

DfE Analyse School Performance (ASP) Lambeth Primary School Guidance

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1. DfE-Sign-In process and IDSR access

URL <https://services.signin.education.gov.uk/>

DfE Sign-in

DfE Sign-in is the new way to access some specific education sector services. To use DfE Sign-in you will need to [create an account](#).

Sign-in

Email address

Password

[Forgotten your password?](#)

By continuing you accept the [terms and conditions](#).

Sign in

Enter your user details and click on the green Sign-In button.

The screenshot shows the DfE Sign-in process. At the top, there is a navigation bar with tabs for 'Key stage 2', 'Key stage 1', 'Phonics', 'Early years', 'GLA', and 'All reports'. The 'All reports' tab is selected. Below the navigation bar, the page displays 'Primary School (URN:)'. A green arrow points from the text 'Clicking on All Reports give you the option to access your IDSR...' to the 'All reports' tab. The page also shows a sidebar with 'Headline measures' and 'Key stage 2' sections. The 'Key stage 2' section contains a message about provisional data for 2018/19 and a link to 'Download PDF to print or s'. Below this, there is a section for 'Progress in reading, writing and maths' with sub-sections for 'Reading', 'Writing', and 'Maths'.

The ASP reports 'landing page' will then appear.

Clicking on **All Reports** give you the option to access your IDSR and also the summary reports by key stage (which you can then drill down to a more detailed level and also the pupil-level reports list). Question-Level Analysis is also available via a separate link.

Reports

| | |
|--|--------------------------|
| | Open all |
| Ofsted inspection data summary reports | ▼ |
| School performance summary | ▼ |
| Key stage 2 headline measures | ▼ |
| Key stage 2 additional reports | ▼ |
| Key stage 1 | ▼ |

Click on the down arrow to expand the selection.

Ofsted inspection data summary reports

-  For the latest IDSR, [visit the Ofsted IDSR service](#)
-  [Ofsted inspection data summary report for 2017/2018 in PDF format](#)
(provisional/revised), estimated size 237 KB
-  [Ofsted inspection data summary report for 2017 in PDF format](#)
(unamended/amended/final), estimated size 403 KB
-  [Ofsted inspection dashboard for 2016 in PDF format](#)
(validated), estimated size 564 KB

Clicking on the **'For the latest IDSR'** link should take you straight to the IDSR pdf for your school. If it doesn't follow this link:

<https://idsr.ofsted.gov.uk/login>

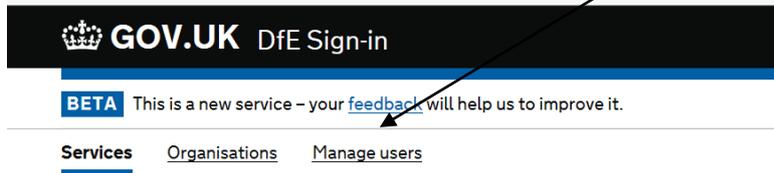
Enter your DfE Sign-In credentials as normal.

This link also provides some useful DfE guidance to assist with understanding the latest version of the IDSR.

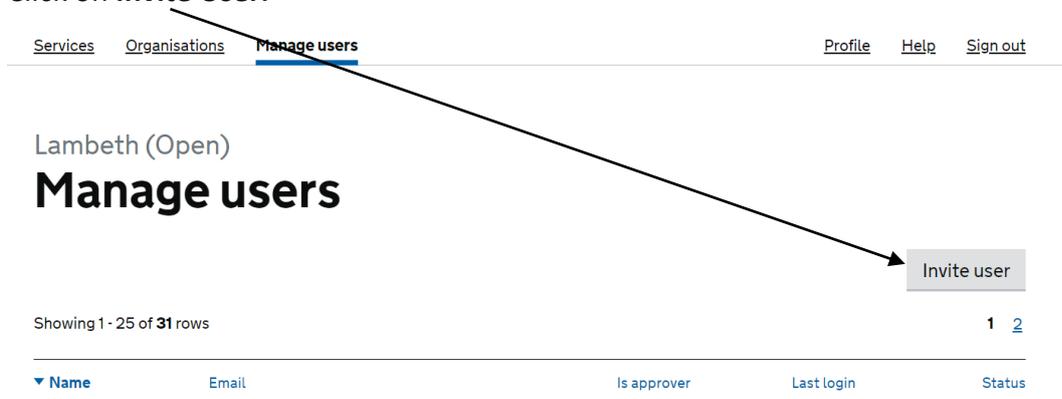
<https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide>

2. How to create new ASP users

If you are the DfE Sign-In approver for your school (it is usually the headteacher) you can assign new users in your school to access ASP. To do this click on the **'Manage Users'** tab at the top of the screen when first logged in to DfE Sign-In.



