

Guidance for the inspection data summary report

This guide gives an overview of the data contained in the inspection data summary report (IDSR) for primary and secondary schools and information to assist in interpreting the charts.

For guidance on detailed areas to investigate, see the 'Areas to investigate guidance' document also held on GOV.UK.¹

¹ www.gov.uk/government/publications/using-ofsted-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4

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General information

This guide provides an overview of the inspection data summary report (IDSR) and information to assist in interpreting the charts.

The IDSR is a tool showing historical data for inspectors to use when preparing for inspections. During inspection, inspectors will give most weight to the outcomes, attendance and behaviour of pupils currently in the school, taking account also of historical data.

The IDSR is designed to show how well previous cohorts showed characteristics of good or better performance. It contains a brief overview of 2017 data using clear visual displays. Anonymous primary and secondary IDSRs are available.²

Schools' IDSRs will be updated following each analyse school performance (ASP) release. The current IDSR shows 2017 revised (or amended) data for primary, and provisional (or unamended) data for secondary.

Schools can access their IDSR by logging into ASP,³ clicking on the 'list of reports' link and clicking on the 'Inspection data summary reports' tab.

IDSRs have been produced for all schools that have data and have an ASP summary report. For queries about locating an IDSR, please contact enquiries@ofsted.gov.uk.

Data sources

Ofsted receives the following datasets from the Department for Education to produce the IDSR. The data is supplied and held securely, and is used to calculate school, local authority and national level data. Pupil level data provided does not contain names or addresses, and is not shared with inspectors at any point.

1. National Pupil Database extracts relating to:
 - a. January school census to populate contextual sections
 - b. Phonics and key stage 1 data
 - c. Early Years Foundation Stage profile data.
2. Performance tables datasets for:
 - a. Key stage 2
 - b. Key stage 4

² www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4.

³ sa.education.gov.uk/idp/Authn/UserPassword

c. Key stage 5

3. Absence and exclusions school level data.

Special schools

Data is shown for special schools. However, due to the varied outcomes of pupils in special schools, percentile rank information has not been calculated. Therefore, special schools do not have a trend page or shading on progress pages.

Data content and presentation

The IDSR contains data for context, trends over time, progress and attainment. It presents progress data from the main starting points. The disadvantaged group is also shown.

Inspectors should not report separately on small numbers (typically fewer than five) where individual pupils could be identified. Progress and attainment figures based on 10 or fewer pupils are displayed in grey throughout the report.

Averages and percentages for small cohorts are more affected by the performance of individual pupils. In order to inform areas to investigate on inspection, inspectors should look at:

- How cohorts have performed across time to see if there has been a consistent trend.
- The distribution of scores within a cohort, using the scatterplots in the IDSR. This includes identifying whether all pupils in the cohort were above or below similar pupils nationally.

No one data measure should lead to an overall judgement; these will inform areas to investigate on inspection. Therefore single measures, particularly about small cohorts, should only be commented on in the context of a range of measures and information.

The IDSR is best viewed on screen or printed in colour. Some content may not be as clear when printed in greyscale.

Missing data

There are a few possible reasons why data for some years is not shown for a particular measure:

- The measure did not exist, was defined differently or was not available to Ofsted for that year. If this is the case, the data is shown as a dash.

- The school had no pupils for a particular measure in that year. If this is the case, the cohort will be shown as a 0 and a dash will be shown for the measure.
- If the school recently changed legal status, i.e. from a local authority maintained school to a sponsor-led academy, the data may be shown under the predecessor school name or URN in ASP.

National figures

The national figures may differ from national figures published in the Department for Education performance tables and ASP due to decimal precision selected for display.

The national figures are calculated based on state-funded schools. For the disadvantaged group, the national is displayed for all pupils followed by the national for other pupils (those who are not disadvantaged).

Cohorts/ number of pupils included

Cohorts display the total number of pupils based on the group and year of the measure presented.

For measures where all of the pupils were entered, the cohort shows the number of pupils the measure is based on. For some measures, it is used as the denominator for percentages. For example, the cohort shown below the key stage 2 attainment charts relates to the denominator for the percentage of pupils attaining the expected standard.

Please note that, as in ASP, if there have been any leavers and joiners then the cohort number shown on progress and attainment data will not necessarily match the context section. The context section is based on a snapshot of the day the school census was taken in January 2017. In addition, the 'number of pupils included' on progress pages is based on only those pupils with prior attainment information.

Areas to investigate

The areas to investigate are shown on the front page of the IDSR. These replace the previous strengths and weaknesses. Some areas to investigate are calculated using the latest three years to show any trends. Others are calculated based on only the latest year of data shown in the IDSR.

In addition, for secondary school inspections, Ofsted data analysts support inspectors to ensure consistency in the use of data. This is not shown in the version of the IDSR that schools can access, and it is only available to inspectors for upcoming inspections.

