

School Data Dashboard guidance

This document provides guidance on the measures used to populate the school data dashboard. Specifically, it provides information on the definitions used, the limitations of the data and any changes in methodology which may have impacted on the data.

The information provided in the key stage sub-sections (attainment, expected progress, etc.) details the definitions underlying the measures. However, please refer to the issues section at the end of each key stage for information on methodological changes affecting trend data.

Published: February 2013

Reference no: 130062



Corporate member of
Plain English Campaign
Committed to clearer communication

361

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

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

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

This publication is available at www.ofsted.gov.uk/resources/130062.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

No. 130062

© Crown copyright 2013



Contents

General information	4
National Curriculum standards	4
National levels	4
All schools	5
Similar schools	5
Quintiles	5
Data management	7
Key Stage 1	7
Attainment	7
Attendance	8
Narrowing the gap between advantaged and disadvantaged pupils	8
Key Stage 1 data issues	8
Key Stage 2	9
Expected progress	9
Attainment	9
Attendance	9
Narrowing the gap between advantaged and disadvantaged pupils	10
Key Stage 2 data issues	10
Key Stage 4	11
Expected progress	11
Attainment	12
Attendance	12
Narrowing the gap between advantaged and disadvantaged pupils	12
Key Stage 4 issues	13

General information

National Curriculum standards

Table 1: National Curriculum standards by key stage and expected level of achievement

National Curriculum year group	Reception	1	2	3	4	5	6	7	8	9	10	11
Key stage	1		2				3			4		

Data on attainment and progress provide information on the achievements of pupils as measured against National Curriculum standards. The National Curriculum standards have been designed so that most pupils will progress by approximately one level every two years (see Table 1).

- Key Stage 1 attainment data are based on National Curriculum teacher assessments.
- Key Stage 2 attainment data are based on National Curriculum tests and teacher assessments.
- Key Stage 3 is not covered by the School data dashboard as there are no National Curriculum tests at this stage.
- Key Stage 4 attainment data are based on exam results for GCSE and equivalent exams.

Pupils with missing or invalid results are not included in the calculations.

National levels

National level data for attainment, expected progress and narrowing the gap measures include maintained state primary, middle and secondary schools (including academies), along with city technology colleges and special schools.

National level data for attendance include maintained state primary, middle and secondary schools (including academies) and city technology colleges, but special schools are excluded. National data for attendance are further split by phase of education into primary, middle deemed primary, secondary and middle deemed secondary, dependant on the type of provider.

(Middle deemed primary are middle schools where the difference between the age of 11 years and the lower age specified is greater than the difference between the age of 11 years and the higher age specified. Middle deemed secondary are middle schools where the difference between the age of 11 years and the higher age specified is greater than the difference between the age of 11 years and the lower age specified.)

The School data dashboard does not specify the phase of education; however, the national level presented alongside the data for any school will be in line with these definitions.

All schools

'All schools' is defined as all schools covered by the School data dashboard and providing the key stage of interest. This includes maintained state primary, middle and secondary schools (including academies), along with city technology colleges and special schools.

Independent schools, independent special schools, non-maintained special schools, hospital schools and pupil referral units are excluded from the measure.

Similar schools

Each school has its own group of 'similar schools' These are defined as schools whose pupils arrived with a similar average level of attainment (average prior attainment score). For Key Stage 2 primary schools, this will be the Key Stage 1 assessment results; for Key Stage 4 secondary schools, this will be the Key Stage 2 tests and assessments. The measure does not take into account other contextual factors such as deprivation or levels of special needs, because these factors should already be reflected in the prior attainment of the pupils.

Key Stage 2 schools are compared with the most similar 110 schools; Key Stage 4 with the most similar 60. The similar schools group sizes were chosen by grouping those schools which had very similar pupil attainment on entry. The group sizes differ because, as a minimum number, all schools with the same prior attainment must be in the same group. This minimum number is larger for Key Stage 2.

There is no similar school comparison for Key Stage 1 data.

Quintiles

In order to see how the school of interest compares with 'all schools' and to 'similar schools' (as defined in the sections 'All schools' and 'Similar schools'), the School data dashboard includes quintiles. Quintiles split the data into 5 sections with approximately 20% of the data held in each.

'All schools' quintiles

For the comparison with 'all schools' the quintiles are calculated by taking all of the data of interest for all of the schools and allocating approximately 20% of schools to each quintile using the following process:

- a) The data for the specific measure and the group of interest, for example the percentage of pupils achieving expected progress in Key Stage 2 English in 'all schools', are selected.
- b) The scores for all schools are then ranked.

