

## ANNEXES 1 - 5

### ANNEXE 1 – Technical notes

#### Early Years

- Children are normally aged five when they are assessed, although a minority may be slightly younger or older.
- The Foundation Stage Profile is based on teacher assessments completed in the Summer term 2013.

#### Key Stage 1

- Children are normally aged seven when they are assessed, although a minority may be slightly younger or older.
- Whilst the expected level is Level 2+, the Department for Education recommend that children reach Level 2B or higher at key stage 1 to have the best chance of gaining Level 4+ at key stage 2.

#### Key Stage 2

- Children are normally aged eleven when they are assessed, although a minority may be slightly younger or older.
- Please note that the expected progress methodology changed in 2011 and 2012. The information here is based on 2012 methodology but care is required if making direct comparisons to progress measures published in previous years.
- The English Level is calculated differently this year so caution is required when making comparisons to previous years. The English figures are based on Writing TA figures and Reading Test levels.

#### Key Stage 4

- The key stage 4 information is a summary of the GCSE and equivalent results for pupils at the end of key stage 4 in state-funded schools (mainstream schools, special schools and academies) in the 2012/13 academic year. The results in the graphs have been based on the final data from Educational Performance Analysis System (EPAS) online.
- Expected levels of progress in English and mathematics are based on pupils making at least three levels between key stage 2 and key stage 4.

#### Key Stage 5

- The key stage 5 information is a summary of the A level and equivalent results for pupils at the end of key stage 5 in state-funded schools (sixth form only) in the 2012/13 academic year. The results in the graph have been taken from the provisional data from Educational Performance Analysis System (EPAS) online.

#### Ofsted

- Data covers all inspections in Surrey (and in each Borough/District) to 31 December 2013 which is all inspections to the end of the Autumn term 2013. National data is included for the same period where available

## **Technical Notes relating to Pupil Premium and Prior Attainment Band performance data**

Our aim is to use data that is readily available in the public domain from official sources where ever possible. School level data for the performance of Pupil Premium groups and Prior Attainment bandings was part of the official data set published by the DfE alongside the Performance Tables and this was used to produce figures for the Local Committee reports.

However, the Department of Education has a strict policy on the publication of small numbers, which states:

[They will] suppress publication of figures relating to a cohort of 5 pupils or fewer. This is intended to reduce the risk of individual pupils being identified from published data. In the 2013 Performance Tables:

- We will suppress publication of all figures relating to a cohort of 5 pupils or fewer; and;
- We will suppress publication of figures relating to the characteristics of pupils (SEN, Free School Meals etc) where there are fewer than 6 of the pupils in the group. For example, if there are four pupils not eligible for FSM in the schools, all indicators for eligibility for free school meals will be suppressed.

As a result the performance figures for a number of schools in the Local Committee reports were suppressed.

More detailed calculations based on individual pupil level data provided to the Local Authority were not possible due to the limited time between publication and the Local Committee report deadlines.

## **ANNEXE 2 – Links to further information**

More detailed information at school and borough level is available from the following sources:

### **2013 DfE Performance Tables**

<http://www.education.gov.uk/schools/performance/>

### **Latest Ofsted inspection reports**

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report>

### **Ofsted 2012/13 Annual Report**

<http://www.ofsted.gov.uk/annualreport1213>

### **Ofsted Data View website**

Interactive graphs giving regional and local authority level comparisons

<http://dataview.ofsted.gov.uk>

### **Ofsted school data dashboards**

<http://dashboard.ofsted.gov.uk/>

### **Surrey i**

<http://www.surreyi.gov.uk>

**ANNEXE 3 – Expected Progress between KS1 and KS2**

		KS2 level (combined test and teacher assessment for reading and maths and teacher assessment for writing)							
		Any non-numeric level	0	1	2	3	4	5	6
	A, D or no KS1 level								
KS1 level	0								
	1								
	2								
	3								
	4								