The areas to investigate indicate what inspectors may need to study on inspection, and may include positive areas. They can show when a school's relative performance

is higher or lower, consistencies across subjects, and how particular groups or subjects in a school are performing.

The areas to investigate are based on statements related to historical data in the grade descriptors and handbook. It is possible that there will be no areas to investigate flagged for a school.

Some sentences are customised to specify only the subjects and groups that meet the criteria of the sentence.

Further detail about how the areas to investigate have been calculated can be found in the 'Areas to investigate guidance' document also held on GOV.UK.⁴

Floor standards and coasting

The definitions for floor standards and coasting can be found at: www.gov.uk/government/publications/school-and-college-performance-tables-2016-statement-of-intent.

For key stage 4, 2016 data is currently shown. This is because schools are not measured against 2017 floor standards and coasting until the revised data is released in the IDSR.

⁴ www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4

The data for the school is shown in the left column.

The pink section shows the definition for floor standards in 2016 and the 2016 coasting element.

2016	School	Floor	Coasting
Expected+ RWM %	56	(65)	(85)
Reading progress	2.2	(-5)	(-2.5)
Writing progress	6.7	(-7)	(-3.5)
Maths progress	2.5	(-5)	(-2.5)

Below floor standards in 2016?
To be above the floor, the school needs to meet either the attainment or all of the progress element

School coasting in 2016?
The 'coasting' definition covers school performance over 3 years. A school is identified as coasting if:

- in 2014 and 2015, fewer than 85% of pupils achieved level 4 in reading, writing and mathematics and below the median percentage of pupils made expected progress in all of reading, writing and mathematics, and
- in 2016, fewer than 85% of children achieved the new expected standard and average progress made by pupils in reading or writing or mathematics was below the level set against the new primary progress measures (shown in pink above).

Coasting element 2014 2015 2016

For coasting element definitions see <https://www.gov.uk/government/publications/school-and-college-performance-tables-statements-of-intent>

'No' is shown if the school was above the floor or coasting definitions. 'Yes' is shown if the school was below. NA may also be shown (see reasons below)

The three latest years are shown in green if the school was above the coasting element, and red if the school was below the coasting element for that year.

'-' or no colour on the coasting elements may be shown for the following reasons:

- for key stage 4, if the cohort was less than six in 2016, or less than 11 in 2015 or 2014
- for key stage 2, if the cohort was less than 11
- for coasting, if the school was not eligible for any of the three years. For example, if the school was not open in 2014, NA will be shown under the coasting definition.

Context in 2016/17

The context page displays information about the whole school in 2016/17, taken from the January 2017 school census.

Ethnicity

The ethnicity chart shows the percentage of pupils in the school in each ethnicity group where there are 5% or more of the cohort in that group. All other groups are shown together in the 'other' segment.

The pie chart may not add up to 100% due to rounding of each group.

School level trends

The table shows the following information for 2015, 2016 and 2017:

- the percentage of girls in the school
- the percentage of pupils in receipt of free school meals (FSM). These pupils are those who are, or have been, eligible for free school meals and have claimed them at some time in the last six years (Reception to Year 11) at the time of the January census.
- the percentage of pupils whose first language is not English or believed to be other than English
- the percentage of pupils who have special educational needs who do not have a statement of special educational needs or a education, health and care (EHC) plan (SEN support')
- the percentage of pupils who have special educational needs and who have a statement of SEN or EHC plan
- the school deprivation indicator based on the 2015 Index of Income Deprivation Affecting Children
- The number of pupils on roll.

Quintile boxes are used to compare the latest year to the national distribution for each group.

Year group data

The data relates to the 2017 January school census, so 'year 6' data will relate to those pupils who were in year 6 at the time of the census.

Percentage of girls, pupils receiving free school meals and pupils who have special educational needs

The table shows the following information broken down by year group:

- number on roll
- the percentage of girls in the school

- the percentage of pupils in receipt of free school meals (FSM). These pupils are those who are, or have been, eligible for free school meals and have claimed them at some time in the last six years (Reception to Year 11) at the time of the January census.
- the percentage of pupils whose first language is not English or believed to be other than English (EAL)
- the percentage of pupils who have special educational needs. This includes pupils with a statement of SEN, EHC plan or school support.
- The number of children looked after (CLA). This shows the number of pupils in the school who are also children looked after in 2017, by year group.

The national figures show data for phase overall (such as primary), and not for each year group.

Prior attainment

Prior attainment is provided separately for reading, writing and mathematics where available. This is to show any differences between subjects and year groups. The percentage of pupils in each year group for whom prior attainment data is not available is also shown.

Prior attainment in reading and in writing for Years 1 and 2 is based on the percentage who achieved at least the expected level in the early years foundation stage profile early learning goal. Prior attainment in mathematics for Years 1 and 2 is based on the percentage who achieved at least the expected level in both of the mathematics early learning goals (Numbers and Shape, space and measures).

