'Users' Views' category*
 - *Parents' and Pupils' Views combined within a Wider Outcomes category*
 - *any other categories (please comment)*

Presentation of performance in each category

15. We are proposing that a numerical score should be given for a school's performance within each category, as illustrated below. This will make the relative strengths of the school's performance across the range of outcomes clear to users of the School Report Card.



16. A possible addition, or alternative, would be to provide a 'rating' (for example: red, amber, green; or A, B, C) for each category.



17. This would help readers understand the relative strength of performance. For example, whilst a score of 80/100 might look better than a score of 60/100, if the national standard is higher in one area than another then both might be equally good scores. We would welcome views on whether providing ratings would make the meaning of the scores clearer, or would be confusing.

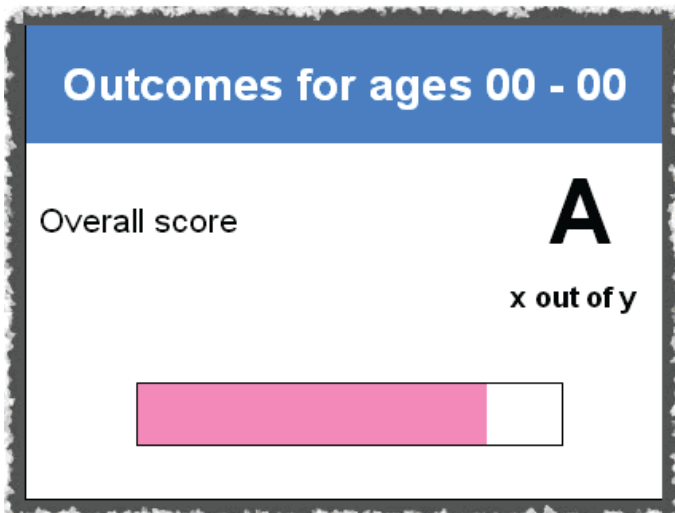
Questions

School Report Card: Presentation of performance in each category

13. Do you agree that each category should have:
- a numerical score
 - an assigned rating
 - both a numerical score and an assigned rating
 - none of the above
 - other (please comment)

Overall score

18. We are strongly attracted to including an overall score for each school on the Report Card, calculated from its scores for each of the categories of performance. If the School Report Card is to be clear, powerful, easily understood and easily used then we believe that it needs to bring together the different measures that it includes in this way. A single overall score would be important in simplifying and streamlining the system, by providing a single balanced measure taking account of the whole range of school responsibilities. In this way it would help ensure that the focus of public attention and accountability is on how the school is performing in the round, rather than on any single measure such as Key Stage test or GCSE results. As for the ratings in individual categories (see paragraph 16), an overall 'rating' could also be provided as illustrated below.



19. The overall score would reflect the relative weightings given to the different categories. By also providing the detailed scores of schools' performance in the individual categories and indicators, it would not obscure an understanding of the particular strengths and weaknesses of individual schools. The overall score and rating would need to be distinguished clearly from the grade for overall effectiveness resulting from Ofsted inspections (see paragraph 34-37).
20. If the principle that the School Report Card should include an overall score has support, detailed consultation will be required at a later stage on a number of issues:
- the relative weight to be given to the different categories of performance in calculating the overall score;
 - whether the overall score should be limited if certain minimum standards are not achieved; and

- how to ensure that it is clear to users of the School Report Card how the overall score has been arrived at.

Questions

School Report Card: Overall score

- 14.a. Do you agree that the School Report Card should include:
- an overall score
 - an overall rating
 - both
 - neither
 - other (please comment)
- b. If an overall score is adopted, do you agree that this should be based on performance in all the categories included on the School Report Card?
- c. If an overall score is not adopted, how should we ensure that public attention is focused on a balanced measure of school performance, taking account of the whole range of school achievements?

Principles for choosing indicators

21. As stated above, we are not consulting at this stage on the specific indicators to be used within each category of performance, but intend to do so later, when the categories to be included have been decided. We think it is important, however, that the selection of indicators is governed, as far as possible, by criteria which reflect a set of clear principles. The following principles are proposed.

Indicators used in the School Report Card should be:

Relevant	relating to an outcome that is important to pupils' development
Robust	drawn from data that is objectively and externally verifiable
Outcome/output focused	measuring the outcomes delivered by a school, not the processes it goes through. In some cases, indicators related to the provision that a school makes – for instance, on the extended services it provides access to – may be appropriate
Responsive	a measure that schools can influence, rather than one which simply reflects the school's circumstances
Differentiating	a measure that distinguishes different levels of school performance, not one on which most schools score very similarly
Stable	a measure that will not be subject to significant random fluctuations that do not reflect the school's performance – for example, measures which relate to small cohorts of pupils may be vulnerable to such fluctuation
Complete and inclusive	relevant to all pupils, and available for all or most schools in the phase concerned
Timely	relevant to the assessment of a school's recent performance

Questions

School Report Card: Principles for choosing indicators

15.a. Do you agree with the principles for choosing indicators?

b. Are there other principles you think should be added (please comment)?