- c) The ranks are split into five sub-groups, each group representing approximately 20% of the ranks in the whole group.

For example, if a dataset had ranks 1–100 then ranks 1–20 would be allocated to a quintile, as would ranks 21–40, 41–60, 61–80 and 81–100.

These groups do not necessarily have the same number of schools in them because identical percentages or scores would be allocated to the same quintile.

'Similar schools' quintiles

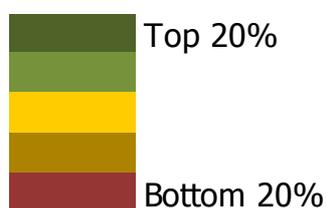
For the comparison with 'similar schools' the quintiles are calculated in a different way. This is due to the fact that the similar schools groups are much smaller and tend to have a lot more identical percentages or scores. To calculate the quintiles for 'similar schools' the following process is used:

- a) The data for the specific measure, the key stage and the 'similar school' group of interest are selected. For example, the percentage of pupils achieving expected progress in Key Stage 2 English for School A's 'similar school' group.
- b) The scores are then ranked, identical scores will receive the same rank. For example, if a similar school group for KS4 had 10 schools with 100%, 20 schools with 97%, 10 schools with 95%, 10 schools with 94% and 10 schools with 90% then all the 100% results would be rank 1, all the 97% rank 2, and so on.
- c) The ranks are split into five sub-groups, each group representing approximately 20% of the ranks in the whole group. For the example above the schools with 100% would be in the highest quintile, 97% in the second, 95% in the third, 94% in the fourth and 90% in the lowest.

The quintiles for both 'all schools and 'similar schools' are labelled as follows:

- Highest
- 2nd quintile
- 3rd quintile
- 4th quintile
- Lowest

In order to provide a simple means of visualising school performance, a colour code is provided with green indicating that the school is in the top quintile (highest 20%) and red indicating that the school is in the bottom quintile (lowest 20%). The full colour coding is:



Data management

Rounding

Calculations are made on unrounded data before the percentages presented in the schools data dashboard are rounded to 0 decimal places. The exception to this is attendance data, which is rounded to one decimal place in line with school targets. The rounding convention is as follows: any fractions of 0.5 and above will be rounded up, and anything less than 0.5 will be rounded down. For example, 74.5 will be rounded to 75 while 85.4 will be rounded to 85.

Percentage points

The School data dashboard measures changes over the most recent two years in terms of percentage points.

The term 'percentage point' refers to an absolute change between two percentage units. This is in contrast to actual percentage change, which refers to a relative change based on the original value.

For example, the absence record of a school is 4.5% in 2010 and 6.7% in 2011, therefore:

- the change in percentage points is calculated as: $4.5\% - 6.7\% =$ an increase of 2.2 percentage points
- the change in percentage would be calculated as $\left(\frac{6.7 - 4.5}{4.5}\right) \times 100 =$ an increase of 48.9%.

Data suppression

For all key stages, data are suppressed if they are based on a denominator of five or less.

Data in the attendance section are based on the number of sessions and are not suppressed.

Key Stage 1

Attainment

Data provide information on the attainment of pupils as measured against the National Curriculum standards ([see the section 'National Curriculum standards'](#)). Key Stage 1 attainment data are based on National Curriculum teacher assessments and require the pupil to have attained the benchmark of National Curriculum Level 2 or above. Pupils with missing or invalid results are not included in the calculations.

Data are provided for the percentage of pupils attaining Level 2 or above in teacher assessments of reading, writing and mathematics.

Attendance

Overall attendance is the percentage of sessions (a session is defined as morning or afternoon) attended by all pupils in the school and is calculated as:

$$\text{Attendance} = 100\% - \% \text{ of overall absence}$$

The measure of overall absence that underlies this calculation is based on two terms of school level absence data, collected via the School Census, which are then combined. It should be noted that attendance figures are at school level and therefore not specific to any key stage.

Narrowing the gap between advantaged and disadvantaged pupils

Disadvantaged pupils are defined as:

- children looked after – pupils who have been looked after continuously for six months (183 days or more) during the year and are aged five to 15. The data do not cover those children looked after under respite care. Data are collected on the standardised SSDA903 return, which provides the Department for Education with data on looked after children in England
- free school meals – pupils who were eligible for free school meals at any point during the last six years.

Other pupils are defined as those who are not children looked after or eligible for free school meals.

