

## SCHOOL REPORT CARD

### The School Report Card (SRC)

When the 21<sup>st</sup> Century White Paper was announced in June, DCSF also published the School Report Card Prospectus. Below is a summary of the prospectus.

The full prospectus can be downloaded from the DCSF publications website which is situated on the TeacherNet website - <http://publications.teachernet.gov.uk/>

### Introduction

From September 2009 the report card will be piloted for two years. There will also be further consultation about the categories and indicators.

The SRC will have an overall score – the pilot process will determine exactly how this will be calculated. Final decisions will be taken once the individual indicators and performance categories have been progressed.

This work will not be started until the second year of the pilot process.

### Performance categories

The following are likely to be included in the over-arching performance category of the SRC.

- Pupil Progress
- Pupil Attainment
- Pupil well-being
- Pupils' perceptions
- Parent's perceptions
- Narrowing gaps in pupil performance

There will be a score rating for each performance category

The intention is to include year on year comparisons, but these will need to be tested as part of the pilot.

### *Contextualised Information*

The DCSF's starting point is that all schools should have an equal opportunity of achieving a good score on the SRC.

Pupil progress will be the means of accounting for the context of pupil intake when measuring a school's performance in academic outcomes.

But pupil attainment will not be contextualised

## *Pupil Attainment*

The exact indicators that will be used to derive the Pupil Attainment score will be tested during the first year of piloting in September 2009.

The following are those due to be tested.

### Primary

- Average Point Score per pupil English and Maths (recognises attainment of all pupils, but is not transparent or easily understood by parents)
- Percentage of pupils getting Level 4 or above in English and Maths (standard expected of most pupils)
- Percentage of pupils achieving Level 4 or above separately in English and Maths (will show strengths and weaknesses of the school)

### Extended set of Key Stage 2 indicators

- Percentage of Pupils achieving Level 5 in English and Maths (indicator of excellence)
- Percentage of Pupils achieving Level 5 separately in English and Maths (further details about strengths and weaknesses in individual subjects)
- Percentage of pupils achieving Level 3 in both English and Maths (supposed to be an inclusive measure to show the school's work with lower attaining pupils)

### Secondary

- Average point score capped at best 8 GCSEs or equivalent (recognises attainment of all pupils – but again is not transparent or readily understood)
- Percentage of pupils achieving level 2 (i.e. 5 or more GCSEs at A\*-C) standard expected for most pupils to allow for successful progression to post 16 learning.
- Percentage of pupils achieving GCSE maths and English at Grades A\*C – pupils with A\*-C in English and maths are statistically most likely to succeed post-16 and at Level 3.
- Percentage of pupils achieving functional English and Maths at Level 2 – essential skills for life.

### Extended Indicators

- Percentage of pupils achieving Level 2 including English and Maths GCSEs – possible replacement for the second and third indicators above
- Percentage of pupils achieving three or more GCSEs (or equivalent) at Grades A\*-A – could be used as an indicator of excellence
- Percentage of pupils achieving functional English and Maths at Level 1 – to reflect work with lower attaining pupils
- Percentage of pupils achieving Level 1 (i.e. five or more GCSEs at grades A\*-G or equivalent) – again to reflect work with lower attaining pupils
- Percentage of pupils achieving at least one Entry level qualification (inclusive measure to reflect work with lower attaining pupils and identify no. of pupils leaving with no qualifications)
- Percentage of pupils achieving two GCSEs at grades A\*C in science – an educational priority for Government

- Percentage of pupils achieving a GCSE at grades A\*C in a modern foreign language – reflects Government's educational priorities.

### *Correlation between SRC scores and Ofsted judgements*

SRC scores will be based on standards of attainment as published – whereas Ofsted also use information provided by the school at the time of inspection. So there will not be a precise correlation between Ofsted's attainment judgements and the SRC's attainment score.

The correlation will be looked at as part of the pilot process – it is into the intention to have an exact match, but if some indicators have little correlation to Ofsted's judgements it is likely they will not be used in the final SRC.

The weighting of the various indicators for the overall attainment score will be decided on following the pilot process.

