

2022 Inspection Data Summary Report (IDSR) external newsletter

28 February 2022

Schools Pre-Inspection Data & Insight Team, Ofsted

Welcome to the Schools Pre-Inspection Data & Insight Team's second newsletter. Your one-stop pre-inspection shop for all your questions on the newly redeveloped inspection data summary report (**IDSR**) and release.

In this edition:

- New Ofsted IDSR release & new link
- IDSR is now web based
- Improved content
- What data has been updated
- Guidance & training
- What's next

New Ofsted IDSR release & new link

We have been updating and redeveloping the IDSR and have released it today: **28 February 2022**.

You will be able to access it directly through our **new** Ofsted IDSR service:

<https://idsr.ofsted.gov.uk/>

Please bookmark or favourite this new link for future ongoing use.

The new Ofsted IDSR service is still located on DfE Sign-in and your account details will not have changed.

You will still be able to access the IDSR through a link in DfE's Analyse School Performance (ASP) as well as the direct link. **We advise those who have access to more than one school to use our direct link.**

Should you have any IDSR or Ofsted IDSR service queries, please contact the schools pre-inspection data and insight team at

School.Performance.Data@ofsted.gov.uk

IDSR is now web-based

We have completely redeveloped the IDSR which now resides on a new web service within DfE Sign-in.

- It is now in web-based format and no longer a PDF. This brings the IDSR in line with other government pages, is more user friendly and is accessible. You can still **print** and **download** the IDSR to a *secure and restricted* location, meaning you can still view and use the IDSR offline.
- It is now much easier to navigate through the IDSR with links to content sections and 'back to top' for ease of use. Where applicable we have fully

integrated and redeveloped the school sixth form content. More detail of this later in the newsletter.

- There is now expandable guidance that can be read without having to leave the site and a link to our full in depth guidance on GOV.UK.

If you want to use the IDSR offline you have several options.

- Option 1 – click the 'download this page' button located at the top of the web page. This will download the HTML page automatically to your downloads folder where it will now not rely on internet connection to view and share it.
- Option 2 – click the 'print this page' button. This will take you to the print configuration page where you can print as a hard copy document.
- Option 3 – click the 'print this page' button. This will take you to the print configuration page where under printer you can select 'save as pdf'. This will convert the page into a PDF which can then be saved and shared. (Please note that this is reliant on you having the correct up to date software. Older versions may not support this functionality.)

Improved content

For the last year, we have been working to improve the consistency between the school sixth form data and other data in the IDSR. We have taken the opportunity to have a close look at how we could improve the layout and how we present data more accessibly. We also held some excellent focus groups (internal and external) which has helped us in our redesign. In doing so we looked at the IDSR as a whole and modified how we display data so it is accessible and clearer for all users. We have also added new data that was available and were advised would be beneficial for inspector planning and time saving.

Some examples are shown on the next page.

More accessible

Destinations

Key stage 4

	2016/17 (147 pupils in scope)	2017/18 (143 pupils in scope)	2018/19 (113 pupils in scope)
Sustained education, employment or training	Average 91%	Sig below 90%	Average 93%
Any sustained education	Average 88%	Average 90%	Average 92%
Further education	Average 31%	Sig below 22%	Average 31%
School sixth form	Sig above 46%	Sig above 60%	Average 43%
Sixth form college	Average 11%	Average 8%	Average 16%
Other education	Average 1%	Average 0%	Average 2%
Sustained employment	Average 3%	Average 0%	Average 0%
Destination not sustained	Average 7%	Average 8%	Average 5%
Activity not captured	Average 2%	Average 2%	Average 2%

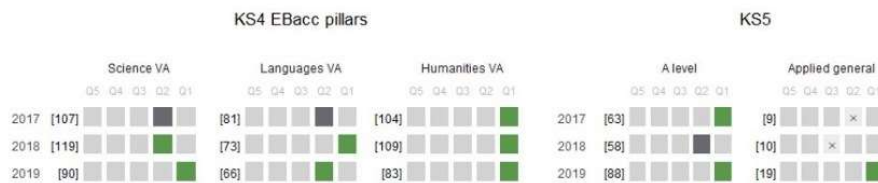
[Guidance](#)

