

Understanding School Performance Data (Primary)

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Governors' use of school data

Key questions:

- *Where is my school most successful?*
- *Which areas need to improve?*

To answer these questions, you need access to an externally produced dataset that provides comparative benchmarks, e.g. how does this compare to the rest of the country, to similar schools etc?

Data Analysis Tools to be discussed today

<p>Herts Assessment Profile</p> <p>(produced by HCC)</p> <p><i>(School, LA, district and national data)</i></p>	<p>(EYFS-KS2)</p>
<p>Compare School Performance</p> <p>(produced by DfE)</p> <p><i>(School, LA and national data)</i></p> <p><i>NB this tool is in the public domain</i></p>	<p>(KS2 only – plus some info about pupils on roll, absence, finance etc)</p>
<p>Analyse School Performance – including the Inspection Data Summary Report</p> <p>(produced by Ofsted/DfE)</p> <p><i>(School, LA and national data)</i></p>	<p>(EYFS-KS2, including Phonics)</p>

Key Concepts

- **Attainment**

- standards achieved by pupils at a particular point in time (regardless of starting points)
- often expressed in terms of national expectations

- **Progress**

- a measure of the gains in learning made by pupils between two different points in time (e.g. progress from KS1 to KS2)

NB attainment data and progress data can tell very different stories about a school. Both types of measure are important, although Ofsted give greater weighting to progress.

Hertfordshire Assessment Profile

- Produced by the Business Information Services team within Herts County Council
- Shows data for school, district, county and national – across at least 3 years
- Shows standards of attainment at EYFS, Phonics, KS1 and KS2
- Also shows KS2 Progress
- Shows results for All, Boys/Girls*, Disadvantaged/Non-disadvantaged*
- Headteachers have access and can export the data to share with governors

** results for pupil groups are suppressed where there are 5 or fewer pupils in that group (also suppressed for the inverse group)*

KS2 Attainment

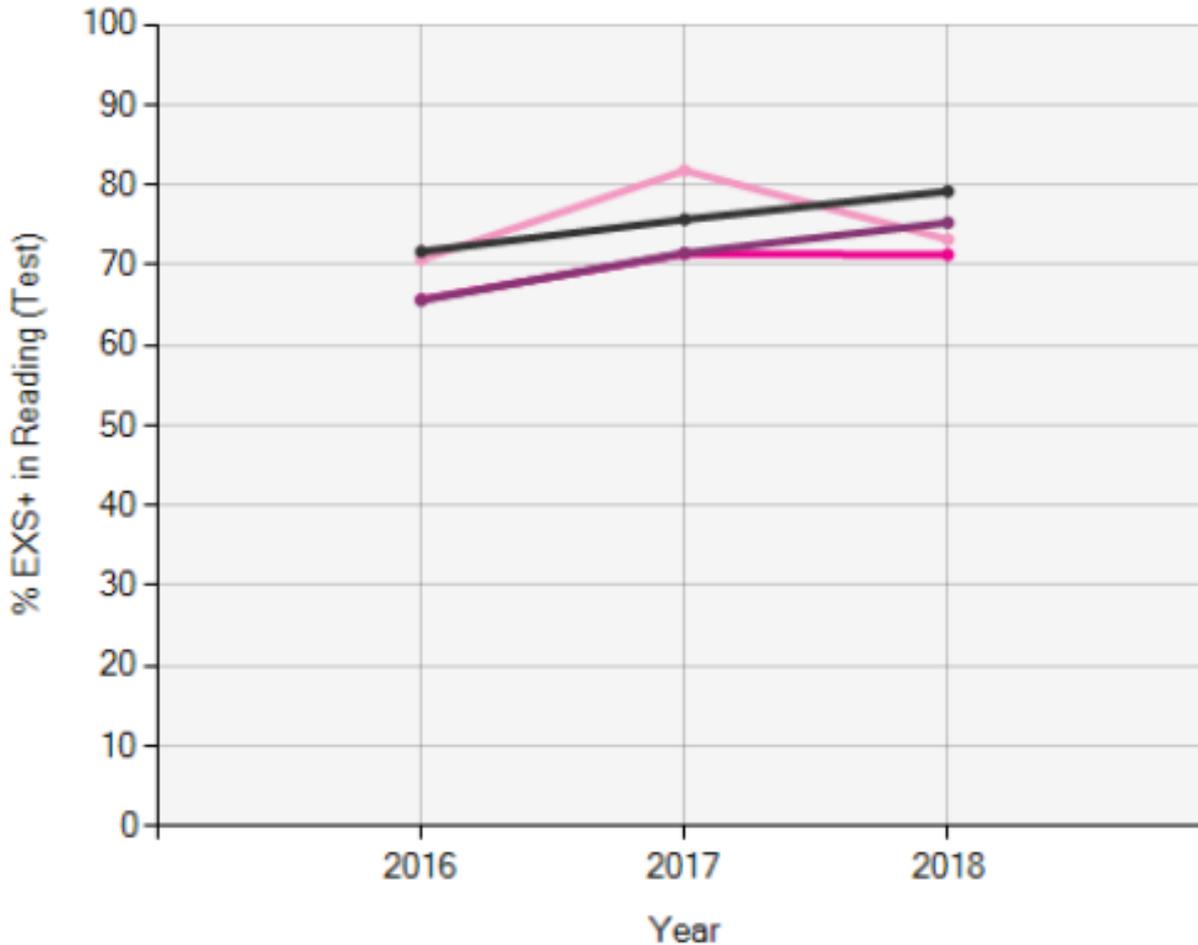
% of pupils reaching the expected standard or above in Reading (Test)			
	2016	2017	2018
i All Pupils EXS+			
	70.7	81.8	73.2
Stevenage District	65.7	71.4	71.3
Hertfordshire	71.7	75.7	79.2
England	65.6	71.5	75.3
i Boys EXS+			
	68.6	80.8	66.7
Stevenage District	63.1	67.8	68.0
Hertfordshire	68.3	71.9	75.5
England	61.8	68.2	71.6
i Girls EXS+			
	73.9	82.8	78.1
Stevenage District	68.5	75.2	75.1
Hertfordshire	75.3	79.8	83.2
England	69.6	74.9	79.2