Prior attainment for Year 3 is based on the percentage who achieved at least the expected standard at key stage 1.

Prior attainment for Years 4 to 6 is calculated using points equivalent to whole levels, because it is based on key stage 1 teacher assessment.

Prior attainment for mathematics for years 8 to 11 is calculated using fine points scores. Prior attainment for reading and writing in Years 8, 9 and 10 is calculated using points equivalent to whole levels, while English and mathematics prior attainment is calculated using fine points scores. In all cases, teacher assessment is used to determine the level where a valid test result is not available. For year 11 there is no writing data because there were no separate reading and writing outcomes at key stage 2.

Prior attainment differences are underlined when they are more than one standard deviation away from the national figure. This means that they are further away from the average than expected. Prior attainment differences are underlined twice when

they are more than two standard deviations from the national. This means that they are twice as far from the average as expected.

Trends over time

This section shows how the school has performed compared with other schools nationally on each subject over the last three years, regardless of the methodology at the time. Percentile ranks are shown for each year, with a clear indication of the position in terms of the quintile, where each quintile represents 20% of schools. Red borders will indicate where a figure was, statistically, significantly below the national average. Green borders will indicate where a figure was, statistically, significantly above the national average. As in the rest of the report, figures are displayed in grey when they are based on 10 or fewer pupils.

Disadvantaged pupils are ranked against all school's disadvantaged pupil groups.

The 2015 quintiles and percentages are based on value-added measures, whereas the 2016 and 2017 quintiles and percentages are based on progress measures. There is no 2015 data for the Progress 8 elements. This is because in 2015 schools had to opt-in in order to receive Progress 8 scores in this year. Data is shown for 2016 and 2017 when all scores used this measure.

Quintile and decile boundaries can be found in the Inspection data summary report: quintile and decile boundaries file.⁵

Secondary measures

Progress 8

Progress 8 (P8) aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure. Pupils' results are compared to the actual Attainment 8 (A8) of other pupils with the same prior attainment. Detailed methodology and worked examples can be found in the Department for Education's document 'Progress 8 measure in 2016, 2017 and 2018'⁶. It also includes information about the P8 floor standard.

Charts show the 2017 scores for overall P8 and the English, mathematics, EBacc and open P8 elements for the key groups. P8 scores are given in the tables and displayed visually with a plotted point in the charts. The national figure for P8 is zero. The cohort shows the number of pupils for whom P8 was calculated, because they had prior attainment at key stage 2. It may be lower than the cohort for A8 because some of the pupils had no prior attainment.

⁵https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674265/quintile_and_decile_boundaries_used_in_IDSR.xlsx

⁶ <https://www.gov.uk/government/publications/progress-8-school-performance-measure>

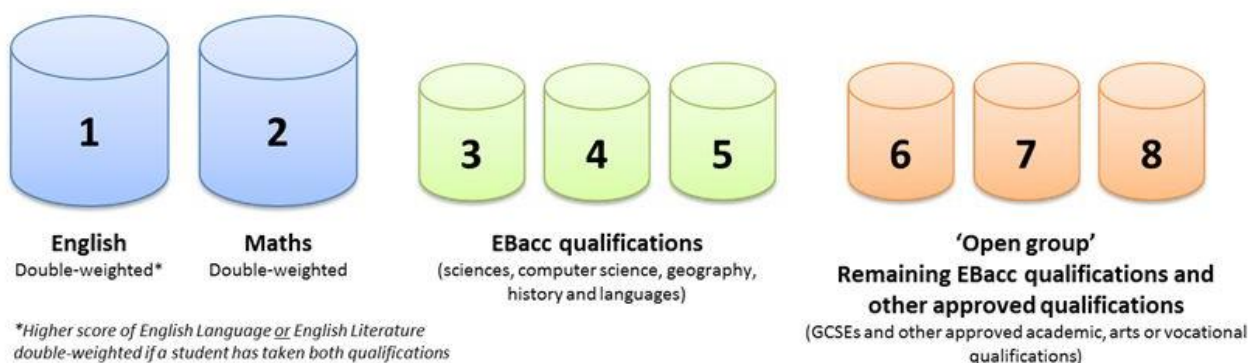
The confidence interval around a P8 score is shown by the length of the line above the point, and by the length of the line below the point. It indicates the range of uncertainty around the score. Confidence intervals should be taken into account when making comparisons with national averages.

Where the whole of the confidence interval is above the 0 line, the P8 score is significantly above average (sig+). The P8 score can then be described as above average. If the confidence interval is wholly below the 0 line, the P8 score is significantly below average (sig-). The P8 score can then be described as below average. Otherwise, the P8 score is not significantly different from 0. The calculation of areas to investigate uses the significance values based on these confidence intervals.