Key stage 5

	2016/17 (33 pupils in scope)	2017/18 (40 pupils in scope)	2018/19 (51 pupils in scope)
Sustained education, employment or training	Average 88%	Average 88%	Sig above 92%
Any sustained education	Sig above 76%	Sig above 78%	Sig above 82%
Higher education	Sig above 73%	Sig above 78%	Sig above 76%
Further education	Average 0%	Average 0%	Average 0%
Other education	Average 3%	Average 0%	Average 6%

Value added three-year trend

■ Significantly above national
 ■ Significantly below national
 Q1 Highest quintile
 Q5 Lowest quintile
 X Small cohort



[Table](#)

Measure	Year	Cohort	Quintile	Significance
Science VA	2017	107	2	Not significant
Science VA	2018	119	2	Significantly above
Science VA	2019	90	1	Significantly above
Languages VA	2017	81	2	Not significant
Languages VA	2018	73	1	Significantly above
Languages VA	2019	66	2	Significantly above
Humanities VA	2017	104	1	Significantly above
Humanities VA	2018	109	1	Significantly above

New data

Suspensions & permanent exclusions

Whole school

- For the whole school, there is nothing significant or exceptional to highlight for total suspensions compared to either all schools or schools with a similar level of deprivation in 2019/20, therefore no conclusions can be drawn from this data.
- For the whole school, there is nothing significant or exceptional to highlight for repeat suspensions compared to either all schools or schools with a similar level of deprivation in 2019/20, therefore no conclusions can be drawn from this data.
- Of the 59 pupils in the whole school with at least one suspension in 2019/20, 27% were suspended on more than one occasion and none received 10 or more suspensions during the year.
- Of the 88 total suspensions in the whole school in 2019/20, the following reasons each accounted for more than 10%: **physical assault against a pupil** (37), unspecified reasons (14).
- There was 1 permanent exclusion in the whole school in 2019/20. The national average for this year was 1. There was also 1 in 2018/19 and 5 in 2017/18.
- The 1 permanent exclusion in the whole school in 2019/20 was for **unspecified reasons**.

► [Guidance](#)

Key stage 5

- There were no students in key stage 5 suspended at least once in 2019/20. The national average for this year was 1. There were none in 2018/19 either but there were 2 in 2017/18.
- There were no permanent exclusions at key stage 5 in 2019/20. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.

► [Guidance](#)

[Back to top](#)

Subject entries at key stage 5 – level 3



Subject cluster	Subject	Qualification type	2018 entries	2019 entries	2021 entries
Art & design	Art and Design	A level		1	
Business, Administration & finance	Business Studies	Applied general	9	19	22
	Economics	A level	5	11	7
English	English Literature	A level	3	10	8
General studies	Study Skills	Other academic			2
Humanities	Geography	A level	3	10	
	History	A level	2	7	8
Mathematics & statistics	Mathematics	A level	10	8	20
	Mathematics (Further)	A level			4
Media	Media/Film/Tv Studies	A level		5	12
Performing arts	Drama and Theatre Studies	A level		3	
Science	Biology	A level	6	6	9
	Chemistry	A level	3	3	10
	Computer Studies / Computing	A level	4	3	9
	Physics	A level			8
Social studies	Government and Politics	A level			9
	Psychology	A level	8	13	9
	Sociology	A level	8	8	22

► [Guidance](#)

[Back to top](#)

KS5 now alongside KS4

Progress

Progress at key stage 4

- Overall Progress 8 (0.4) was significantly **above** the national average and in the **highest 20%** of all schools in 2019 as well as in 2018 and 2017.
- *There is nothing significant or exceptional to highlight for the English element of Progress 8 in 2019, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for the mathematics element of Progress 8 in 2019, therefore no conclusions can be drawn from this data.*
- The EBacc element of Progress 8 (0.7) was significantly **above** the national average and in the **highest 20%** of all schools in 2019 as well as in 2018 and 2017.
- *There is nothing significant or exceptional to highlight for the open element of Progress 8 in 2019, therefore no conclusions can be drawn from this data.*

► [Guidance](#)

Progress at key stage 5

- In 2019, the value-added score (0.5) was significantly **above** the national average and in the **highest 10%** in **A level**
- *There is nothing significant or exceptional to highlight for value added at AS level in 2019, therefore no conclusions can be drawn from this data.*
- In 2019, the value-added score (0.7) was significantly **above** the national average and in the **highest 10%** in **applied general**

