

Assessment data and the new inspection framework – an overview for governors

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Aims of the session

- To understand the focus of Ofsted's new school inspection framework and the change in emphasis on school internal assessment data
- To understand the datasets available to schools and how they should be used
- To understand which datasets are most relevant to Ofsted's framework
- To explore how internal pupil tracking data should best be used to monitor progress and plan next steps for all pupils and for vulnerable groups

Why should governors use data?

- School self-evaluation – feeds into Ofsted
- School accountability
- Setting challenging and aspirational targets
- Monitoring pupil progress
- Developing the school improvement plan
- HT performance management
- Allocation of resources e.g. Pupil Premium

Ofsted – Key Judgements

- Quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management

Quality of education

- Intent
 - Ambitious, well-planned curriculum
 - Gives all pupils the knowledge they need to succeed
- Implementation
 - Teachers have good subject knowledge and present information clearly
 - Teaching that helps pupils to remember
 - Positive learning environment
- Impact
 - Pupils have detailed knowledge and skills and are ready for the next stage of their learning or training

Quality of education

- Inspectors will listen to pupils read in primary schools
- They will talk to pupils about what they have remembered about the content they have studied
- Pupil progress – focus on knowing more, remembering more, and being able to do more
- Seeing how well pupils with SEND are prepared for the next stage of education and their adult lives

The school's use of assessment

- Too often carried out in a way that creates unnecessary burdens for staff and pupils
- Leaders and teachers must understand its limitations and avoid misuse and overuse
- Should support the teaching of the curriculum
- Schools should not have more than 2 or 3 data collections per year, and they must inform actions
- Inspectors will monitor to see if assessments and data are disproportionate, inefficient or unsustainable for staff

Inspectors will not use schools' internal assessment data as evidence

- They will instead consider if its use is appropriate and ask why they are collecting what they collect
- More focus on the curriculum and less on schools' generation, analysis and interpretation of data
- Inspectors will ask what conclusions are drawn from data and any actions taken, but will not check the information first hand
- Inspection Dashboard Summary Report will be the starting point

Behaviour and attitudes

- High expectations for behaviour and conduct which are applied fairly and consistently
- Positive attitude to learning and pupils know how to study effectively
- Good attendance and punctuality
- Positive and respectful culture in school – bullying, abuse or discrimination are not tolerated

Personal development

- The curriculum:
 - Goes beyond academic or vocational learning and also nurtures broader development, talents and interests
 - Supports character development including resilience, confidence and independence
 - Prepares for future success
 - Prepares for life in modern Britain and respecting and understanding diversity, values and protected characteristics

Leadership & management

- Clear and ambitious vision for providing high-quality, inclusive education to all
- Continuous improvement of staff's subject and teaching knowledge
- Should aim for all learners to complete their studies
 - Leaders should not allow off-rolling (this is known as 'gaming' when off-rolling is done to benefit the provider rather than the learner)
- Community involvement
- Staff workload and wellbeing
- Safeguarding culture

Leadership & management - governance

- Ensure the school has a clear vision and strategy and that resources are well managed
- Hold leaders to account for quality of education
- Ensure the schools fulfils its statutory responsibilities e.g. around the Equality Act 2010 and in relation to Prevent, and around safeguarding

Key Data from DfE/Ofsted

- Inspection Data Summary Report
- ASP
- Will inform Ofsted prior to inspection

Do you routinely get given this report? Do you understand it?