Charts use four different scales based on the widest confidence interval in each type of grouping: all pupils, SEN groups, disadvantaged/other and gender. Within each type of grouping, the scale is the same to aid comparison.

Attainment 8

Attainment 8 (A8) measures the attainment of a pupil across 8 subjects including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.



Charts show the 2017 scores for overall A8 and the English, mathematics, EBacc, open GCSE and open non-GCSE A8 elements for the key groups.

The bars for the English and mathematics elements show the double-weighted score that contributes to the overall score. The bar for the open element shows the non-GCSE score below the GCSE score. The scores for each element add up to the overall A8 score.

The Grade difference is calculated as the difference between the school's or group's attainment and national average attainment. This is shown as the average difference in grade for all pupils (across all eight subjects for Attainment 8). For example, a

grade difference of -0.5 means that on average, pupils in the school are achieving half a grade lower than pupils nationally in that subject (or overall).

Every pupil is included in for the calculation for overall A8 and its elements. Entries show the percentage of pupils entered for the English and mathematics elements, and the average number of subject entries that contributed to the EBacc and open elements.

The numbers in the entries row at the base of the Attainment 8 charts are, for each pupil group, the average number of entries in the three pillars of science, languages and humanities. The maximum number is therefore 3, which indicates that all pupils in the group or cohort were entered for at least one subject in each pillar.

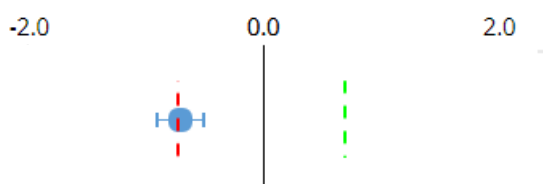
The threshold charts that follow on from the Attainment 8 charts display the grade C threshold measure for science, languages and humanities for the key pupil groups.

To meet the criteria for the science element of the 2017 EBacc attainment threshold, a pupil must either take:

- Core and additional Science, and achieve A*-C in both
- Three individual sciences, and achieve A*-C grades in two
- Double science and achieve A*A* to CC grades

Value added

Value added (VA) scores are given for key stage 4 science, languages and humanities; they are plotted with a point in the charts. The confidence interval around a score is shown by the length of the line to the left of the point, and by the length of the line to the right of the point. It indicates the range of uncertainty around the score.



Confidence intervals should be taken into account when making comparisons with national averages. The national figure for VA is zero. Where the whole of the confidence interval is above the zero line, the VA is significantly above average (sig+). The VA can then be described as above national. If the confidence interval is wholly below the zero line, the VA is significantly below average (sig-). The VA can then be described as below national. Otherwise, the VA is not significantly different from 0. The calculation of areas to investigate uses the significance values based on these confidence intervals.

The charts enable comparison of the VA for groups with the national average for all pupils. They do not show whether VA has risen or fallen significantly since the previous year.

When considering charts for different groups or subjects, any differences of scale should be taken into account. Due to the variability of confidence intervals across groups and subjects, each chart uses a dynamic scale to display the data, based on the widest confidence interval to be shown. At key stage 4, the cohort size shown for science, languages and humanities is the number of pupils entered for that EBacc subject area who had key stage 2 prior attainment data. The coverage figures show that number expressed as a percentage of all pupils in the year group, whether or not they had key stage 2 prior attainment data.

GCSE and equivalent

Since August 2017, GCSEs in England have a new 9-1 grading scale which replaces the previous A* to G scale. 9 is the highest grade and is awarded to fewer students than the previous A*. The bottom of the new grade 4, which is a standard pass, is equivalent to the bottom of the old grade C. The new grade 5 is a strong pass.

The GCSE and equivalent result pages show both results by pupils achieving 4+ and pupils achieving 5+ for each subject. They show how the school compares to the national average for both grade boundaries, including a breakdown by prior attainment. As in the rest of the report, figures are displayed in grey when they are based on 10 or fewer pupils.

Non-GCSE average attainment scores are an average of all qualification scores excluding GCSEs, AS levels, free standing mathematics and asset languages.

Primary measures

Key stage 2 progress

The progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school. They are a type of value-added measure. This means that pupils' results are compared with the actual achievements of other pupils nationally with similar prior attainment. Zero is the national average progress score for all pupils and for each prior attainment group.