► [Guidance](#)

[Back to top](#)

SEND characteristics 2021

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 175

SEND primary need	SEND support (200)													Total
	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	
Specific Learning Difficulty	0	0	0	0	2	0	4	0	4	1	9	1	0	21
Moderate Learning Difficulty	0	0	0	0	0	1	5	3	3	1	3	0	1	17
Social, Emotional and Mental Health	1	1	0	0	1	0	7	8	12	7	12	0	1	50
Speech, Language and Communication Needs	0	2	1	6	8	6	8	9	8	9	5	1	0	63
Hearing Impairment	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Visual Impairment	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Physical Disability	0	1	0	0	0	1	1	1	0	0	0	0	0	4
Autistic Spectrum Disorder	2	3	1	0	0	0	2	1	2	2	0	0	0	13
School Support NSA	2	0	0	1	1	0	3	9	4	1	0	0	0	21
Other Difficulty/Disability	0	0	1	0	0	0	0	3	1	3	1	0	0	9
Year group totals	5	8	3	7	12	8	28	36	33	24	32	2	2	200

SEND primary need	EHC Plan (33)													Total
	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	
Specific Learning Difficulty	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Moderate Learning Difficulty	0	0	0	0	0	0	4	2	0	0	1	0	0	7
Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Social, Emotional and Mental Health	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Speech, Language and Communication Needs	0	0	1	1	0	0	1	1	1	4	0	0	0	9
Hearing Impairment	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Autistic Spectrum Disorder	0	1	1	2	0	1	1	0	2	0	0	1	1	10
Other Difficulty/Disability	0	0	0	0	0	0	1	0	0	0	1	0	0	2
Year group totals	0	1	2	3	0	1	7	4	3	4	6	1	1	33

► [Guidance](#)

[Back to top](#)

What data has been updated?

The following has been updated in this release:

- Key stage 4 subject entries (new heatmap)
- Key stage 5 2021 subject entries level 3 data (new heatmap and cluster information)
- Key stage 5 exclusion data
- New whole school context for school sixth forms
- New context data for years 12 and 13
- Key stage 4 and key stage 5 (expanded to three years) revised 2018/19 destinations data
- Key stage 5 ethnicity data
- Pupil movement

All performance-related data within the IDSR still relates to 2019. The Government announced that it will not publish any school or college level educational performance data based on tests, assessments or exams.

Guidance

We have updated our guidance document for the IDSR on GOV.UK:

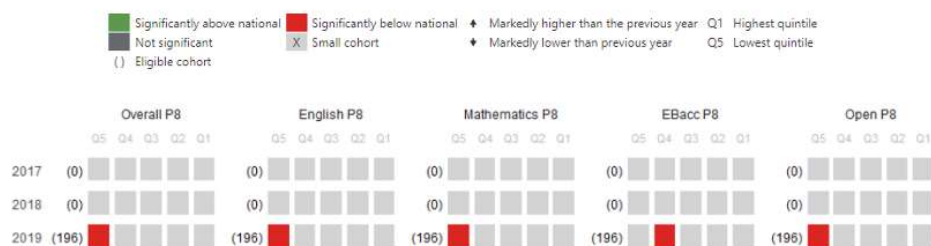
<https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide>.

This includes a sentence master list and supporting data tables in accessible ODS format.

You have access to:

- new expandable on screen guidance
- enhanced GOV.UK guidance which will now incorporate school sixth form guidance.

Progress 8 three-year trend



[Table](#)

[Guidance](#)

This chart shows how the school has performed compared to other schools nationally for overall Progress 8 and for each of the Progress 8 elements for each of the last 3 years. If progress is statistically significantly different to national, this is indicated. Significance is calculated for cohorts of 11 or more. Additionally, if progress has increased or decreased between 2017 and 2018, or 2018 and 2019, this is indicated.

Online guidance can be found [here](#).

What's next?

- More follow up focus groups and survey for your feedback.
- Utilise your feedback for future iterations of the IDSR as we include other backlog developments that we couldn't include this time.

If you have any comments, questions, feedback or would like to be involved in the follow up focus groups, please email the team:

School.Performance.Data@ofsted.gov.uk