Click on **Invite User**.



Enter their details.

Invite user

Please provide details of the user you would like to invite, so we can check if they've already registered to use DfE Sign-in.

First name

Last name

Email address

Continue

Cancel

Select services from the drop-down list. In this instance the first one, **Analyse School Performance**.

| | |
|--------------|-------------|
| User | Robert Tong |
| Organisation | Lambeth |

You can continue without selecting any services

- Analyse school performance
- Apply to convert
- Collect

Select role. **School Named** will allow access to the pupil lists. So it's advisable to allocate this role for an SLT member or teacher. **School Anon** does not give pupil-level access, and **School Governor** will give a limited range of reports (pupil-level not assigned).

Service Analyse school performance

Select all required roles

- ASP School Anon
- ASP School Governor
- ASP School Named

[Continue](#) [Cancel](#)

At the final page you will be asked to review the details. If correct click on **Submit**. Even if they are incorrect once submitted, you can amend them by going to the user list and selecting the account by clicking on their name.

Manage users

[Invite user](#)

Showing 25 - 31 of 31 rows 1 2

| ▼ Name | Email | Is approver | Last login | Status |
|-----------------------------|----------------------|-------------|-------------|--------|
| Robert Tong | rtong@lambeth.gov.uk | Yes | an hour ago | Active |

Click on the relevant service

| Service | Access granted on | Service status |
|--|-------------------|----------------|
| Analyse school performance | 26 Jul 2018 | Active |
| Collect | 17 Aug 2018 | Active |
| Information Exchange | 27 Sep 2019 | Active |
| School to School | 17 Aug 2018 | Active |

And edit by deselecting the incorrect access level, and ticking the box for the correct one.

Edit service

| | |
|---------------------|----------------------------|
| User | Robert Tong |
| Organisation | Lambeth |
| Service | Analyse school performance |

Select all required roles

- ASP LA Anon
- ASP LA Named

3. Viewing and downloading ASP reports

Clicking on a header to expand the selection and select a report.



Clicking on **Explore data in detail** will display a report for the given subject.

A screenshot of a report titled 'Progress in reading, writing and maths' for 'Key stage 2'. The report shows a school progress score of +4.07 for Reading, +1.90 for Writing, and +2.74 for Maths. The data is for the 2015/2016 school year. A link 'Explore data in detail' is visible for each subject. A line from the text above points to the 'Explore data in detail' link for Reading.

| | Reading | Writing | Maths |
|-----------------------|----------------|----------------|----------------|
| School progress score | +4.07 | +1.90 | +2.74 |
| Confidence interval | +2.88 to +5.25 | +0.72 to +3.08 | +1.74 to +3.74 |

You can then view the data by pupil groups (SEN, FSM etc) and drill-down further using filters. At the moment national benchmarks by ethnicity are not provided.

Key stage 2 reading progress and attainment by pupil group

This is provisional data for 2016/2017. It is not published data and it is subject to change.

[Filters](#)

[Print this page](#)

| Key stage 2 reading by pupil group | | | | | | | | | |
|------------------------------------|------------------|-------------------------|--------------------|---|--------------------|---|--------------------|---------------------------------|--------------------|
| Breakdown | Reading progress | | Reading attainment | | | | | | |
| | Cohort | Score ? | Cohort | Achieving the expected standard ? | | Achieving a higher standard ? | | Average score ? | |
| | | | | School % | National benchmark | School % | National benchmark | School | National benchmark |
| All pupils | 28 | 3.55 | 30 | 97 | 71 | 20 | 25 | 105.6 | 104.1 |
| Male ? | 14 | 4.41 | 14 | 93 | 68 | 21 | 21 | 106.2 | 103.4 |
| Female ? | 14 | 2.70 | 16 | 100 | 75 | 19 | 28 | 105.0 | 104.9 |
| Disadvantaged ? | 16 | 4.30 | 17 | 100 | 77 | 24 | 29 | 107.1 | 105.4 |
| Other ? | 12 | 2.56 | 13 | 92 | 77 | 15 | 29 | 103.5 | 105.4 |

Hovering over the **question marks** will give you short explanations of the terms used, and in some cases links to further information. They are also useful for telling you what the national comparators refer to – for example, your school’s disadvantaged pupils are compared to the national benchmark for ‘non-disadvantaged’ pupils; with EAL pupils compared to ‘all pupils’ nationally. The reason for this is to provide aspiration/challenge when evaluating outcomes for the various groups.