Data are provided on the percentage of pupils achieving Level 2 or above in teacher assessments of reading, writing and mathematics by disadvantaged and other pupil status.

Key Stage 1 data issues

Narrowing the gap measures were changed in 2012 to encompass both pupils eligible for free school meals and children looked after in line with the revised definition of pupils in receipt of the Pupil Premium.¹

¹ For more information on the Pupil Premium, see www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp.

Key Stage 2

Expected progress

Expected progress is a measure of school performance across a key stage. For expected progress to be achieved the pupil must progress through two National Curriculum levels between the end of Key Stage 1 and the end of Key Stage 2. Although schools may use key stage sub-levels, a pupil at any sub-level of Key Stage 2 (2a, 2b or 2c) who reached Level 4 at the end of that key stage would be deemed to have made the expected progress. This is because National Curriculum tests and assessments are used to define whole levels rather than sub-levels.

Pupils are included in the progress measures if they are at the end of Key Stage 2 in both English and mathematics – for example, they have taken tests in both English and mathematics and at least one of those tests was in the current year; or they have been marked as working below the level of the tests, absent or working at the level of the tests but unable to access them. Pupils must also have a valid Key Stage 1 assessment.

For further information on the calculation of expected progress between Key Stage 1 and Key Stage 2, please see:

www.raiseonline.org/OpenDocument.aspx?document=187

Data are provided on expected progress in English and in mathematics.

Attainment

Data provide information on the attainment of pupils as measured against the National Curriculum standards ([see the section National Curriculum standards](#)). Key Stage 2 attainment data are based on National Curriculum tests and/or teacher assessments and, to be successful, the pupil must have achieved the benchmark of National Curriculum Level 4 or above. Pupils who had missing or invalid results are not included in the calculations.

Data are provided for the percentage of pupils attaining Level 4 or above in English (overall)², reading, writing and mathematics.

Attendance

Overall attendance is the percentage of sessions (a session is defined as morning or afternoon) attended by all pupils in the school and is calculated as:

$$\text{Attendance} = 100\% - \% \text{ of overall absence}$$

The measure of overall absence that underlies this calculation is based on two terms of school level absence data, collected via the School Census, which are then

² The English (overall) calculation includes both reading and writing attainment.

combined. It should be noted that attendance figures are at school level and therefore not specific to any key stage.

Narrowing the gap between advantaged and disadvantaged pupils

Disadvantaged pupils are defined as:

- children looked after: pupils who have been looked after continuously for six months (183 days or more) during the year and are aged five to 15. The data do not cover those children looked after under respite care. Data are collected on the standardised SSDA903 return, which provides the Department for Education with data on looked after children in England
- free school meals: pupils who were eligible for free school meals at any point during the last six years.

Other pupils (non-Pupil Premium) are defined as those who are not children looked after or pupils eligible for free school meals.

The narrowing the gap section looks at two areas – attainment and expected progress:

- the percentage of pupils attaining Level 4 and above in teacher assessments/tests of English and in mathematics by disadvantaged and other pupil status
- the percentage of pupils making expected progress in English and in mathematics by disadvantaged and other pupil status.

Key Stage 2 data issues

- 2010 – Around 26% of 15,518 maintained schools did not participate in Key Stage 2 tests due to a boycott of the tests.
- 2011 – 203 schools (in 10 local authorities) took single level tests in mathematics instead of the Key Stage 2 mathematics National Curriculum test.
- 2011 – Reading and writing attainment were introduced as single units rather than being presented as 'overall' English only.

2011 – On 18 July 2011, the Secretary of State for Education announced that he had accepted all the recommendations of Lord Bew's independent review of testing, assessment and accountability at the end of primary school.³

³ Further information can be found here: www.education.gov.uk/a00192403/key-stage-2-review-of-testing-assessment-and-accountability-government-response.

2011 – The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments where no appropriate test level is available. As a result of these changes, data on expected progress in 2011 are not comparable to data for prior years.

- 2012 – Changes to assessment processes mean that pupils who are absent for a National Curriculum test (for a valid reason) are now able to take the test up to a week after the published test date.
- 2012 – From 2012 onwards, teacher assessment replaces writing tests, which means that, while reading assessment is comparable to previous years, writing is substantially different. The changes also impact on overall English, which is calculated by taking the mark and level the student achieved in the reading test and the teacher assessment level in writing and then calculating an overall level using a formula provided by the Department for Education ([calculating overall English](#)).
- Data on English attainment from 2012 are not comparable to earlier years due to the methodological changes highlighted above.
- These methodological changes also impact on measures of expected progress in English and on narrowing the gap measures of attainment and expected progress in English.
- 2012 – Narrowing the gap measures were changed in 2012 to encompass both children looked after and pupils eligible for free school meals in line with the revised definition of pupils in receipt of the Pupil Premium.⁴ Data have been recalculated for 2011.