The school's context

22. We consider it important that the School Report Card reflects, in an appropriately balanced way, both the outcomes that the school achieves and the scale of the challenges that it faces. We know that schools serving disadvantaged areas face greater challenges, and that strong performance in the face of such challenge may be hidden behind what would otherwise be disappointing outcomes. Equally, given our determination to narrow gaps, and to provide every child, regardless of their background, with the opportunity to develop and progress to the full extent of their ability, we are determined to ensure that the School Report Card provides no place for excuses or low expectations.
23. A school's context could be reflected in its School Report Card in a variety of ways; for example, by including contextualised value added (CVA) data, comparisons with a 'family' of similar schools, or information about the characteristics of the pupils, such as the proportion entitled to free school meals. We will consult further on the presentation of the data in the spring but, at

this stage, would welcome views on whether ‘stand alone’ contextual information should be provided alongside scores that do not reflect the school’s context; and/or whether some or all of the indicators that contribute to the scores for different categories should be contextualised. It would be important that the inclusion of contextualised data did not seriously prejudice the clarity and accessibility of the School Report Card.

Questions

School Report Card: The school’s context

- 16.a. Do you think that information about the school’s context should be provided as a separate item on the Report Card?
- b. Do you think that the indicators that underpin the scores for attainment, progress and wider outcomes should be ‘contextualised’?

The school’s ‘direction of travel’

Direction of Travel

Information on whether the school’s performance has improved, declined, or remained the same in recent years.

24. We think that many users of the School Report Card might want to have information on whether a school’s overall performance has improved, declined or remained the same over recent years. Ofsted will also need this information when making decisions about which schools to inspect. We propose, therefore, to include information about changes in the school’s performance since the previous year, and over the past three

years, alongside its scores for the most recent year.

Questions

School Report Card: The school’s ‘direction of travel’

17. Should the School Report show separate information about the school’s performance:
- in the previous year
 - in the previous three years
 - other (please comment)

Schools working in partnership

Partnership Working

A measure of how well the school has contributed to its local partnerships.

25. *21st Century Schools: A World-Class Education for Every Child* sets out our intention to develop a 21st century school system in which schools work more extensively and effectively with parents, with other providers and with wider children’s services to achieve the best for all children locally. They work with parents to support them to engage in their child’s learning and development. They work in partnership with other agencies and organisations which support children and young people, to improve both the achievement of their pupils and their wider wellbeing. They work with other schools and providers to provide extended services, to improve pupils’ behaviour and attendance, and to ensure that they make the best progress possible at every stage of their

development. Secondary schools will also need to work with each other and with other providers to give young people aged 14-19 a full range of curricular choices.

26. By working closely with other schools and other services, and being active partners within their local Children's Trusts, schools both take greater responsibility for all children and young people within their areas, and make a more active and effective contribution to improving the full range of outcomes for them. Although it is not reasonable to hold schools to account for outcomes over which they can have only limited influence, they should be accountable for their impact on the partnerships in which they engage.
27. We think that it is important, therefore, that the School Report Card shows information about each school's contribution to its local partnerships. We will consider further how partnership working can be reflected within the accountability system in the spring White Paper. We will also investigate whether area level Report Cards might be produced in the future.
28. The extent to which a school works in partnership with parents to help them to engage with their child's learning and development could be captured as part of a measure of parent's views. How this might be reflected in the School Report Card is discussed in paragraph 14.

Questions

School Report Card: Schools working in partnership

18. *Do you agree that the School Report Card should include information about the school's contribution to its local partnerships?*

Coverage of schools

29. We intend to produce a School Report Card for every maintained school and Academy in England. We will begin by developing School Report Cards for primary, junior and secondary schools. The lessons learned during that period will help us to refine and develop the School Report Card for use across the whole maintained sector. In the case of special schools, pupil referral units and alternative provision, our intention is to include the same categories of performance as for mainstream schools, although the indicators used may be different.

Early Years Foundation Stage or Sixth Form Provision

A measure of the effectiveness of the school's provision for Early Years Foundation Stage or its sixth form.

30. To ensure that secondary schools with sixth forms are neither advantaged nor disadvantaged, compared with 11-16 schools, we believe that the School Report Card should cover 11-16 provision only. Work is currently underway to develop the Framework for Excellence for school sixth forms (see <http://ffe.lsc.gov.uk/>). To incorporate outcomes for students aged

16-19 into the School Report Card would duplicate that work. We will, however, ensure that the School Report Card and the Framework for Excellence are aligned appropriately; for schools with post-16 provision, the School Report Card could show information from the Framework for Excellence. Further discussions with the Learning and Skills Council will take place over coming months.

