Pupil Performance Data in 2022
- effective governance oversight

better governor

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Aims of this session:

to explore what pupil performance data is available to schools in relation to 2022 assessments and examinations;

to reflect on how governance overview of pupil performance data must encompass internal and external data;

to focus on how governors' questions are informed by data and can deepen knowledge and strategic overview of school effectiveness.

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What is pupil performance data?

Pupil performance data is statistical information showing how pupils performed in statutory assessments and public examinations taken at key points in their educational journey.
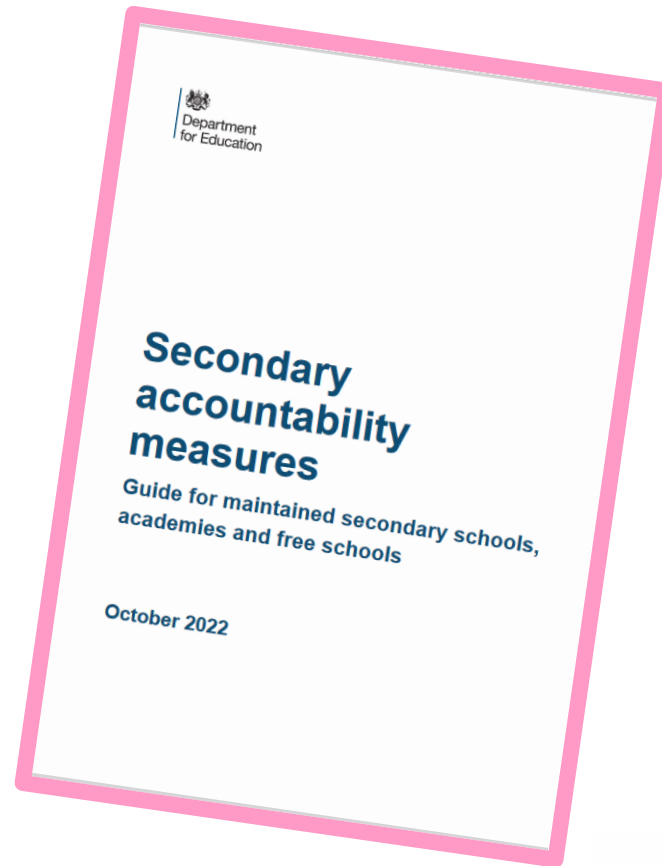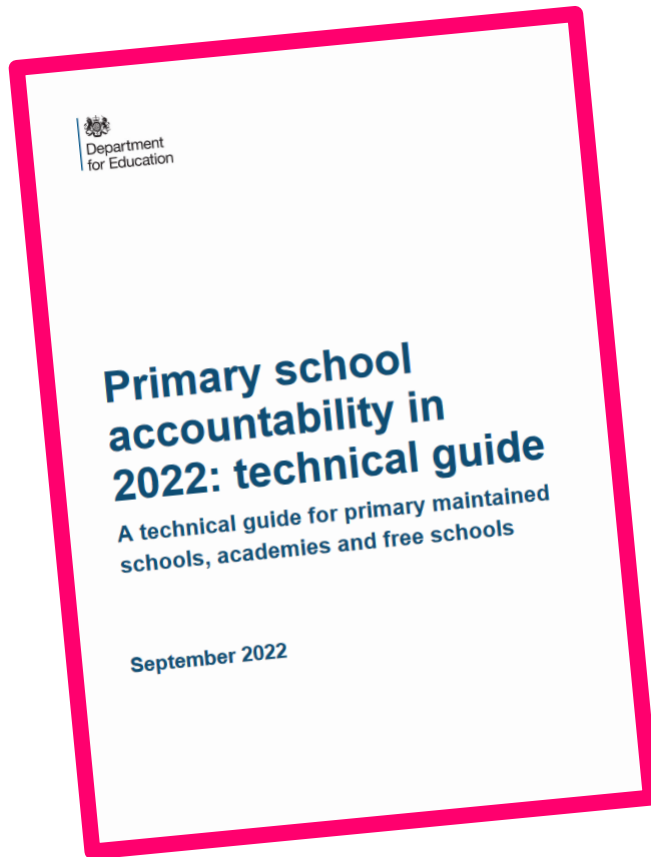
……and school's own internal assessment data.