Key Stage 4

Expected progress

Expected progress is a measure of school performance across a key stage. The measure of expected progress between Key Stage 2 and Key Stage 4 is built on the principle that pupils achieving a Level 4 in English or mathematics by the end of Key Stage 2 should be expected to achieve at least a C grade at GCSE in that subject by the end of Key Stage 4.

The highest standardised points are used to calculate the expected progress measure. For example, if a pupil at the end of Key Stage 4 has taken a GCSE in English and gained a grade A, and also taken a GCE AS level in English and gained a grade D, the standardised points of the GCSE (52) will be used rather than the standardised points of the GCE AS level (45). Where AS levels are counted in place of GCSEs, those pupils with grade D and above are deemed to have made expected progress.

⁴ See footnote 1.

Pupils who have not been entered for a GCSE in English or mathematics or those who are ungraded are deemed to not have made expected progress. Pupils are excluded from the expected progress measure if they do not have a valid test result or teacher assessment at Key Stage 2 (as a result of absence, inability to access the test, lost test, for example).

For further information on the calculation of expected progress between Key Stage 2 and Key Stage 4, please see:

www.raiseonline.org/OpenDocument.aspx?document=160.

Attainment

Data provide information on the attainment of pupils as measured against a GCSE (or equivalent examinations) headline measure and also as measured against some English Baccalaureate subjects. Key Stage 4 attainment data require the pupil to have achieved the benchmark grade of A* to C in exams. Pupils with missing or invalid results are not included in the calculations.

Overall attainment is calculated using GCSE and equivalent examinations, with the benchmark being five A* to C grades including mathematics and English.

The single measures of English, mathematics and science cover only the EBacc qualifications of GCSEs and accredited iGCSEs. The benchmark here is also grade A* to C. It is important to note that the calculation of English and mathematics attainment is based on the whole cohort, while for science, the calculation is based on those who entered for examination.⁵

Attendance

Overall attendance is the percentage of sessions (a session is defined as morning or afternoon) attended by all pupils in the school and is calculated as:

$$\text{Attendance} = 100\% - \% \text{ of overall absence}$$

The measure of overall absence that underlies this calculation is based on two terms of school level absence data, collected via the School Census, which are then combined. It should be noted that attendance figures are at school level and therefore not specific to any key stage.

Narrowing the gap between advantaged and disadvantaged pupils

Disadvantaged pupils are defined as:

⁵ A full list of qualifications included in the EBacc can be accessed here: www.education.gov.uk/schools/teachingandlearning/qualifications/englishbac/a0075975/theenglishbaccalaureate.

- children looked after: pupils who have been looked after continuously for six months (183 days or more) during the year and are aged five to 15. The data do not cover those children looked after under respite care. Data are collected on the standardised SSDA903 return, which provides the Department for Education with data on looked after children in England
- free school meals: pupils who were eligible for free school meals at any point during the last six years.

Other pupils (non-Pupil Premium) are defined as those who are not children looked after or pupils eligible for free school meals.

The narrowing the gap section looks at expected progress, which is the percentage of pupils achieving expected progress in English and also in mathematics by disadvantaged and other pupil status.

Key Stage 4 issues

- 2010 – International GCSEs (IGCSEs) were included in assessment data for the first time. Accredited qualifications of this type are counted as equivalent to a GCSE of the same grade.
- 2010 – The English Baccalaureate (EBacc) was introduced into attainment data in 2010 with the aim of recognising pupils' attainment across a core of selected academic subjects. The EBacc covers attainment in GCSE (or accredited iGCSE) English, mathematics, sciences, a language (including Latin, classical Greek or ancient Hebrew) and a humanities subject (either history or geography).
- 2011 – Changes to the methodology underlying attainment in science (EBacc) mean that, from 2011, the data are calculated as a percentage of exam entries. Prior to this, data were calculated as a percentage of the cohort.⁶
- 2012 – Narrowing the gap measures were changed in 2012 to encompass both children looked after and pupils eligible for free school meals in line with the revised definition of pupils in receipt of the Pupil Premium.⁷ Data have been updated for 2011.

⁶ See footnote 4.

⁷ See footnote 1.