



Data and Standards Update

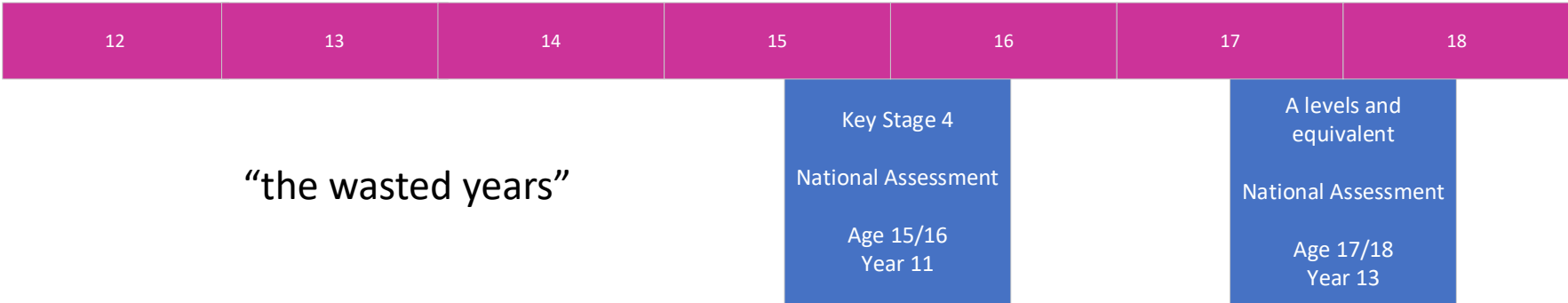
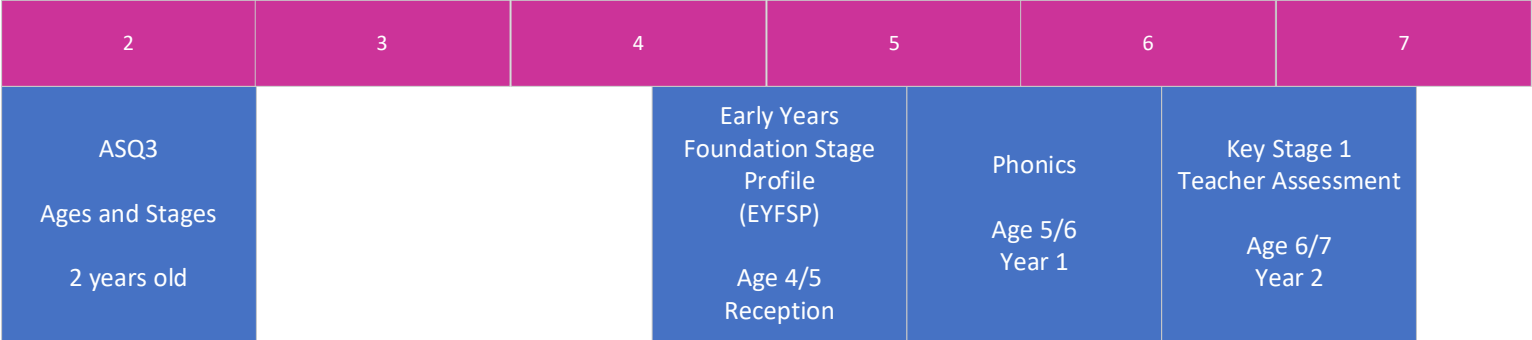
Amelia Walker
Children and Families Scrutiny
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Help to help yourself

- The government has invested heavily in its own reporting of data and in many cases the best data you can ask for is available openly online.
- Two good sources of information:
 - Compare school performance
 - compare-school-performance.service.gov.uk
 - Get information about schools
 - get-information-schools.service.gov.uk
 - Ofsted
 - [Find an Ofsted inspection report - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
 - [Ofsted Data View: Data dashboards](#)

When do we assess pupils?