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What forms of performance data are there?

AnalyseSchoolPerformance(ASP)
LAData
ALPS
School'sOwnData
FindASchoolOrCollege
InspectionDataSummaryReport
FisherFamilyTrust
MultiAcademyTrustData

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DfE Guidance:

Primary school accountability in 2022: technical guide
A technical guide for primary maintained schools, academies and free schools
September 2022

Secondary accountability measures
Guide for maintained secondary schools, academies and free schools
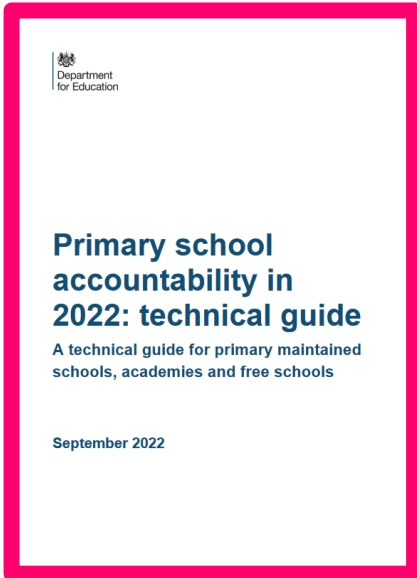October 2022

Data and accountability:

DfE Accountability Measures (guidance):

- statutory reporting (what and when);

- outline of methodology;

- calculation of points scores.

What is being reported in 2022

Primary school accountability in 2022: technical guide

A technical guide for primary maintained schools, academies and free schools
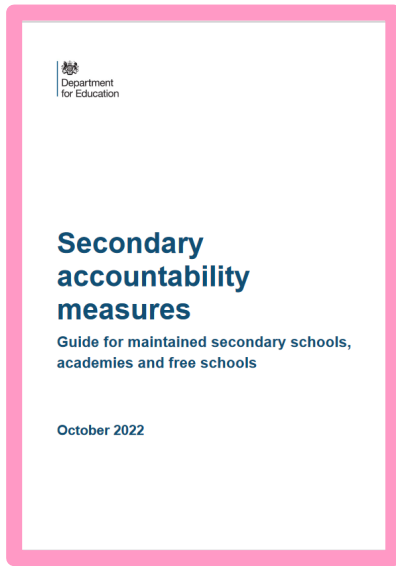
September 2022

Primary:

- Summer 2022 SATs data will not be published;
- published data will return in 2023;
- schools will receive their own data;
- Inspection Data Summary Report (IDSR) are being produced for schools.

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What is being reported in 2022

Secondary accountability measures

Guide for maintained secondary schools, academies and free schools

October 2022

Secondary:

- resumption of publishing examinations data (from Summer 2022);
- Caveat on making judgements on the date (Covid);
- schools told *not* to base appraisal and pay decisions on this single dataset.

The headline data: primary (Key Stage 2)

Headline facts and figures - 2021/22

Percentage of pupils meeting the expected standard in reading, writing and maths (combined)

59%

down from 65% in 2019

Percentage of pupils reaching the higher standard in reading, writing and maths (combined)