31. The Early Years Foundation Stage (EYFS) is a vital part of every child's development. Many children in the EYFS are attending primary school – in the Reception year, or in earlier nursery provision, and ensuring that these children get the right support to develop, across all the Every Child Matters outcomes, is a crucial part of their schools' responsibilities.
32. An EYFS profile is completed for every five year old showing their level of development at the end of the Foundation stage and helps to establish what future support they will need. The EYFS profile is based on professional judgement using observational assessment rather than on tests or public examinations, and school-by-school data has not been compiled using the EYFS profile.
33. Because of this, we believe that School Report Cards for primary schools should only cover provision at ages 5-11; but should recognise the importance of the EYFS, and primary schools' role in supporting children during the EYFS, where relevant, and in supporting all children in making the transition from early years' provision into the

first year of school. The content of such a section of the School Report Card will be given further consideration in the spring.

Questions

School Report Card: Coverage of schools

19. *Do you agree that the School Report Card should:*
- *cover all maintained schools, including special schools, pupil referral units and alternative provision, in due course?*
 - *include 11-16 provision only in the main performance assessment of secondary schools?*
 - *show separate information about the effectiveness of the sixth form where relevant?*
 - *include 5-11 provision only in the main performance assessment of primary schools?*
 - *show separate information about the effectiveness of the Early Years Foundation Stage, where relevant?*
 - *other (please comment)*

The School Report Card and Ofsted

34. We intend that the School Report Card and inspection by Ofsted will play different but complementary roles in the arrangements for holding schools to account for their performance. As indicated in paragraph 6, Ofsted's inspection reports give a wider view of schools' effectiveness, and provide an analysis and diagnosis of why the school's

outcomes are as they are. Inspection reports give a view of the school's performance at the time of the inspection, while aspects of the information in the School Report Card will inevitably be historical – for instance, some of the indicators that underpin the score for attainment may relate to a cohort of pupils who have left the school. Conversely, the School Report Card will be updated regularly (at least annually – see paragraph 38), while for most schools there will be an interval of at least three years (and, from 2009, up to six years for some) between their inspections.

35. As a result, we expect that a school's most recent Ofsted inspection report and its most recent School Report Card may give somewhat different views of a school's performance. The difference may arise because the school's performance has changed between the date of the information used to prepare the School

Report Card, and the date of the last inspection; or it may reflect the different aspects of a school's performance and effectiveness reported in the School Report Card and the inspection report. However, it does not mean that there is a conflict between the two documents: on the contrary, they should be seen as complementary. To reinforce this point, we believe it is important that the latest Ofsted judgement should be shown prominently on the School Report Card.

36. As part of the new inspection arrangements to be introduced in September 2009, Ofsted intends to introduce an annual 'risk assessment' for every school. Its purpose is to inform (but not determine) the selection of schools for inspection, by assessing the probability that a school, if inspected, would be judged good or outstanding. We believe that there is no reason in principle why the indicators that will underpin the School

OUTCOME OF THE SCHOOL'S LAST INSPECTION BY OFSTED

This school was last inspected on 00 December 2008.
 Its overall effectiveness was judged to be GOOD (grade 2)
 Its capacity for improvement was judged to be GOOD (grade 2)

The full inspection report can be seen at <http://www.ofsted.gov.uk>. The key judgements are given below:

Achievement	Good (grade 2)
Personal development and well-being	Good (grade 2)
Teaching and learning	Good (grade 2)
Leadership and management	Good (grade 2)

NB The wording of key judgements may change when a new inspection framework is introduced in September 2009

Report Card should not form the core of Ofsted's risk assessment. This would help to ensure that schools whose performance, as shown on their School Report Cards, was excellent might have their inspections deferred; while those whose performance caused concern would be likely to receive an early inspection. As well as performance data, however, Ofsted's risk assessment will also need to take account of further, qualitative information that it would not be appropriate or relevant to include in the School Report Card.

37. In its recent consultation paper on the proposed new inspection arrangements for September 2009, Ofsted proposed that those schools that are likely, on the basis of the risk assessment, to be judged good or outstanding when inspected, should have a longer interval between their inspections and receive a 'health check report' rather than an inspection three years after their previous visit. We believe that the introduction of the School Report Card should make a separate health check report by Ofsted unnecessary: the School Report Card (which might contain a statement that the school will not be inspected within the given academic year) would itself serve as the health check report.

Questions

The School Report Card and Ofsted

- 20.a. Do you agree that the latest Ofsted judgement should be shown on the School Report Card?
- b. Do you agree that a common set of indicators should be used for the School Report Card and Ofsted's risk assessment?
- c. Do you agree that the School Report Card should take the place of Ofsted's proposed health check report?