### *Pupil Progress (English and Maths)*

Current expectations are that

- Primary pupils should make two levels of progress between Key Stage 1 and Key Stage 2
- Secondary pupils who achieved Level 4 at Key Stage 2 are expected to achieve at least Grade C

### *Value Added*

This enables a comparison of progress over Key Stages made by pupils who have the same or similar prior attainment.

The methodology looks at attainment at the end of a particular Key Stage and compares it to the previous Key Stage. Each pupil's attainment in the later Key Stage is compared with the average of their peers. Those who achieve higher progress than their peers are said to have made more progress than average. The school's value added score is the average of its pupils' value added scores.

### Contextualised Value Added (CVA)

Some form of CVA will be used in the SRC.

The pilot will decide on the level and complexity of the CVA to be used

### Pupil Well-being

- Quantitative well-being indicators
  - Attendance and persistent absence
  - permanent exclusions,
  - post-16 progression
  - pupils provided with at least 2 hours high-quality PE and sport per week

- uptake of school lunches.
- Qualitatives – will look at the extent to which the school:
  - Promotes healthy eating
  - Promotes exercise and healthy lifestyle,
  - discourages smoking, the consumption of alcohol and the use of illegal drugs
  - gives good guidance on relationships and sexual health
  - helps pupils to manage their feelings to be resilient
  - promotes equality and counteracts discrimination
  - provides a good range of additional activities
  - gives pupils good opportunities to contribute to the local community
  - supports pupils to make choices that will help them to progress towards a career or further study.
- And the extent to which:
  - Pupils feel safe
  - experience bullying
  - know whom to approach if they have a concern
  - enjoy school
  - are making good progress
  - feel listened to
  - are able to influence school decisions

Ofsted started using the quantitative indicators in inspections from September.

It is not intended to use permanent exclusions as an indicator on the SRC although it will continue to be a factor Ofsted look at.

Ofsted will decide over the coming year whether the indicators relating to sport, school lunches and absence provide good evidence on well-being and this will determine whether they are included in the SRC.

The most recent Ofsted judgement on the behaviour of pupils at the school will also be included in the SRC.

#### Parents' and Pupils' Perceptions Surveys

As well being used to derive information about well-being pupils and parents' survey may also be used to assess 'satisfaction' with the school.

In particular the surveys may cover satisfaction with:

- Direction and ethos
- Teaching
- Curriculum
- Extra-curricular activities
- Guidance and support

There is currently no national data set to provide indicators of satisfaction for individual schools. Ofsted will be trialling surveys during the autumn and the information taken from these surveys will be used to develop the indicators for the

SRC. These will be piloted during the second year of the SRC from September 2010.

### *Narrowing the Gap*

The SRC will reflect schools' successes in improving the attainment of disadvantaged pupils.

The definition of a disadvantaged pupil will be those groups that local authorities are required to set targets for: Black Caribbean, White/Black Caribbean, Black African and White/Black African, Black other, Pakistani, White other, Gypsy Roma and traveller of Irish heritage, children eligible for free school meals (FSM).

As FSM is recognised to be an imperfect measure of deprivation other measures of deprivation will also be trialled.

The indicators developed to pilot the "narrowing the gap" category have been designed specifically to address under-performance correlated to poverty or ethnicity based on Key Stage 2 and Key Stage 4 attainment thresholds.

These will be piloted from September 2009.

In recognition that some schools have no disadvantaged pupils or too few such pupils to be statistically significant the narrowing the gap measure will not be applied to all schools. Schools with sufficient disadvantaged pupils will be able to "gain credit".

### *SEN and Disability*

The DCSF have yet to decide how to report the outcomes for children with SEN and disabilities. In particular they do not want a set of measures that would encourage schools to either under or over-report the number of pupils with SEN.

It is intended to pilot a number of measures during 2009 & 2010.

### *Partnership Working*

DCSF will use the pilot phase to decide whether partnership working should be a separate indicator and if so whether it will be based on the Ofsted measure (in use from September 09).

### *Summary*

The NGA will continue to report progress on the SRC as details of the pilot are made public.

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