KS2 Attainment

% of pupils reaching the expected standard or above in Reading (Test)			
	2016	2017	2018
i Disadvantaged EXS+			
	38.5	78.6	66.7
Stevenage District	54.6	64.0	63.2
Hertfordshire	56.5	60.9	64.8
England	N/A	N/A	N/A
i Non-Disadvantaged EXS+			
	74.4	63.6	72.1
Stevenage District	71.2	75.0	74.8
Hertfordshire	76.2	80.0	83.2
England	N/A	N/A	N/A

KS2 Attainment

% of All Pupils reaching the expected standard or above in Reading (Test)



Key:

— School

— District

— Herts

— England

KS2 Progress Scores

Reading Progress Score				
		2016	2017	2018
i All Pupils Progress				
		3.20	2.89	2.20
Three Rivers District		0.36	1.12	0.89
Hertfordshire		0.09	0.24	0.07
England		N/A	N/A	0.00
i Boys Progress				
		2.55	2.84	1.98
Three Rivers District		0.29	1.17	0.58
Hertfordshire			-0.15	-0.45
England			N/A	-0.40
i Girls Progress				
			2.98	2.38
Three Rivers District		1.08	1.06	1.22
Hertfordshire		0.63	0.65	0.61
England		N/A	N/A	0.40

Positive progress scores indicate better than national average progress;
 Negative progress scores indicate below national average progress

KS2 Progress Scores – national distribution (2018)

Percentiles	Reading	Writing	Mathematics
Top 5%	4.0 and above	3.5 and above	4.1 and above
Next 20%	1.7 to 3.9	1.5 to 3.4	1.7 to 4.0
Next 15%	0.8 to 1.6	0.7 to 1.4	0.6 to 1.6
Middle 20%	-0.4 to 0.7	-0.3 to 0.6	-0.6 to 0.5
Next 15%	- 1.3 to -0.5	-1.2 to -0.4	-1.6 to -0.7
Next 20%	-3.7 to -1.4	-3.6 to -1.3	-4.1 to -1.7
Bottom 5%	-3.8 and below	-3.7 and above	-4.2 and below