Areas to investigate

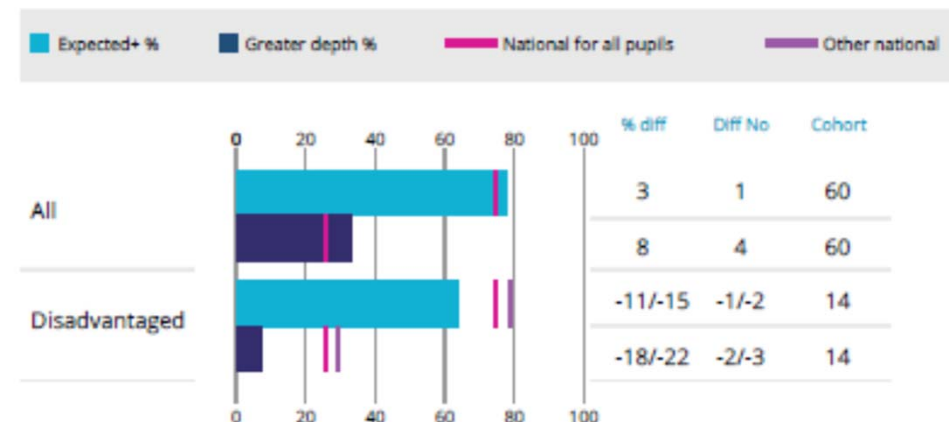
KS2 progress

- Mathematics progress was in the top quintile (20%) for at least two years for all pupils and high prior attainers.

KS2 attainment

- In 2018, reading and writing attainment of the expected standard was at or above national for prior attainment groups: middle, high.
- In 2018, mathematics attainment of the expected standard was at or above national for groups: middle, high prior attainment and disadvantaged.
- In 2018, 75% of pupils achieved the expected standard in reading, writing and mathematics, 10 percentage points above the national proportion. This difference was not statistically significant.

Reading



DfE Performance Tables

All schools and colleges in Kent

Select data to download

Primary performance (581 schools) Secondary performance (201 schools) 16 to 18 performance (168 schools/colleges) Ofsted ratings Absence and pupil population Workforce and finance

Select → Year [dropdown]

Many indicator options → Looking at [dropdown: Overall performance]

Show [dropdown menu]
All pupils
Boys
Girls
Low achievers at key stage 2
Middle achievers at key stage 2
High achievers at key stage 2
Disadvantaged pupils
Pupils with English as an additional language (EAL)
Non-mobile pupils

Hide filters

Overall performance at the end of key stage 4 in 20

School name	Type of school	Number of pupils at the end of key stage 4	Progress 8 score & description	Attainment 8 score	Grade C or better in English & maths GCSEs	Achieving the English Baccalaureate	Clear filters	Hide filters
							School type	
							Ofsted rating	

Use of Pupil Premium

- Current FSM eligibility plus any eligibility in the last 6 years
- Reports in ASP to support analysis
- Also need to analyse data in the school's pupil tracking system to see impact across all year groups
- Need to be able to demonstrate how Pupil Premium has been spent/targeted and what difference it has made to narrowing the gap (for progress, attainment, attendance etc.)
- Governors need to be clear on spending & impact

How is PP used in your school? Has it reduced the attainment gap?

Other Pupil Groups

What are the other key vulnerable groups in your school, and do they differ across year group?

- Don't think about groups in isolation, useful to draw a Venn diagram per year group to help identify cohort characteristics – they can be quite different from year to year (you can do this in SIMS Discover and then set up user-defined groups)
- Each year may have a different blend of issues and characteristics
- Tracking groups vs. tracking individuals – need to do both

How do your vulnerable groups issues link to your school improvement plan?

Key Questions



How does attainment and pupil progress compare to the national average?

Are there any issues related to attainment and pupil progress?

What is being put in place to address these issues?

How can governors best support this activity?

Are there any encouraging or concerning trends?

Are these related to results or pupil progress?

What approaches are being used to tackle any concerning trends?

What impacts are these approaches having?

Key Questions



Are any pupil groups underperforming?

What approaches are being taken to address any issues?

What impact are these approaches having and how can governors stay informed?

How can governors support other areas that require improvement?

How does attendance compare to the national average?

Are there any specific groups of pupils with attendance issues?

Are there any issues with persistent absenteeism?

How can we monitor any attendance issues?