7%

down from 11% in 2019

Disadvantage gap index

3.21

Up from 2.91 in 2019

Percentage of pupils meeting the expected standard in reading

74%

up from 73% in 2019

Percentage of pupils meeting the expected standard in writing TA

69%

down from 78% in 2019

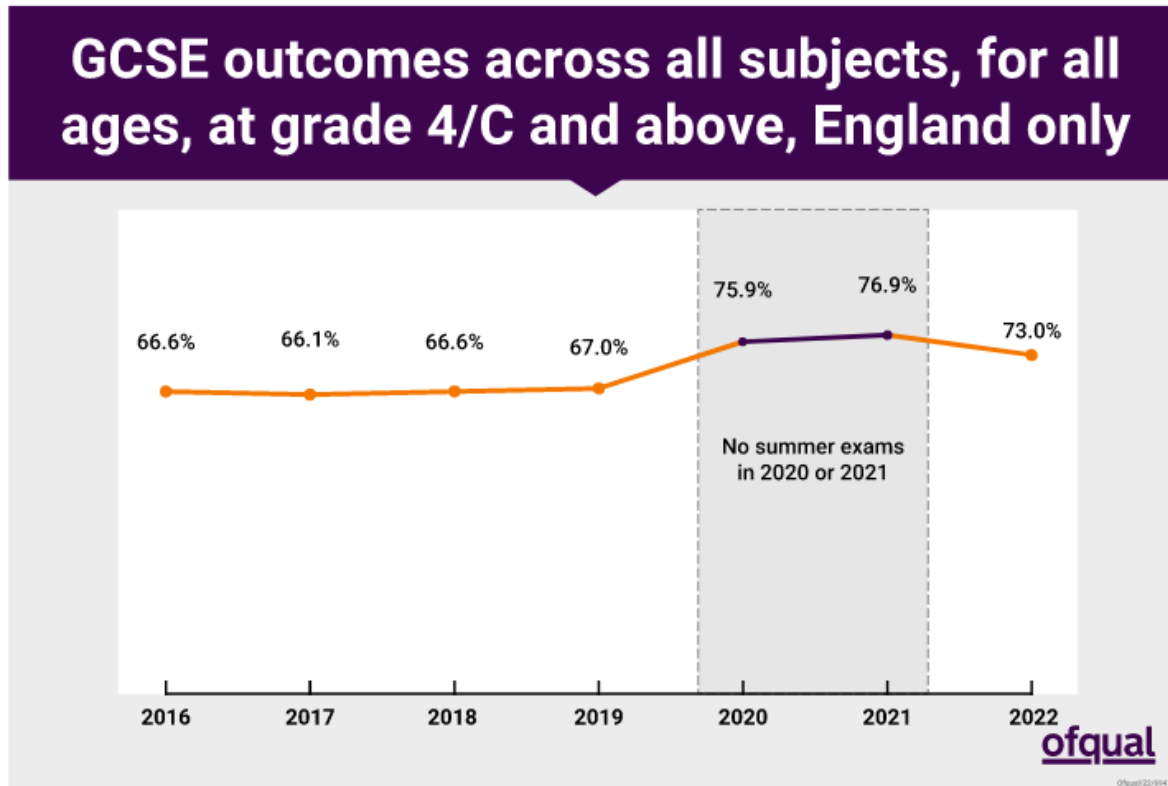**Percentage of pupils meeting the expected standard in maths**

