

Raising standards, improving lives

Kent Secondary
Headteachers' Conference

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Judging attainment

Inspectors should take account of

- the attainment of the oldest year group for which the school provides, up to the end of statutory schooling, as indicated by their **test and examination results**, and **other evidence**, taking account of: any **important variations** between groups of pupils, subjects and courses, and **trends over time**.

*The evaluation schedule for schools
(September 2009)*



Attainment: using published data as a starting point

- National test and examination results set against national benchmarks as indicated in RAISEonline
- Patterns in the data over the last three years, noting particularly any evidence of performance significantly (as shown in RAISEonline) above or below the national average
- Attainment of different groups, including boys, girls, minority ethnic pupils, looked after children, pupils eligible for free school meals and other groups identified by the school
- The extent to which specialist subject attainment targets have been met

Attainment: using other information to get the full picture

- Test and examination results available in school but not yet validated or benchmarked nationally
- Current attainment, including:
 - school data, including results of, for example, optional standard assessment tests (SATs), GCSE module tests and moderated coursework
 - the school's track record in assessing standards of attainment, including the accuracy of previously predicted grades and the quality of teacher assessment
 - the standard of attainment confirmed by the pupils' current work

Attainment: weighing all the evidence

- The judgement about attainment is based largely on the published data, but ...
- Where possible, an up-to-date insight into the current standards of pupils work should be used to explore patterns in the historical data - for instance to confirm that low attainment by a particular group in a previous year was an isolated occurrence
- If there is compelling evidence that current attainment is substantially different from the historical data, it should inform the judgement

Track record – performance of groups – observation of current practice

Learning and progress

'The starting point ... is the quality of learning experienced by the pupils across the school'



The judgement takes account of how well pupils:

- acquire knowledge, develop their understanding, learn and practise skills and develop their competence as learners across a range of subjects
- enjoy their learning as shown by their interest, enthusiasm and engagement across a range of subjects
- make progress relative to their starting points, using contextual value-added and other value-added measures
- with special educational needs and/or disabilities make progress relative to their starting points

Learning and progress

What do we know about the quality of learning?

Evidence drawn from:

- lesson observations, including scrutiny of pupils' work
- discussions with pupils
- the school's evaluation of the quality of learning for all groups
- external evaluation of the quality of learning, for example Ofsted's survey visits or the local authority's evaluation

Learning and progress

What do we know about past progress?

Evidence drawn from data for **up to three previous years**

- contextual value-added data for the school overall (and the learning achievement tracker for post-16) as indicated in RAISEonline and the sixth form PANDA
- data presented by the school, including information provided by external bodies – for example FFT
- any analysis of past progress carried out by the school including whether pupils reach challenging targets

Learning and progress

What do we know about current progress?

Evidence drawn from:

- pupils' records
- any analysis of progress carried out by the school, including the progress made by different groups of pupils
- lesson observations

Learning and progress

What contributes to the overall judgement?

- The overall judgement about learning and progress is determined by the **full range and weight** of evidence about:
 - the quality of learning
 - past progress
 - current progress

- It is about more than the most recent set of examination results - the new framework sets CVA and other value-added measures in the context of actual learning in the school

Achievement

- This judgement takes account of the pupils' attainment and the quality of learning and progress - for all pupils and for pupils with special educational needs and/or disabilities
- Inspectors make this judgement **after** making the judgements on attainment and learning and progress
- The evaluation schedule explains:
 - how this is done
 - the impact of the judgement on achievement on the overall effectiveness judgement

Scenarios to consider...

1. If attainment is low (grade 4) but learning and progress are outstanding (grade 1), achievement may be graded ...
 - 2 (good) - if the majority of the other outcomes for pupils are outstanding the school could be judged to be an *outstanding (grade 1) school*.

2. If attainment is average (grade 3) but learning and progress are good (grade 2), achievement may be ...
 - 2 (good) - again, if the majority of the other outcomes for pupils are outstanding the school could be judged to be an *outstanding (grade 1) school*.

Scenarios to consider...

3. If attainment is high (grade 1) but learning and progress are no better than satisfactory (grade 3) achievement is likely to be ...
 - satisfactory (grade 3) – and the overall effectiveness grade is unlikely to be any better than satisfactory

4. If attainment is low (grade 4) and learning and progress are satisfactory (grade 3) but with *no signs of improvement*, achievement is likely to be ...
 - inadequate (grade 4) – because it is unlikely that attainment will improve ... and the overall effectiveness grade may also be inadequate because achievement is a 'limiting grade'. Attainment is **not** a limiting grade.

Scenarios to consider...

5. In a high attaining school there is no guarantee that overall effectiveness will be judged outstanding – this would usually only be considered when ...
 - the effectiveness with which the school promotes equal opportunity and tackles discrimination
 - the quality of pupils' learning and progress
 - the school's capacity for sustained improvementare **at least good ... and**
 - the majority of judgements about the quality of provision are outstanding.
- Finally - the term 'likely to' is used in the evaluation schedule – there is a strong emphasis on the importance of inspectors weighing the balance of evidence and applying their professional judgement within the context of the school.