From Annex B of 'Primary school accountability in 2018' available at www.gov.uk

KS2 Progress across Herts

- Compares children's KS2 outcomes with the average score achieved by children with the same KS1 attainment
- National average progress = 0
- Positive progress scores show above average progress; negative progress scores show below average progress

Herts	2016	2017	2018
Reading	0.1	0.2	0.1*
Writing	0.1	0.1	-0.5*
Maths	-0.5	-0.3	-0.4*

* provisional

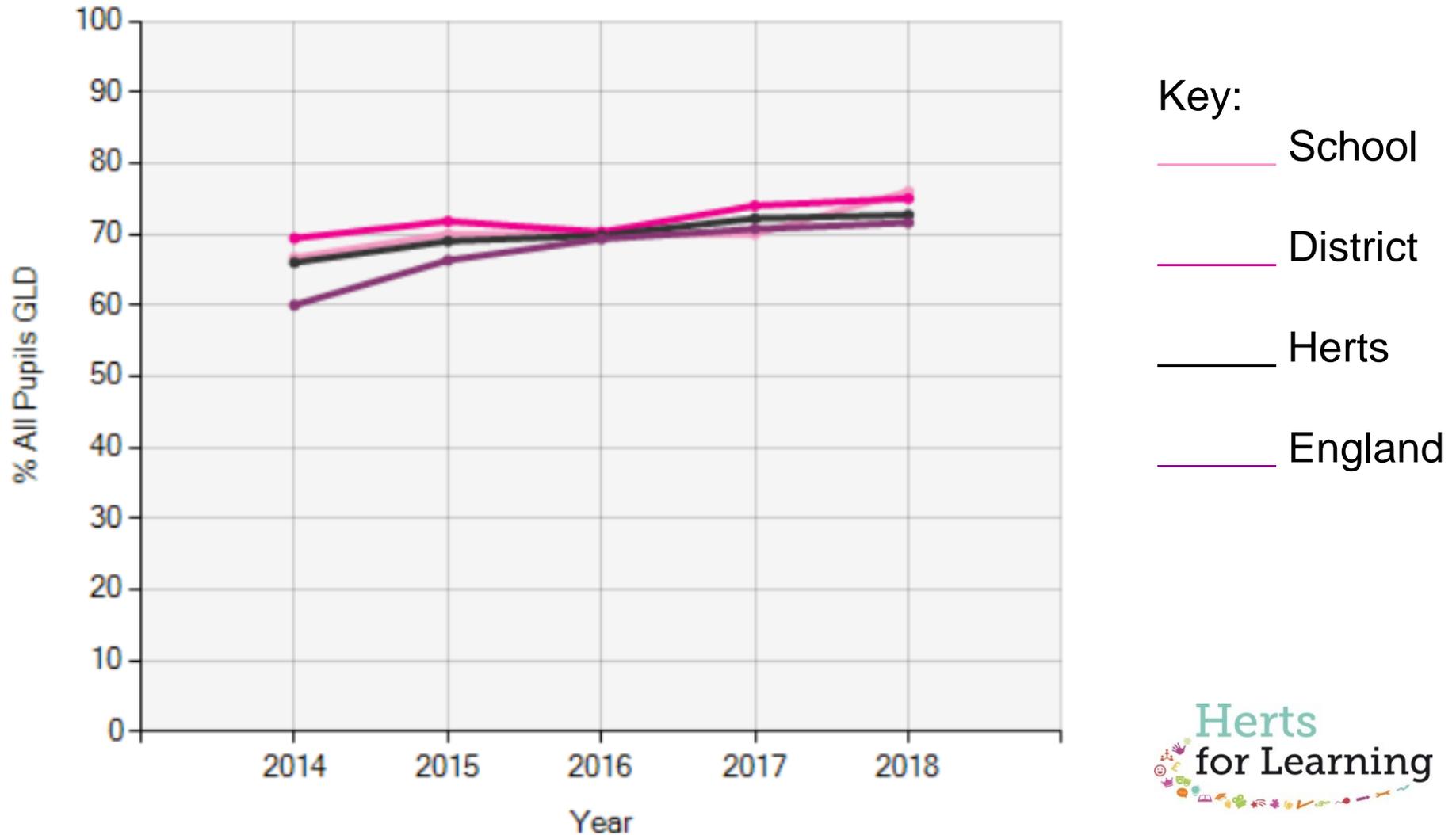
KS2 Progress across Herts

- Overall, national average progress = 0, but there are national variations within groups
- Table below shows 2018 *provisional* progress scores for gender and FSM6/non-FSM6 in Herts and nationally