71%

down from 79% in 2019
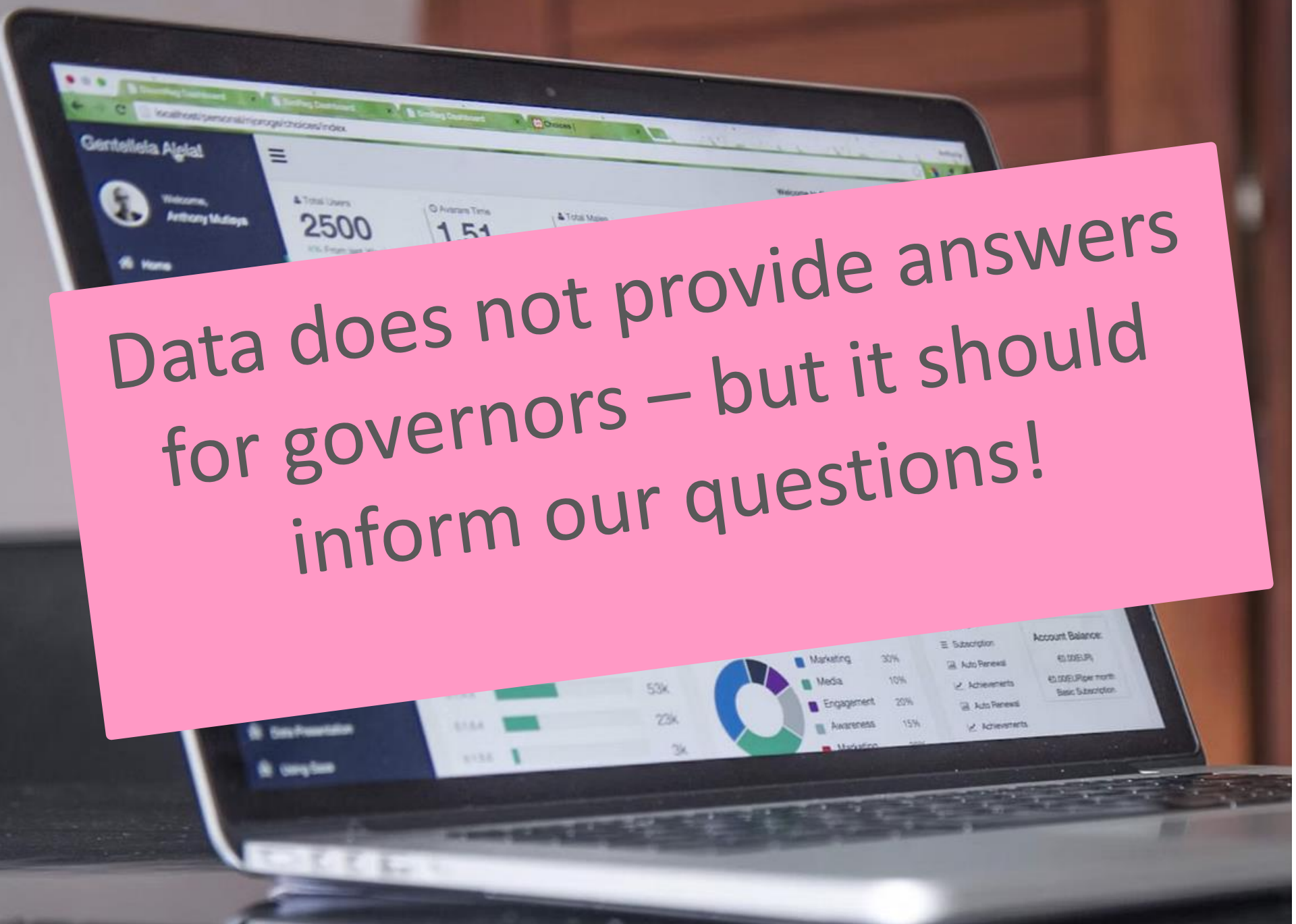
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The headline data: secondary

GCSE outcomes across all subjects, for all ages, at grade 4/C and above, England only

Poll

Data does not provide answers for governors – but it should inform our questions!
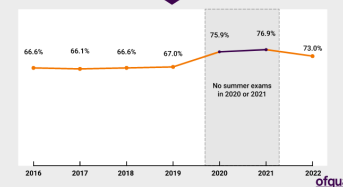
Exploring data – but remaining strategic

Percentage of pupils meeting the expected standard in reading, writing and maths (combined)

59%

down from 65% in 2019

GCSE outcomes across all subjects, for all ages, at grade 4/C and above, England only

66.6% 66.1% 66.6% 67.0% 75.9% 76.9% 73.0%

No summer exams in 2020 or 2021

2016 2017 2018 2019 2020 2021 2022

ofqual

GCSE outcomes across all subjects, for all ages, at grade 4/C and above, England only

Questions to ask:

– How do we compare with national average?

– What impact does our context (e.g. SEND) have on these outcomes?

– How do these outcomes compare to our 2019 data?

– What actions is the school proposing to ensure this is not repeated in future years?