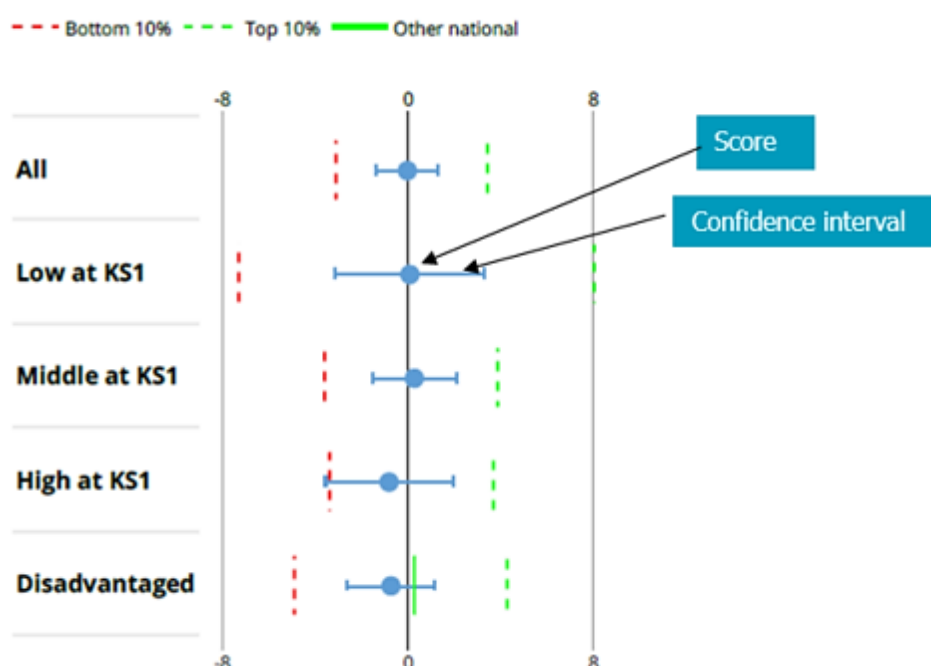
School's progress scores in English reading, English writing and mathematics are calculated as the average of the progress scores obtained by the pupils of the school. These scores give an indication of whether, as a group, pupils in the school made above or below average progress in a subject compared with pupils with similar starting points in other schools.

Progress scores are calculated by first assigning pupils into groups with other pupils nationally with similar key stage 1 prior attainment. An average key stage 2 scaled score is calculated for each prior attainment group. The progress score is the

difference between the pupil’s actual key stage 2 outcome and the average for all other pupils nationally in the same prior attainment group. A school’s progress score for a subject is the mean average of its pupils’ progress scores in that subject.

More information on the primary school accountability measures is available at: www.gov.uk/government/publications/primary-school-accountability.

The IDSR shows the progress score with its confidence interval. The confidence interval around a score is shown by the length of the line above the point, and by the length of the line below the point. It indicates the range of uncertainty around the score.



Confidence intervals should be taken into account when making comparisons with national averages.

Where the whole of the confidence interval is above zero, the score is significantly above average (sig+). If the confidence interval is wholly below the zero line, the score is significantly below average (sig-). Otherwise, the score is not significantly different from zero. The calculation of areas to investigate uses the significance values based on these confidence intervals.

Key stage 1 and 2 attainment

For reading, English grammar, punctuation and spelling (EGPS) and mathematics, test results are used to determine if pupils are meeting the expected standard. The pupils’ raw test scores are mapped to scaled scores. The conversion tables are available at: www.gov.uk/guidance/scaled-scores-at-key-stage-2.

All scaled scores are between 80 and 120. A scaled score of 100 represents the expected standard in the test. Therefore, pupils scoring 100 or more will have met the expected standard of the test. A score of 99 means that a pupil has not met the expected standard. For 2017, a score of 110 means that a pupil has met the high standard.

Writing and science data is based on teacher assessments. The interim teacher assessment frameworks are available at:

www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-2.

Key stage 1 prior attainment refers to the pupil's EYFS outcome (which differs from the rest of the report where it is overall prior attainment). The mathematics EYFS outcome is a bespoke measure calculated for this report. Where the two mathematics EYFSP measures of Numbers and Shape, space and measures are not the same, the lowest is taken. The child has to have at least a two in both areas to be classified as meeting the expected standard and three in both areas to be exceeding.