**ANNEXE 4 – Expected Progress between KS2 and KS4**

		GCSE Grade								
		No KS4 result	U	G	F	E	D	C	B	A
	Working towards level 1									
KS2 level	1									
	2									
	3									
	4									
	5									

**Key**

Represents pupils making more than expected progress
Represents pupils making expected progress
Represents pupils making less than expected progress
Indicates pupils whose progress could not be determined and who have therefore been excluded from calculations

## **ANNEXE 5 - Ofsted Inspections: a summary**

■ Ofsted inspects schools to provide information to parents, to promote improvement and to hold schools to account for the public money they receive. School inspections are required by law.

### **What is the frequency of inspections?**

- A school that was judged to be outstanding at its last inspection is exempt from routine inspection. Ofsted does not normally inspect 'exempt schools' unless they have a concern about their performance. Ofsted will also carry out an annual assessment of an exempt school's performance (from the third year after the school's last inspection) to determine whether an inspection might be necessary. Exemption from inspection does not apply to maintained nursery schools, Special Schools or Pupil Referral Units.
- A school judged to be 'good' is normally inspected within five school years from the end of the school year in which it was last inspected.
- A school judged as 'requires improvement' will receive monitoring visits from inspectors to check its progress and is inspected within a period of two years. If at that inspection it is still judged as 'requires improvement', there will be further monitoring, and another inspection will take place within a further two years. If at this inspection it is still not 'good', it is highly likely that it will be judged 'inadequate' and deemed to require special measures.
- A school that was judged to be 'satisfactory' under the previous school inspection framework (before September 2012) may receive a monitoring visit from inspectors and is likely to be inspected by the end of the school year 2013/14.

### **What happens during an inspection?**

- Ofsted inspections usually last for two days and the number of inspectors on the inspection team will vary according to the size and nature of the school.
- Inspectors look at the school's self-evaluation and analyse the pupils' progress and attainment. They talk to the headteacher, governors, staff, and pupils, and consider the views of parents. They spend most of their time observing a wide range of lessons and looking at the quality of teaching in the school, and its impact on learning and progress.
- They also look at the behaviour and safety of pupils at the school, the promotion of spiritual, moral, social and cultural development; and how well the school is led and managed.

### **What judgements will inspectors make?**

- Inspectors will judge a school on five aspects:
  - Overall Effectiveness
  - Achievement of pupils
  - Quality of teaching
  - Behaviour and Safety
  - Leadership and Management
- For each aspect they will give a grade from 1 to 4

- grade 1 (outstanding)
- grade 2 (good)
- grade 3 (requires improvement)
- grade 4 (inadequate).

- For the overall effectiveness judgement the grades mean:

Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors. A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.

- The lead inspector reports her or his judgement to the headteacher and governors. The inspectors' findings are published in a report for the school, parents and the wider community. Inspection reports provide information about the effectiveness of the school's work and contain recommendations about what the school should do to improve further. The school must take all reasonable steps to make sure that parents receive a copy of the report. Reports are also published on the Ofsted website: [www.ofsted.gov.uk/reports](http://www.ofsted.gov.uk/reports).

#### **Where can further details be found about school inspections?**

- The Framework for school inspection<sup>1</sup> sets out the statutory basis for inspections. It summarises the main features of school inspections and describes how the general principles and processes of inspection are applied. The School inspection handbook<sup>2</sup> sets out what inspectors must do and what schools can expect, and provides guidance for inspectors on making their judgements. Both documents are available on Ofsted's website [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

<sup>1</sup> *Framework for school inspection* (120100), Ofsted 2013; [www.ofsted.gov.uk/resources/120100](http://www.ofsted.gov.uk/resources/120100)

<sup>2</sup> *School inspection handbook* (120101), Ofsted 2013; [www.ofsted.gov.uk/resources/120101](http://www.ofsted.gov.uk/resources/120101)

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