	Male / Female		FSM6 / Non-FSM6	
	Herts	National	Herts	National
Reading	-0.4 / 0.6	-0.4 / 0.4	-0.9 / 0.3	-0.7 / 0.2
Writing	-1.4 / 0.4	-0.8 / 0.9	-1.5 / -0.2	-0.5 / 0.2
Maths	0.3 / -1.1	0.7 / -0.7	-1.6 / 0.0	-0.6 / 0.2

EYFSP (Herts Assessment Profile)

% of pupils achieving a Good Level of Development



The Early Learning Goals

PRIME AREAS	CL (Communication & Language)	Listening and attention Understanding Speaking
	PD (Physical Development)	Moving and handling Health and self-care
	PSED (Personal, Social and Emotional Development)	Self-confidence and self-awareness Managing feelings and behaviour Making relationships
SPECIFIC AREAS	L (Literacy)	Reading Writing
	M (Mathematics)	Numbers Shape, space and measures
	UW (Understanding the World)	People and communities
		The world
Technology		
EAD (Expressive Arts & Design)	Exploring media and materials	
	Being imaginative	

Areas highlighted contribute to the **GLD** (Good Level of Development)

Data on each ELG can be explored in Herts Assessment Profile

Analyse School Performance (ASP)

- Produced by DfE
- Secure access to Headteachers. Accounts can be created for governors or data can be exported and shared
- 2018 data (unvalidated) has been released for KS2, KS1 and Phonics (although as yet no Disadvantaged data for KS1 or Phonics)
- EYFS data will follow in due course
- KS2 progress scores include measure of statistical significance
- New methodology regarding 'outlier' pupils

Headline KS2 Progress chart in ASP

Progress in reading, writing and maths ?

Reading ?

Number of pupils = 29



[Explore data in detail](#)

 [View pupil breakdown](#)

Writing ?

Number of pupils = 29



[Explore data in detail](#)

Maths ?

Number of pupils = 29



[Explore data in detail](#)

Progress Scores –

positive score means above average progress;
negative score means below average progress

“Statistical significance” – this indicates whether a school’s progress score can be said to be above or below the national average progress, taking into account the everyday variations which can be expected to occur within any dataset. This takes account of the number of pupils included in the progress measure.

(Smaller cohorts are more prone to fluctuations in the data.)

If the score is not statistically significantly different to the national average, it will be described as ‘Average’ in the table.

	Reading	Writing	Maths
Well above national average (about 10% of schools in England)	Progress is sig+; score is 3.4 or above	Progress is sig+; score is 3.0 or above	Progress is sig+; score is 3.4 or above
Above national average (about 10% of schools in England)	Progress is sig+; score below 3.4	Progress is sig+; score below 3.0	Progress is sig+; score below 3.4
Average (about 60% of schools in England)	Not statistically significantly different to national average		
Below national average (about 10% of schools in England)	Progress is sig-; score is above -3.1	Progress is sig-; score is above -2.9	Progress is sig-; score is above -3.4
Well below national average (about 10% of schools in England)	Progress is sig-; score is -3.1 or below	Progress is sig-; score is -2.9 or below	Progress is sig-; score is -3.4 or below

*Key to KS2 Progress bands
(2017 model)*

KS2 progress 'adjusted scores'

Reading ?

Number of pupils = 29

Pupils with adjusted scores = 0



Confidence interval ?

-5.9 to -1.5

 [Explore data in detail](#)

Writing ?

Number of pupils = 29

Pupils with adjusted scores = 3



Confidence interval ?