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Inspection data summary report (IDSR)

GOV.UK

Inspection Data Summary Report

BETA | This is a new service – your feedback will help us to improve it.

Primary School

Release information: Provisional 2022 Phonics, Provisional 2022 KS1, Provisional 2022 KS2

Release date: 19 October 2022

! Performance data for 2022 should not be directly compared with 2019 and earlier. Nor should comparisons be made between schools. This is because schools may have been affected differently by COVID-19.

Inspection data summary report (IDSR)

Reading, writing and mathematics - 2022

		KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2022	In line with national (66 pupils)	In line with national (77 pupils)	In line with national (60 pupils)	In line with national (57 pupils)
Writing	2022	In line with national (66 pupils)	Sig below national (76 pupils)	In line with national (60 pupils)	N/A
Mathematics	2022	In line with national (66 pupils)	In line with national (77 pupils)	In line with national (60 pupils)	N/A

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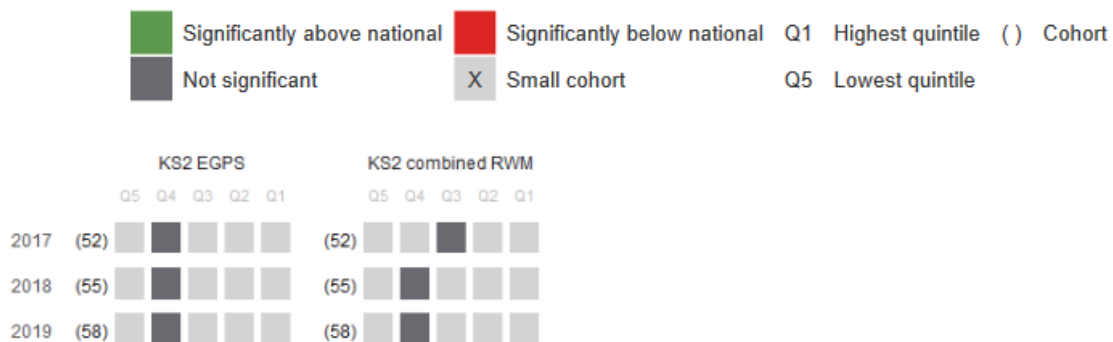
Questions for Governors to ask:

- What factors influenced performance in writing (i.e. it's significantly below national average) ?

- Would we expect the school to be in line with national average in Reading, Maths and Phonics, given our context?

- What interventions/support are we putting in place to improve outcomes for 2023?

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Attainment – a new report from Ofsted

Other attainment measures - 2022

	KS2 EGPS	KS2 combined RWM
2022	In line with national (77 pupils)	In line with national (76 pupils)

▼ Other attainment measures three-year trend – 2019 to 2017 (not directly comparable to 2022)

🟩 Significantly above national   🟥 Significantly below national   Q1   Highest quintile   ( )   Cohort

⬛ Not significant   X Small cohort   Q5   Lowest quintile

KS2 EGPS   KS2 combined RWM

Q5 Q4 Q3 Q2 Q1   Q5 Q4 Q3 Q2 Q1

2017 (52)

2018 (55)

2019 (58)

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What about internal data?

- Governors should receive regular (termly) updates on Teacher assessment and outcome predications;

    - Phonics & tables check

    - KS1 & 2 SATs

    - GCSE, Al Level and others

    - All other years progress and attainment data

- Where performance is below expectations, questions should always focus on 'So what...?'

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Questions for governors to ask/reflect on:

- Do I see sufficient data?

- What do I take away from the data?

- Do I know what is being done to improve performance?

- What impact is support having?

- What more could be done?

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A few final thoughts:

- Accountability is not accepting the status quo

- Accountability is asking – *'what more could we do'*

- Data is not the answer – it's the fuel for the questions!

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Any Questions?

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References:

- Primary School Accountability
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1109557/Primary_school_accountability_in_2022_-_technical_guide.pdf

- Secondary Accountability Measures
https://www.gov.uk/government/publications/progress-8-school-performance-measure

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Thank you