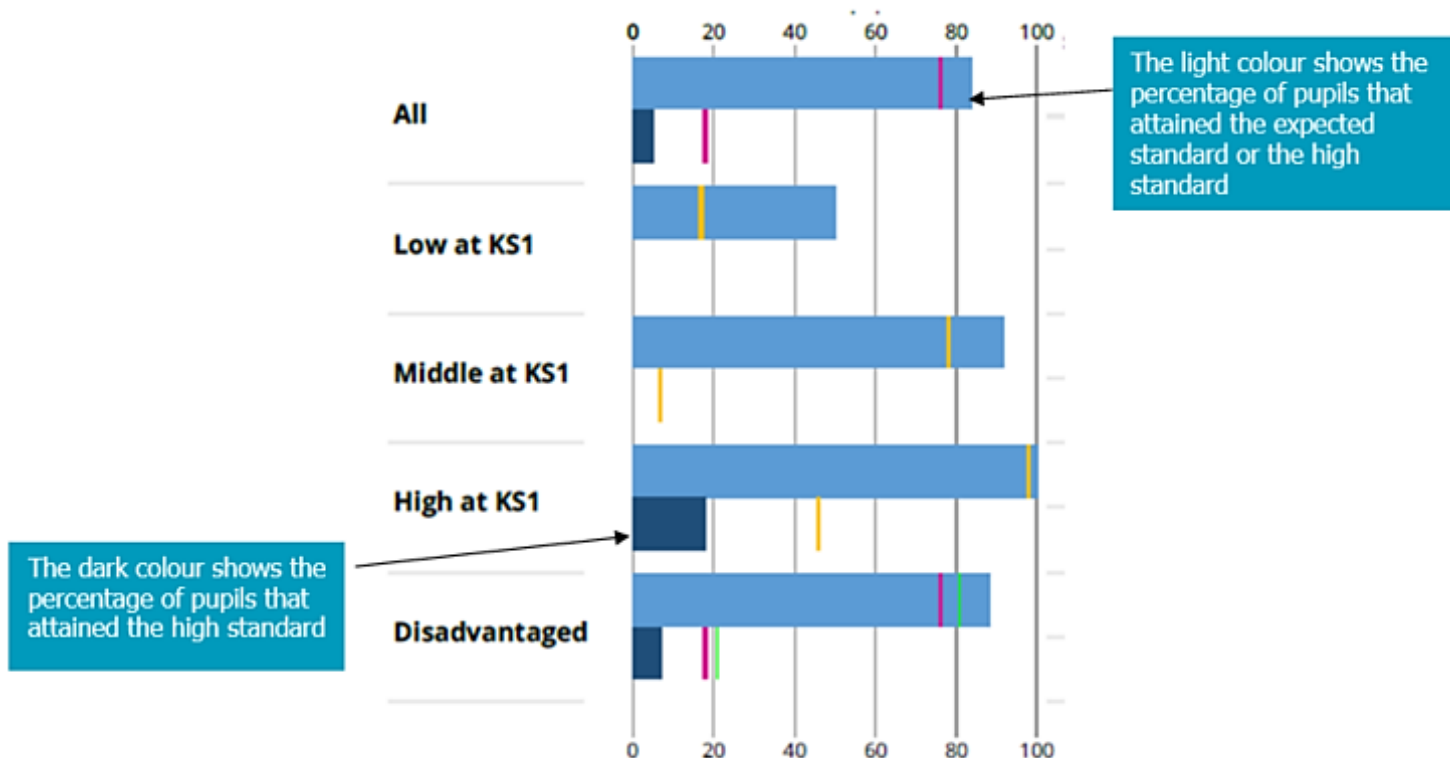
The difference as a number of pupils is calculated using the following formula: $(\text{School figure} - \text{National Figure}) / (100 / \text{Cohort})$. The resulting figure is then truncated as it represents a number of pupils. So for example, If the school had a diff no of -3, this means that if three more pupils made the expected level then they would be at national level. Plus 3 would mean the equivalent of 3 pupils over the national reached expected level. Trying to replicate this calculation using data presented in the IDSR may not result in the figure. This is because the IDSR calculation is based on unrounded data.

Average scaled score

The IDSR shows the average scaled score in reading and mathematics. There is no scaled score for writing because there was no test outcome.

Attainment of the expected standard

At key stage 2, the percentage of pupils attaining the expected standard or higher (expected+) is shown above the percentage of pupils attaining the high score.



At key stage 1, the percentage of pupils with a teacher assessment of expected standard or higher is displayed next to the percentage attaining greater depth. If all pupils attained greater depth, both percentages would be 100%. If no pupils achieved greater depth, no bar is displayed.

For science at key stages 1 and 2, the only outcome of the teacher assessment was whether pupils met the expected standard. Key stage 1 science is shown only for the all and disadvantaged groups.

Phonics shows the percentages of pupils that met the expected standard in Year 1 and the percentage that met the expected standard by the end of Year 2.

National averages

The national average for all pupils is displayed in pink, with the national average for each prior attainment group displayed in yellow. The disadvantaged group has both the national average for all pupils in pink, and the national average for other pupils (non-disadvantaged) in green.

Scatterplots

Scatterplots can be used to identify the spread of scores, clusters of pupils and influential data points (or outliers).

The scatterplots in ASP and the IDSR plot attainment and progress scores using the key stage 2 overall fine points. The 2017 Progress 8 methodology converts the test marks to calculate the key stage 2 prior attainment fine levels, for example 5.1, 5.2 and so on. Both fine levels and fine points are calculated from converting the test marks achieved in key stage 2 reading and mathematics tests. If you multiply the fine level score by 6, you will obtain the fine points. You can find further information about the methodology used to calculate Progress 8 in the secondary accountability measures technical guide.