How to save and download reports

In a report click on this link



Then select your preferred download format. PDF is best if you are just want a static report that's easy to print out or share via email.

Select your preferred format:

[Download as Excel \(manipulate data and/or save\)](#)

[Download as PDF \(print and/or save\)](#)

4. Question Level Data (QLA)

Unlike RAISEonline, ASP is pre-populated with pupil-level QLA data at KS2. Click on the **Question level analysis** tab.

The screenshot shows the 'Question level analysis' interface. On the left is a sidebar with navigation tabs: 'Key stage 2', 'Key stage 2 disadvantaged', 'Key stage 1 and phonics', 'EYFS', 'Question level analysis', and 'List of reports'. The 'EYFS' tab is selected. The main content area is titled 'Question level analysis' and 'Year 6'. It includes a 'Reading' section with a table of data. The table has columns for 'Marks available', 'School %', 'National %', and 'Difference'. The data is based on a group of 44 pupils found.

| | Marks available ? | School % ? | National % ? | Difference ? |
|---|-------------------|------------|--------------|--------------|
| Give / explain the meaning of words in context | 10 | 86 | 76 | 10 |
| Retrieve and record information / identify key details from fiction and non-fiction | 14 | 88 | 73 | 14 |

The default analysis shows each subject strand, total marks available, with your school result next to the national.

To view individual questions at the school-level click on **view data by question** (in this example reading).

[View data by question](#)
[View data by pupil](#)
[View test paper](#)

English grammar, punctuation and spelling ▼

Spelling only ▼

Maths ▼

[Back to top](#) [Open all](#)

Question numbers are listed together with your results and difference to the national. An ‘attempted the question’ figure is also given, together with a difference to the national (for some reason the national attempted figure isn’t given, even though there is space for it in the table).

[View test paper](#) [Print this page](#)

| Key stage 2 reading by question | | | | | | |
|---------------------------------|------------------------------|-----------------------|-------------------------|-------------------------|-----------------------------------|-------------------------|
| Question | Marks available [?] | Correct response | | | Pupils who attempted the question | |
| | | School % [?] | National % [?] | Difference [?] | Attempted | Difference [?] |
| 1 | 1 | 100.00 | 86.50 | 13.50 | 100.00 | 0.10 |
| 2 | 1 | 97.73 | 72.30 | 25.43 | 100.00 | 0.20 |
| 3 | 1 | 77.27 | 66.30 | 10.97 | 100.00 | 3.20 |
| 4 | 1 | 84.09 | 63.60 | 20.49 | 100.00 | 1.10 |

To see the detailed questions click **view the test paper** and you will be directed to the STA test materials.

To view the pupil-level click on **Back to QLA summary** near the top of the screen.

[Back to QLA summary](#)

Key stage 2 reading by question

Based on the group of 44 pupils found

This is final data for 2016/2017.

Then **view data by pupil**

[View data by question](#)
[View data by pupil](#)
[View test paper](#)

English grammar, punctuation and spelling ▼

Results are shown by subject strand (similar to the school QLA summary referred to on page 10). However pupil-level results are not available by individual question.

This is final data for 2016/2017.

[View test paper](#) [Print this page](#)

| Key stage 2 reading by pupil list | | | | | | | | |
|-----------------------------------|------------|-----------|-------------------------------|----------------------------|------------------------|-------------------------------|-------------------------------|---------------------------|
| Last name | First name | Overall ? | Meaning of words in context ? | Retrieve and record info ? | Summarise main ideas ? | Make and justify inferences ? | How info/content is related ? | Explain choice of words ? |
| | | 92.0 | 100.0 | 100.0 | 100.0 | 81.8 | 100.0 | 100.0 |
| | | 76.0 | 100.0 | 100.0 | 50.0 | 50.0 | 100.0 | 100.0 |
| | | 74.0 | 90.0 | 100.0 | 50.0 | 59.1 | 0.0 | 0.0 |
| | | 80.0 | 60.0 | 100.0 | 100.0 | 72.7 | 100.0 | 100.0 |

The figures shown are percentages, although this isn't made clear in the report.

Glossary - ASP Terminology/Useful Information

KS1 and KS2 attainment and scaled scores. A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil scores in a test.