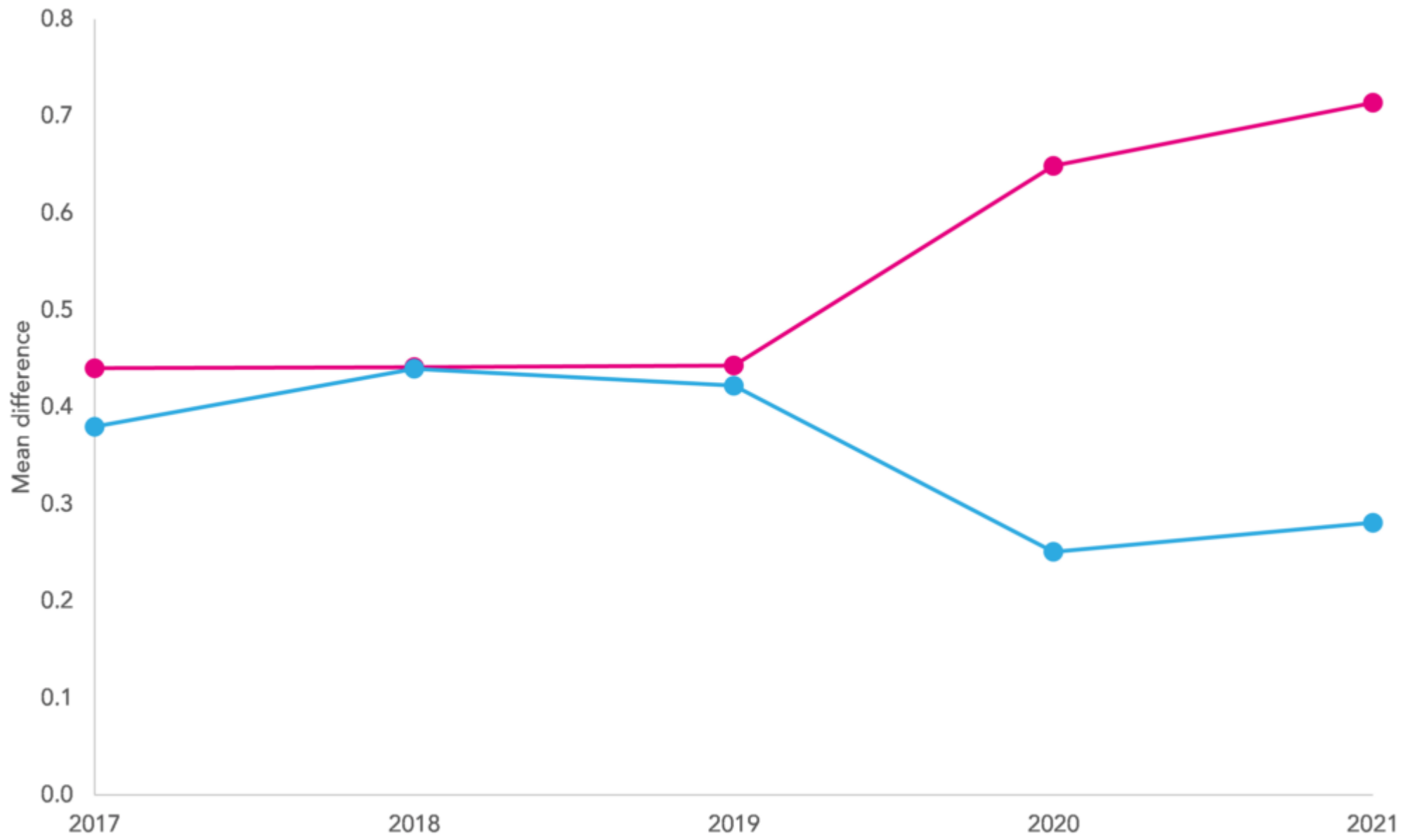


The current data position

- Nationally standardised assessments halted through the pandemic
- National data sets on standards run to 2019 and then stop
- Pupils were tested in schools during the pandemic (because testing is an essential and normal part of education)
- During the pandemic pupils were given grades by teachers with local moderation
- This data is not nationally comparable and therefore is not used for accountability
- Nationally standardised tests restarted this year (2022)
- Testing generates vast quantities of data and therefore accurate and reliable results to pupil level will not be in the public domain until January 2023

