Insight Inform Webinar: Understanding the IDSR

DfE School Improvement and Inspection Data

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Understanding the IDSR

- The purpose and evolution of the IDSR
- Official reports on pupil attainment and progress (Analyse School Performance)
- Summaries and analysis of statutory school data (Inspection Data Summary Report)
- Five things schools should focus on

The purpose and evolution of the IDSR

2006 - 2017
RAISEonline (Reporting and Analysis for Improvement through School Self-Evaluation) replaced the Ofsted Performance and Assessment (PANDA) report and the DfES Pupil Achievement Tracker (PAT)

2013 - 2016
Ofsted Schools Data Dashboard

2017 -
ASP (Assessing Schools Performance) replaced RAISE

2017 -
IDSR (Inspection Data Summary Report)

The purpose and evolution of the IDSR

The Ofsted IDSR is designed to:

- reduce the time spent preparing for an inspection
- interpret the data for inspectors
- minimise the need to discuss small groups during inspections, so that these conversations can focus on how the school meets the needs of all pupils

IDSR vs ASP

- Both downloaded via DfE Sign-in. IDSR = 7 pages; ASP = 37 pages.

- IDSR 'greys out' data for cohorts <11 (<6 in performance tables)

- ASP shows data for all groups regardless of size

- IDSR splits data into 'significant' and 'non-significant' and has limited data on pupil groups (most not highlighted due to group size)

- ASP more like RAISE: shows lots of data for groups even if it's in line with average (open to misinterpretation)

- IDSR: statistical significance for progress and attainment

- ASP: statistical significance for progress only

- IDSR indicates trends with ↑↓ (data can be sig- but ↑ or sig+ and ↓)

- ASP does little to identify trends (especially post-pandemic!)

Performance bands in ASP and Performance Tables

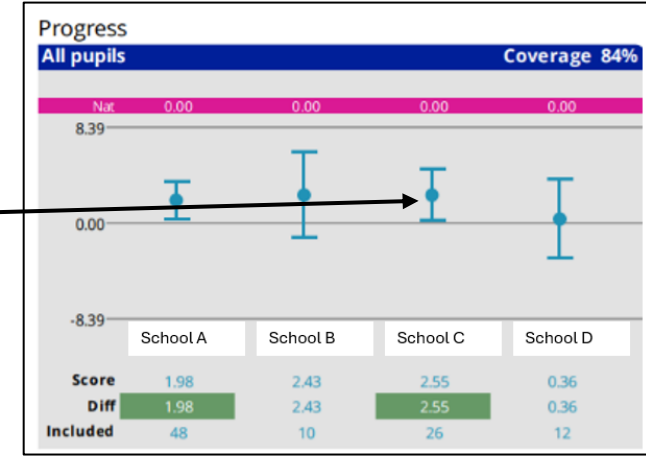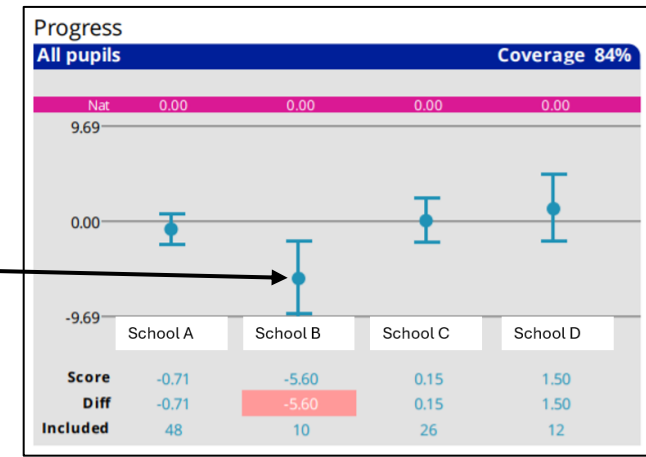|	
🟩 (dark green)	Progress is sig+ **and** in top 10% of schools
🟩 (light green)	Progress is sig+ but not in top 10% of schools
🟨 (yellow)	Progress is in line with average
🟧 (orange)	Progress is sig- but not in bottom 10% of schools
🟥 (red)	Progress is sig- **and** in bottom 10% of schools

IDSR has just **three bands**: 'sig above', 'sig below', and 'not sig'.
IDSR shows significance of attainment AND progress (DfE: progress only)

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Progress bands and confidence intervals

Reading
The banding for this school is 'above average' because the score is greater than 0 but lower than 3.1, and the entire confidence interval is above 0.