All scaled scores are between 80 and 120. 100 equals the 'expected standard'. 110 denotes a pupil has achieved 'greater depth' at KS1 or met the 'higher standard' at KS2. This range was set in 2016 and has remained the same for 2017.

Tests/TAs are developed each year to the same specification, however, because the questions are different the difficulty may vary each year – so the number of marks required to achieve a scaled score of 100 one year may differ to the next.

This is why raw scores need to be converted to scaled scores, to ensure accurate comparisons in attainment over time.

Progress Scores. These scores show how much progress a pupil made in each subject between KS1-KS2, compared to all pupils nationally who got similar results at the end of KS1 (using KS1 average points score as the denominator).

Zero is the national average. A score above zero means pupils made more progress, on average, than all pupils nationally with similar KS1 results. Below zero means pupils made less progress, on average, than all pupils nationally with similar KS1 results.

A school's progress score is the average of all the pupil scores.

Confidence Intervals (CI). These are applied to progress indicators. The CI refers to a range of scores within which we can be statistically confident that the 'true' result will lie. For example, if a measure of 2.5 has a confidence interval of 3.0, then the true measure may lie between the range -0.5 and 5.5. In this instance, we cannot be statistically confident that pupils are progressing above the national as the range crosses zero.

Smaller cohorts have larger confidence intervals, as in these instances it is likely results may be affected by factors external to the school.

They are called 95% confidence intervals as this is the standard test used in statistics. It isn't 100% because you can never be 100% sure the results will be X or Y.

Significance. This follows on from the confidence interval and is denoted by a green box outline for 'sig+' or red for 'sig-'. Where the whole of the confidence interval is above zero, the score is significantly above the average. If the CI is entirely below zero the score is significantly below.

Significance tests are heavily influenced by pupil cohort numbers, so large schools are more likely to see Sig+ or Sig- than small schools, even when differences to the national average are the same. Also bear in mind these are tests of *statistical* significance, and not necessarily of educational significance.

Percentiles and Quintiles. Percentile refers to each of the 100 equal groups into which all schools can be divided – so percentile 10 means you are in the top 10% of schools nationally. Quintile refers to all schools divided into fifths – so being in Q1 means you are in the top fifth (or 20%) of all schools nationally.

Low, Middle, and High attainers (for the prior attainment bands at KS2)

Despite major changes in 2016, KS1 point scores are still relevant in terms of prior attainment (and will remain so until the 2016 Year 2s undertake their KS2 assessments).

However, at KS2, the low/middle/high KS1 prior attainment groups are defined in a new way to match the method for calculating the progress score. It uses average KS1 points for English (the average of reading and writing point scores) and gives equal weight to the maths score.

| KS1 | APS |
|------------|--|
| Low | Less than 12 (equates to level 1 or below) |
| Middle | Greater than 12, less than 18 (equates to level 2) |
| High | Above 18 (equates to level 3+) |

| KS1 Point Scores for all subjects | |
|--|-------------------------------|
| NC teacher assessment level | Point Score Equivalent |
| Level 4 | 27 |
| Level 3 | 21 |
| Level 2A | 17 |
| Level 2B or undifferentiated Level 2 | 15 |
| Level 2C | 13 |
| Level 1 | 9 |
| W – Working towards Level 1 | 3 |

Pupil Premium or ‘Ever 6’. All free school meal pupils are eligible for the Pupil Premium. The PP will be received for pupils known to have been eligible for free school meals in any of the previous 6 academic years. Pupil Premium pupils are therefore often referred to as ‘Ever 6’.

Disadvantaged Pupils. Definition includes pupils who were:

- known to have been eligible for free school meals in the past 6 years
- recorded as having been looked after for at least one day
- recorded as having been adopted from care

IDSR small cohorts and Areas to Investigate. Progress and attainment figures of **10 or fewer** are greyed out throughout the report (example from page 4 of the report below).

| | | | | | | |
|--------------------|------------------|--|--|----|----|----|
| | 2015 (4) | | | | | 18 |
| High at KS1 | 2016 (14) | | | 45 | | |
| | 2017 (10) | | | | 27 | |

'Areas to investigate' on the front page of the IDSR will only be displayed for groups of 11 or more pupils in a given year. Where a measure relates to trends, the cohort must be at least six pupils in each of the years.

Most ATIs are based on the latest data with some using the last 3 years data (such as KS2 progress). Cohort size is a key determining factor, so an issue that has been noticed through analysing the data might not necessarily be flagged as an ATI. This doesn't make it any less important though i.e. a school may still wish to investigate further why XXX issue(s) are there, even if it's just for five pupils.