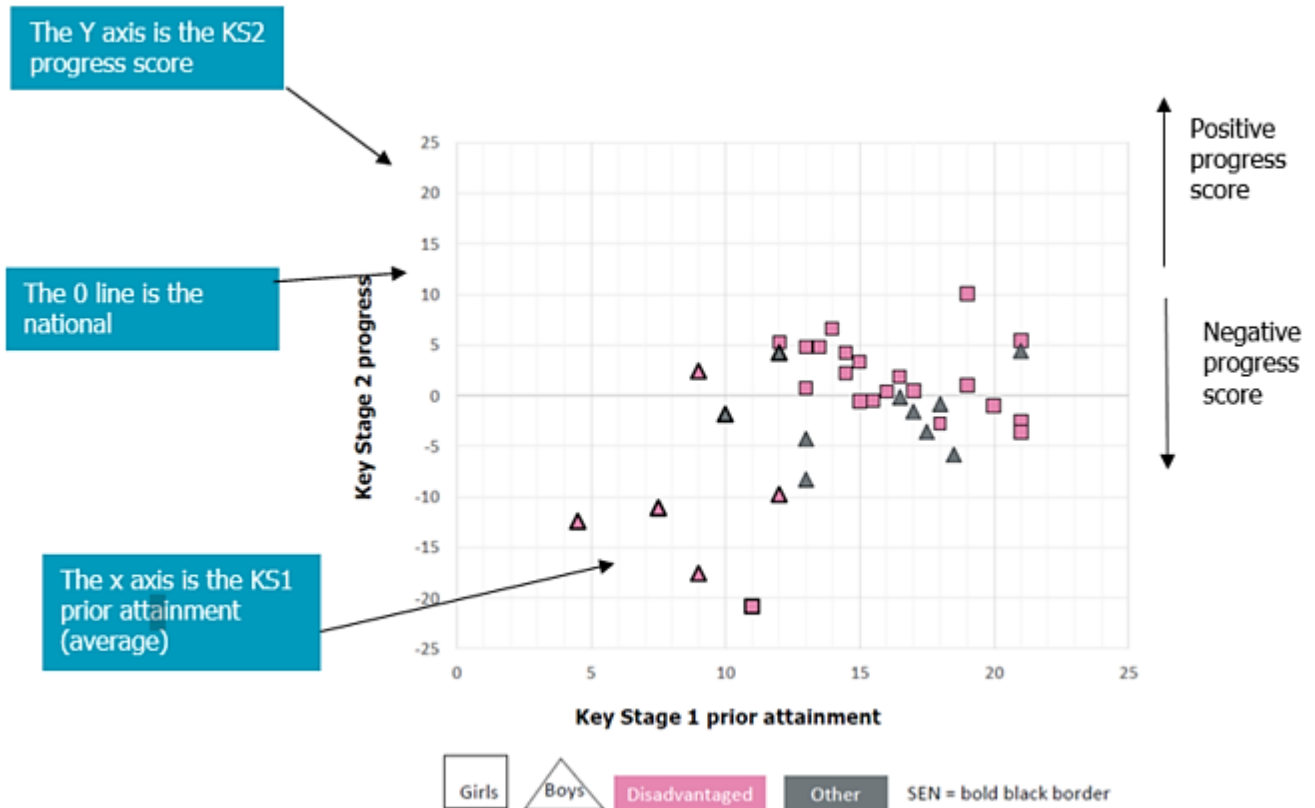
Progress scatterplots

These show progress on the X axis (horizontal) and prior attainment on the Y axis (vertical). The national is the zero line across the middle. Any plots above zero indicate positive progress scores and any below zero have negative progress scores. The example below is for key stage 2.