Banding **ABOVE AVERAGE**

Score 3.0

Confidence interval 0.6 to 5.5

Writing
The banding for this school is 'below average' because the score is lower than 0 but greater than or equal to -2.7, and the entire confidence interval is below 0.

Banding **BELOW AVERAGE**

Score -2.7

Confidence interval -5.1 to -0.4

Maths
The banding for this school is 'average' because the confidence interval spans both above and below 0.

Banding **AVERAGE**

Score 0.2

Confidence interval -2.1 to 2.5

Show score details

Progress
All pupils **Coverage 84%**

	School A	School B	School C	School D
Nat	0.00	0.00	0.00	0.00
Score	1.98	2.43	2.55	0.36
Diff	1.98	2.43	2.55	0.36
Included	48	10	26	12

8.39 / 0.00 / -8.39

Reading
The banding for this school is 'well above average' because the score is greater than or equal to 3.1, and the entire confidence interval is above 0.

Banding **WELL ABOVE AVERAGE**

Score 4.5

Confidence interval 1.1 to 7.9

Writing
The banding for this school is 'well below average' because the score is lower than -2.7 and the entire confidence interval is below 0.

Banding **WELL BELOW AVERAGE**

Score -4.4

Confidence interval -7.7 to -1.1

Maths
The banding for this school is 'average' because the confidence interval spans both above and below 0.

Banding **AVERAGE**

Score 2.3

Confidence interval -0.9 to 5.5

Show score details

Progress
All pupils **Coverage 84%**

	School A	School B	School C	School D
Nat	0.00	0.00	0.00	0.00
Score	-0.71	-5.60	0.15	1.50
Diff	-0.71	-5.60	0.15	1.50
Included	48	10	26	12

9.69 / 0.00 / -9.69

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IDSR: Context and pupil characteristics

	2022		2023		2024	
School number on roll	Above average	413	Above average	416	Well above average	420
School % FSM6	Well below average	6	Well below average	6	Well below average	6
School % SEND support	Below average	10	Well below average	8	Below average	12
School % EHC plan	Above average	2.9	Above average	2.6	Above average	3.3
School % EAL	Close to average	6	Close to average	6	Close to average	8
School % stability	Above average	84	Above average	84	Above average	83
Pupil base deprivation	Well below average		Well below average		Well below average	
School location deprivation	Well below average		Well below average		Well below average	

- Well above average and box shaded blue: highest 20% of schools
- Well below average and box shaded orange: lowest 20% of schools
- Deprivation: above average = more deprived; below average = less deprived

	Number on roll	% FSM6	% EAL
Reception	60	3	10
Year 1	61	5	7
Year 2	60	8	7
Year 3	61	5	11
Year 4	60	8	5
Year 5	57	7	9
Year 6	61	5	7

Percentages of FSM6 and EAL pupils in each year group provides some context (although SEND, summer born, and 'joined in year' are also very useful).

Note: refers to previous academic year (i.e. Y6 have left and are now in Y7)

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Terminology

- **FSM**: Usually refers to pupils eligible for FSM in latest census

- **FSM6 (Ever 6)**: Eligible for FSM at any point in last 6 years

- **FSM ever**: Eligible for FSM at any point

- **Pupil Premium:** standard rate of pupil premium funding for FSM6 primary pupils = £1480 (referred to as Deprivation PP in [allocation data](#))

- **Pupil Premium Plus**: PP funding for LAC/PLAC = £2570

- **Service Children**: Lower rate = £340. Not in disadvantaged group

- **Disadvantaged**: FSM6+LAC+PLAC+Adopted

- *Pupil premium is funding, not a group: deprivation PP, PP+, Service PP*

Disadvantaged?

DfE statistics/IDSR
Pupils who are one of the following: • eligible for Free School Meals in the last 6 years (eligibility on census day) • looked after continuously for 1 day or more and aged 4-15 • adopted from care This excludes children looked after under an agreed series of short-term placements.