Mean difference between estimated and actual grade in GCSE English, 2017-21

Independent and state-funded selective schools



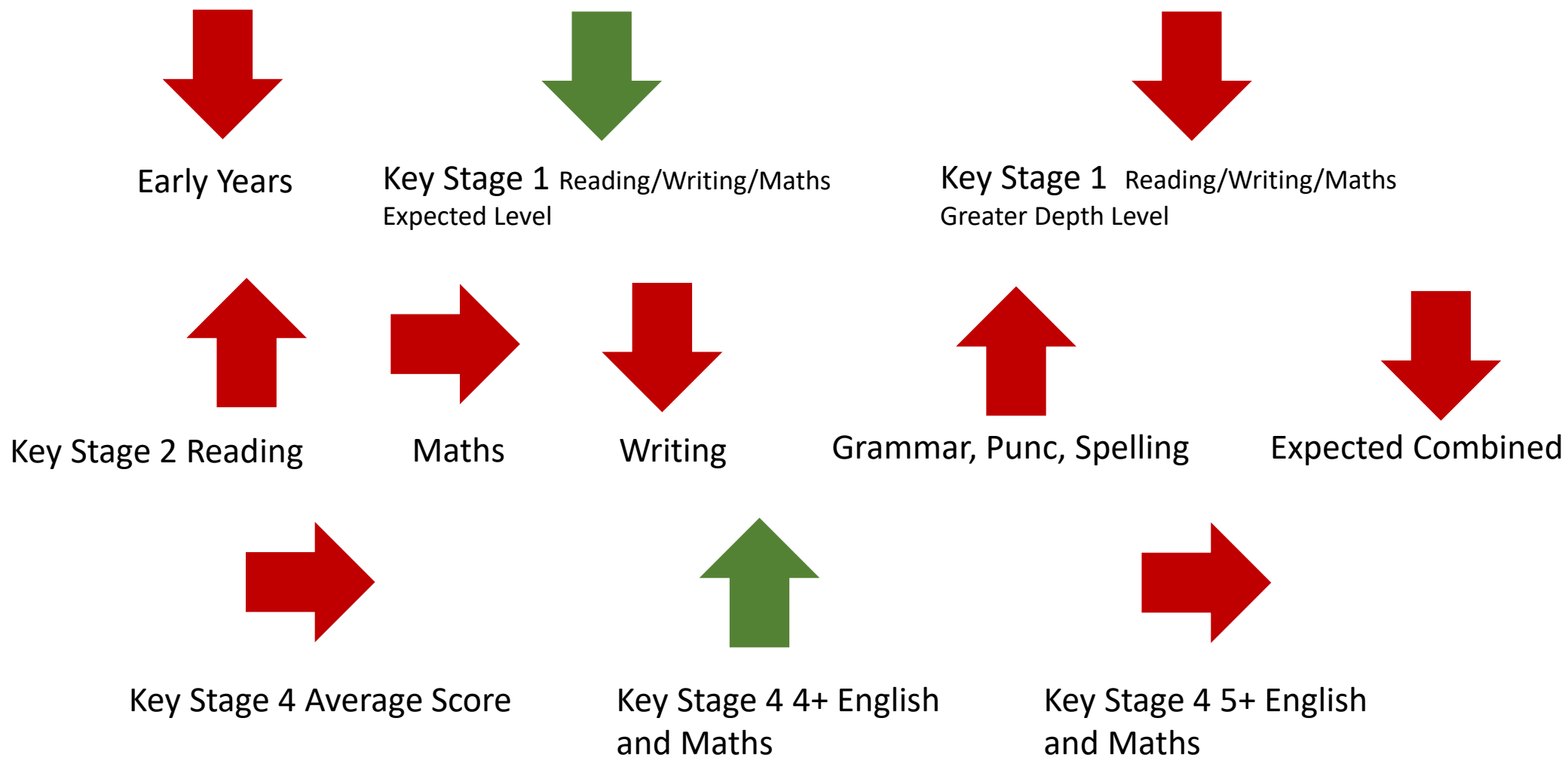


What has happened in Somerset

- We receive Early Years, Key Stage 1 & 2 data directly
- For Key Stage 4 schools need to voluntarily share their data for us to access it
- We have so far received and processed data from 22 secondary schools and have had promises to share from the remaining 8
- We do not attempt to collect Key Stage 5 data as the majority of assessments in Somerset are in colleges and we have to date not achieved agreement on data sharing
- Top level analysis has been undertaken to gauge the overall impact – this remains indicative only
- Numbers cannot be put into the public domain at this time

Early Indications

Position relative to national compared to 2019





Areas of focus

- **Writing** at Key Stage 2 – analysis suggests that a sharp downturn in writing outcomes has mitigated the encouraging improvement in reading
- **Moderation**
 - Above average outcomes at Key Stage 1 only – this is the only assessment that is teacher assessed
 - In primary schools there is an inbuilt incentive not to inflate Key Stage 1 outcomes because this suppresses progress scores
 - Infant and First schools do not have this incentive
- **Disadvantage** at every stage
 - All the research evidence shows that education standards are driven from the bottom up
 - This will be a focus for further analysis this term



Key Stage 2

Where are we comparatively weak?

- Somerset looks to be below national on every single measure (M/F, SEND/not SEND, Dis/Not Dis)
- Apart from 'non-disadvantaged girls reaching greater depth in writing'
- Assuming a negative gap, where the gap is greatest:
 - Reading Writing Maths Combined - for all
 - Maths for Girls and SEND
 - Greater depth for Not Disadvantaged and Not SEND
 - Expected standard for Disadvantaged