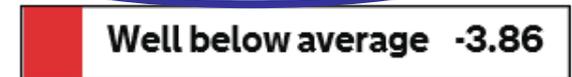
-6.3 to -2.1

 [Explore data in detail](#)

Maths ?

Number of pupils = 29

Pupils with adjusted scores = 1



Confidence interval ?

-5.9 to -1.9

 [Explore data in detail](#)

In 2018, pupils with extremely low progress scores had their scores capped – with the effect that the school's progress score is slightly higher than it would otherwise have been.

For more info, see <https://www.hertsforlearning.co.uk/blog/whats-new-asp>

Statistical outliers in KS2 Progress model

- Capping of progress scores for individuals with extremely low progress scores
- No capping for extremely high progress scores

e.g. for pupils with KS1 APS of 15, in 2018 average reading scaled score=102.93

- if a child in this group achieved a scaled score of 85, this would give them a progress score of -17.93

- this makes them an 'outlier'

- for this PA group, reading progress capped at -15.27, so this becomes their progress score

See 'Primary school accountability in 2018' Annex C

Effect of adjusted scores on pupil groups

[Filters](#)

Breakdown	Maths progress		
	Cohort	Adjusted score ?	Unadjusted score
All pupils	29	-3.86	-4.00
Male ?	14	-3.87	-4.16
Female ?	15	-3.84	-3.84

The smaller the group size, the greater the impact of 1 child.

In this example, 1 child (a boy) has had their progress score adjusted.

This has raised the overall progress score by 0.14

It has raised the progress score for boys by 0.29

KS2 attainment and progress shown by pupil groups

Key stage 2 reading by pupil group									
Breakdown	Reading progress		Reading attainment						
	Cohort	Score ?	Cohort	Achieving the expected standard ?		Achieving a higher standard ?		Average score ?	
				School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	60	-1.25	60	80	71	20	25	104.0	104.1
Male ?	30	-1.80	30	77	68	23	21	103.8	103.4
Female ?	30	-0.70	30	83	75	17	28	104.2	104.9
Ever 6 FSM ?	11	-2.49	11	73	77	18	29	102.7	105.3
SEN with statement or EHC plan ?	0	N/A	0	N/A	71	N/A	25	N/A	104.1

National figures for same group (e.g. comparing your boys to national boys)

National figures for opposite group (e.g. comparing your disadvantaged pupils to national non-disadvantaged)