Ofsted Handbook
The term 'disadvantaged pupils' is used to mean: pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last 6 years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route)

SEN Characteristics

SEN support (51)

SEN primary need	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	0	1	3	4	1	3	9	21
Social, Emotional and Mental Health	1	1	1	2	2	0	1	8
Speech, Language and Communication Needs	2	4	2	2	3	0	4	17
Visual Impairment	2	0	0	0	0	0	0	2
Physical Disability	0	0	0	0	1	0	0	1
Autistic Spectrum Disorder	0	0	0	0	0	1	0	1
School Support NSA	0	1	0	0	0	0	0	1
Year group totals	**5**	**7**	**6**	**8**	**7**	**4**	**14**	**51**

EHC plan (14)

SEN primary need	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	1	0	0	3	1	0	2	7
Social, Emotional and Mental Health	0	0	1	0	1	1	0	3
Speech, Language and Communication Needs	0	0	0	1	1	0	0	2
Multi-Sensory Impairment	0	0	0	0	0	1	0	1
Autistic Spectrum Disorder	0	0	0	0	0	0	1	1
Year group totals	**1**	**0**	**1**	**4**	**3**	**2**	**3**	**14**

A breakdown of SEND numbers by primary need is more useful than broad groupings of SEN support and EHCP.

Helps to understand specific and changing needs across the school, where resources need to be focused, and which cohorts may have lower outcomes.

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IDSR: staffing

- The proportion of education support staff relative to teaching staff
- Per-pupil spending on staff-related areas:
  - agency supply teaching staff
  - education support staff
  - educational consultancy
  - staff development and training
  - supply teaching staff
  - teaching staff
- Example: *Per pupil spending was in the lowest 20% of similar schools in 2021/22 for: education support staff*.
- Spending is compared to 30 contextually similar schools

IDSR: absence, suspensions and exclusions

Absence

	2021/22	2022/23	2023/24
School %	5.2	4.2	4.3
Comparison to all schools	–	Lowest 20%	–
Comparison to schools with a similar level of deprivation	–	–	–

Persistent absentees

	2021/22	2022/23	2023/24
School %	10.7	8.5	10.5
Comparison to all schools	Lowest 20%	Lowest 20%	–
Comparison to schools with a similar level of deprivation	–	–	–

	2020/21	2021/22	2022/23
Total number of **pupils with 1 or more** suspensions	2 (0.5% of cohort)	4 (1.0% of cohort)	6 (1.4% of cohort)
Comparison to all schools	–	–	–
Comparison to schools with a similar level of deprivation	–	–	–
Total number of **pupils with 2 or more** suspensions	0	2 (0.5% of cohort)	5 (1.2% of cohort)
Comparison to all schools	–	–	Highest 20%
Comparison to schools with a similar level of deprivation	–	–	–
Total number of **pupils with 10 or more** suspensions	0	0	0

- Shows overall absence (% sessions missed) and persistent absence (% pupils missing 10% or more sessions) over 3 years
- Compares to all schools and schools of similar deprivation (i.e. phase/IDACI quintile)
- Flagged if in lowest or highest 20%
- Latest year may be based on 1 term's absence

- Number of pupils with 1+, 2+, and 10+ suspensions
- Covers 3-year period (one year behind other data)
- Compares to all schools and schools of similar deprivation (i.e. phase/IDACI quintile)
- Comparison is flagged **only** if in highest 20%
- Reasons may exceed number of suspensions (because more than one reason may be recorded)

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IDSR: attainment and progress

	2024 cohort	Performance in 2024	2024 value	2024 nat value	2024 vs 2023	2023 vs 2022
Reading KS2 high standard %	60	Sig above national and 96th percentile	53	28	—	—
EGPS KS2 expected standard %	60	Sig above national and 92nd percentile	90	72	—	—
EGPS KS2 high standard %	60	Sig above national and 90th percentile	52	32	—	↑

▼ Non-significant data

	2024 cohort	Performance in 2024	2024 value	2024 nat value	2024 vs 2023	2023 vs 2022
Phonics Y1 expected standard %	61	Not sig different to national and 74th percentile	89	80	—	—
RWM KS2 expected standard %	60	Not sig different to national and 35th percentile	55	61	↓	—
Reading KS2 expected standard %	60	Not sig different to national and 73rd percentile	83	74	—	—
Writing KS2 expected standard %	60	Not sig different to national and 19th percentile	62	72	↓	↑
Mathematics KS2 expected standard %	60	Not sig different to national and 60th percentile	78	73	—	—
Writing KS2 greater depth %	60	Not sig different to national and 39th percentile	8	13	↓	↑
Mathematics KS2 high standard %	60	Not sig different to national and 52nd percentile	22	24	—	↑