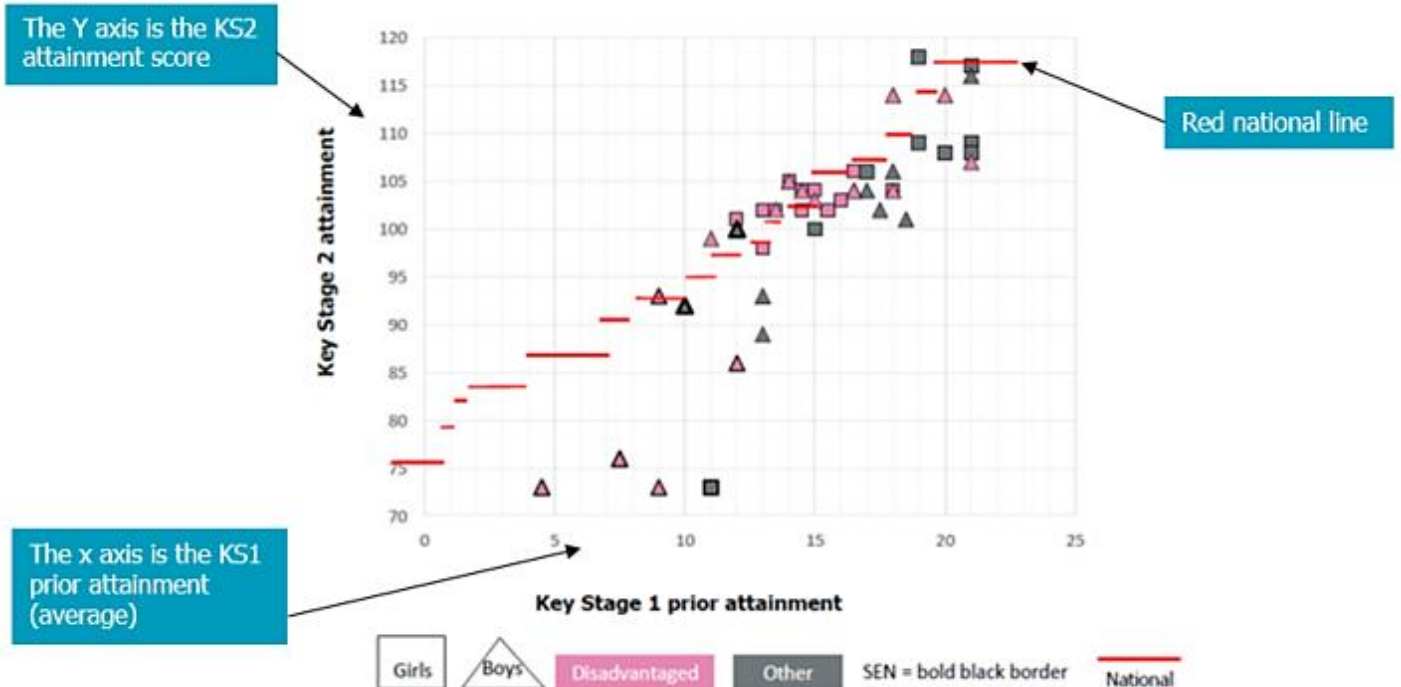
The scatterplots show the following characteristics:

- boy/girl breakdown is shown by the shape of the marker
- disadvantaged/other is shown by the colour
- special educational needs (SEN) (including both SEN with a statement or EHC plan and SEN support) by highlighting with a bold black border.

Attainment scatterplots



The attainment scatterplot shows attainment on the Y axis and prior attainment on the X axis. For key stage 2, if pupils did better than similar pupils, they will be above the red national line. For key stage 4 no national lines are currently displayed, but may be included in future releases.



Absence, exclusions and destinations

Absence

Absence and persistent absence bar charts display 2017 data, currently based on two terms of data (autumn and spring). The national for absence is determined by the school phase of education. For special schools the national for secondary schools is used.

Persistent absence figures show the percentage of pupils that were absent for around 10% or more of sessions. The methodology from 2016 classifies pupils as persistent absentees if they miss 10 per cent or more of their own individual possible sessions, rather than reaching a standard threshold of absence sessions.⁷

Nationals displayed in the absence section for special schools are those for secondary schools and based on two terms.

⁷ Further information on absence statistics can be found here: <https://www.gov.uk/government/publications/absence-statistics-guide>

Exclusions

For fixed term exclusions, 'Total' represents the number of pupils that were given one or more fixed term exclusions during the academic year.⁸ 'Repeat' represents the number of pupils that were given two or more fixed term exclusions during the academic year. The charts show the percentages of pupils that were excluded, calculated by dividing the number excluded by the number on roll. The tables below the charts show both the numbers and percentages of pupils that were excluded. The numbers are available for the most recent year of data only. The national figure used for all fixed term exclusions is the national for all pupils.

The number of pupils with a permanent exclusion is presented for two years. Alongside the 2015 and 2016 figures is a comparison with the national average number of pupils with a permanent exclusion. The national for permanent exclusions varies depending on the school phase of education. For special schools the national for secondary schools is used.

The numbers of pupils with fixed term exclusions and permanent exclusions are often very small. These numbers, and percentages based on them, should be interpreted with caution, particularly when making comparisons over time. The exclusions data are for cohorts prior to the one shown on the context page and the number on roll may have changed over time. The national for fixed term exclusions varies depending on the school phase of education. For special schools the national for secondary schools is used.

Destinations

The chart shows the percentage of all pupils in sustained education, employment or training in the year after they finished key stage 4. For example, the school percentages for 2013 are the destinations sustained during the year 2013/14 by those pupils who finished key stage 4 in 2013. This destinations data should be considered alongside the key stage 4 progress and attainment data for 2013. Destinations data is experimental.

⁸ Further information on exclusions statistics can be found here:
<https://www.gov.uk/government/publications/exclusions-statistics-guide>



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