National figure for All pupils

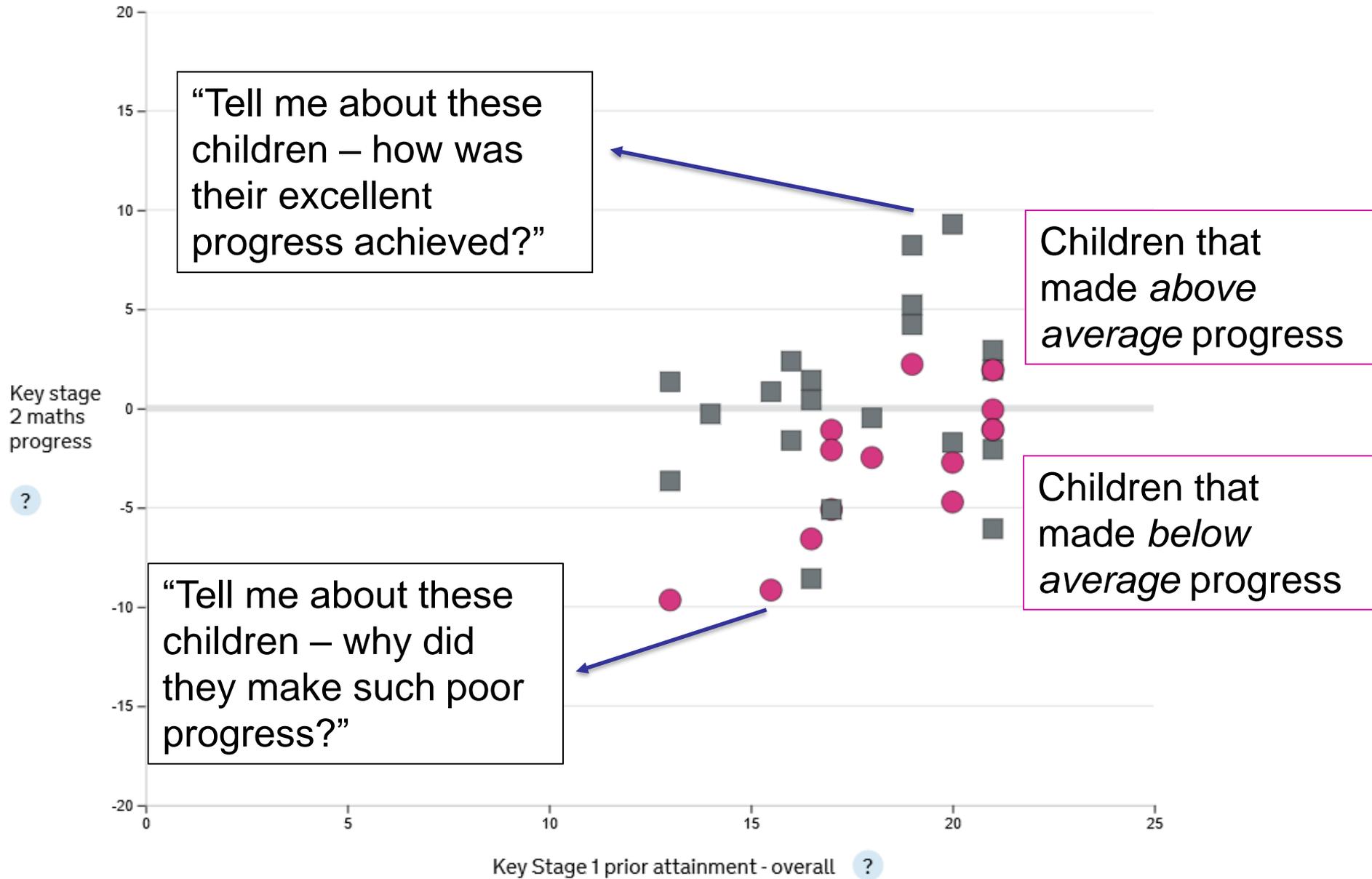
National Benchmarks used for Pupil Groups

- Figure for **equivalent national group** shown in the case of:
Gender, not Disadvantaged (“Other”), no SEN,
On roll in Y5&6, Prior Attainment groups*
- Figure for **opposite national group** shown in the case of:
Disadvantaged, Ever 6 FSM, CLA
- Figure for **all children (national figure)** shown in the case of:
SEN (statement/EHCP or support),
EAL or English first language

* Prior Attainment groups based on KS1 APS:

(Low = APS < 12, Middle: APS ≥ 12 and < 18, High: APS ≥ 18)

KS2 Progress scatterplots



Compare School Performance

- Produced by DfE
- Completely in the public domain
- Attainment data – just KS2 validated. No KS1 or EYFS data shown
- Ability to create your own bespoke school comparison table
- Latest Ofsted ratings
- Data on pupil population and absences
- Data on school spending & staffing
- <https://www.compare-school-performance.service.gov.uk>

School Comparison List (3 schools selected)

Looking at

Overall performance

Show

All pupils

Overall performance at the end of primary school in 2016 - all pupils

School name	Type of school	% of pupils meeting the expected standard	Progress score & description			% of pupils achieving at a higher standard	Average score in reading	Average score in maths
			Reading	Writing	Maths			
School 1	Maintained School	68%	Above average 2.9	Average 0.1	Average 0.3	6%	107	105
School 2	Maintained School	53%	Average 2.3	Well above average 4	Well above average 3.9	5%	101	103
School 3	Maintained School	47%	Above average 1.8	Well above average 4.4	Average 0.7	3%	101	101

Key follow-up questions

- How do our results compare to similar schools?
- Why did this result happen this year?
- Was it expected?
- What strategies contributed to this outcome?
- How well have we done against our key priorities in the school development plan?
- Are there any key lessons to be learnt from these results?
- How should these results inform future priorities in our school development plan?

I hope you have found this session useful.

Any questions?

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