- Shows if results are sig+/- and if improving or declining (↑↓)
- Light blue arrow, change 1 StdDv; dark blue arrow, change 2+ StdDv
- Percentile rank shows schools' position amongst other schools (higher = better)
- Compares to previous year (4-year trend removed in latest IDSR)

Data year	% expected standard	National % expected standard	National standard deviation	Difference from national	Difference in standard deviation
2022	54%	75%	20%	-21 percentage points	-1
2023	96%	75%	20%	+21 percentage points	+1

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IDSR vs ASP: performance of pupil groups

Pupil groups

Primary - 2023 data

No pupil groups were highlighted for this school.

Absence - 2022/23

No pupil groups were highlighted for this school.

▶ Guidance

Reading progress and attainment by pupil group

Breakdown	Key stage 2 reading by pupil group											
	Reading progress				Reading attainment							
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
		School	National	School	National		School %	National %	School %	National %	School	National
All pupils	57	2.79	0.04	2.79	0.00	59	92	73	47	29	108.7	105.1
Male	29	2.03	-0.21	2.03	-0.26	30	90	70	37	27	107.5	104.6
Female	28	3.58	0.29	3.58	0.27	29	93	76	59	31	109.9	105.6
Disadvantaged	6	3.55	0.43	3.55	0.40	6	100	78	50	34	107.8	106.2
		Like-for-like		Like-for-like			Like-for-like		Like-for-like		Like-for-like	
		-0.85		-0.91			60		17		102.4	
Other	51	2.71	0.43	2.71	0.40	53	91	78	47	34	108.8	106.2
SEN EHCP	1	-5.78	N/A	-5.78	N/A	1	0	N/A	0	N/A	91.0	N/A
SEN support	8	2.01	N/A	2.01	N/A	8	75	N/A	0	N/A	102.5	N/A
No SEN	48	3.10	0.41	3.10	0.40	50	96	82	56	34	110.0	106.3
Non-mobile	56	2.81	0.08	2.81	0.04	56	93	74	50	30	109.0	105.3
English first language	55	2.73	N/A	2.73	N/A	55	93	N/A	49	N/A	108.9	N/A
English additional language	2	4.66	N/A	4.66	N/A	4	75	N/A	25	N/A	104.8	N/A
Prior attainment												
Low overall	6	4.87	0.05	4.87	0.00	6	83	32	0	4	102.3	97.3
Middle overall	30	1.97	0.04	1.97	0.00	30	90	79	27	20	106.2	104.6
High overall	21	3.38	0.03	3.38	0.00	21	100	97	95	63	114.8	111.2
Reading low	10	2.26	-0.31	2.26	-0.37	10	70	34	0	4	101.4	97.6
Reading middle	28	2.59	0.02	2.59	-0.01	28	96	82	36	23	107.6	105.2
Reading high	19	3.37	0.41	3.37	0.38	19	100	98	95	69	114.9	111.9
Writing low	13	2.17	0.06	2.17	0.00	13	77	42	0	7	102.1	99.0
Writing middle	35	3.19	-0.01	3.19	-0.04	35	97	86	54	31	109.8	106.4
Writing high	9	2.15	0.19	2.15	0.16	9	100	99	100	73	115.4	112.6
Maths low	8	5.15	0.21	5.15	0.16	8	88	35	0	4	103.5	97.9
Maths middle	35	2.30	0.09	2.30	0.05	35	91	82	40	27	107.8	105.6
Maths high	14	2.68	-0.28	2.68	-0.32	14	100	98	100	66	115.0	111.6

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Why so little data on groups?

"Nor do I believe there is merit in trying to look at every individual sub-group of pupils at the school level. It is very important that we monitor the progress of under-performing pupil groups. But often this is best done at a national level, or possibly even a MAT or local authority level, where meaningful trends may be identifiable, rather than at school level where apparent differences are often likely to be statistical noise."

Amanda Spielman, Bryanston Education Summit, June 2018

Five things schools should focus on:

1. How does your school's context compare to the country as a whole?

2. Are there any year groups with particular challenges, especially in terms of SEND? Is there increasing need across the school?

3. Does the IDSR identify any staffing issues?

4. Where does your school rank for absence, suspensions and exclusions? Is it high or low?

5. Are results significantly above or below national average? Are they going up or down compared to previous years?

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