Publication of the School Report Card

38. We propose to publish the School Report Card at least annually. It could be feasible to update it at more frequent intervals – for example, to take account of the results of Ofsted inspections. It is likely that different elements of the information used in the School Report Card will change at different times of the year, and it would theoretically be possible to incorporate new information, and recalculate a school's scores by category and its overall score (if this is included in the School Report Card). However, we believe that it could be confusing if the introduction of new data on a regular basis were to cause schools' Report Card scores to change frequently. There would also be cost implications, and potentially burdens on schools, if new calculations had to be verified frequently. Our initial view is that the results of recent Ofsted inspections should be included on the School Report Card as soon

as they are available, but it may be better to update schools' scores once a year only.

Questions

Publication of the School Report Card

21.a. Do you agree that the School Report Card should be published:

- annually
- other (please comment)

b. Should the results of Ofsted inspections be incorporated into School Report Cards as soon as they are available?

Changes to other reporting of school information

39. The School Report Card will bring together information about a school in a sharper and more informative way than can be done through the Achievement and Attainment Tables. However, we believe that it is important to continue to make available the information about schools' performance that the Tables currently provide, rather than to restrict the information available to parents. We will be clear, however, that schools' overall performance will be judged on the basis of the School Report Card and inspection, and not other factors. Following the introduction of School Report Cards, the Tables will not be used for school accountability, and we will review their shape, content and accessibility.

40. The introduction of the School Profile was intended to be a helpful step in simplifying the information that schools have to provide for parents. But it does not provide all the information that we believe parents really want in order to get a complete picture of a school's performance or to know whether their local schools are improving. Many schools do not complete their School Profile and too few parents are aware of its existence. The School Report Card will provide a rounded picture of the outcomes that a school is delivering; and we believe that schools should be free to provide in whatever way they choose the further information that they judge will best help their parents and local community. It is therefore our intention to phase out the School Profile and replace it with the School Report Card. We will also review the information that schools and local authorities are required to provide in relation to special educational needs to ensure that it meets the needs of parents and focuses on outcomes.

Questions

School Report Card: Changes to other reporting of school information

22. Do you agree that the requirement on schools to complete the School Profile should be ended?

Next Steps

41. By 3 March 2009 we will:

- complete the written consultation on the general principles which should govern the School Report Card.

Following the end of the formal consultation on this document, we will continue to discuss the design, content and usage of the School Report Card. In spring 2009, alongside the planned White Paper, we will:

- publish the outcome of this consultations;
- set out our early decisions on the School Report Card's design and its position in the accountability systems;
- commence more in depth consultation on the detail that underpins the proposals in this document; and
- set out more clearly how development of the School Report Card will fit with Ofsted's new inspection arrangements.

During summer 2009 we will:

- work with stakeholders – including schools, local authorities, our other partners, parents and pupils – to develop our ideas for the School Report Card further and plan for the next stage.

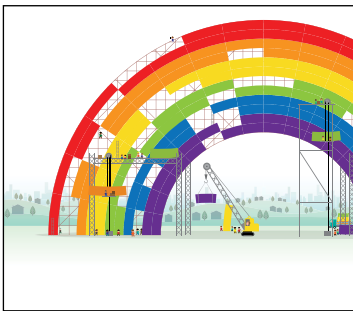
From autumn 2009 until spring 2011 we will:

- pilot the School Report Card among schools and others, including testing data collation and calculation processes and presentational issues.

How to respond to this consultation

42. We will be consulting widely between publication of this document and 3 March 2009, when the written consultation closes, and we want your views. You can get involved by:

- responding, and encouraging others to respond, to the consultation questions in this document and to those in the consultation on the 21st century school system. They are available online at www.dcsf.gov.uk/consultations;
- discussing this document with others. You might want to talk to colleagues, school councils, parents, community and other groups. Let us know what you discussed by e-mailing the 21st century schools mailbox at 21stcenturyschools.consultation@dcsf.gsi.gov.uk; and
- attending a consultation event or joining in with a consultation activity in early 2009. We will post further details at www.teachernet.gov.uk/21stcenturyschools.



You can download this publication or order copies online at www.teachernet.gov.uk/publications

Search using ref: DCSF-01045-2008

Copies of this publication can be obtained from:

DCSF Publications
PO Box 5050
Sherwood Park
Annesley
Nottingham NG15 0DJ
Tel: 0845 60 222 60
Fax: 0845 60 333 60
Textphone: 0845 60 555 60

Please quote the ref: 01045-2008DOM-EN

ISBN: 978-1-84775-308-3

D16(8017)/1208/34

© Crown copyright 2008

Extracts from this document may be reproduced for non-commercial research, education or training purposes on the condition that the source is acknowledged. For any other use please contact hmsolicensing@opsi.gsi.x.gov.uk