

# **DfE Analyse School Performance (ASP) Lambeth Primary Schools 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 ASP reports 'landing page' will then appear.

Release timetable Guidance Sign out

Key stage 2 Key stage 1 Phonics QLA MTC All reports

Headline measures

Disadvantaged Show school details

Headline reports

Reading Writing Maths Reading, writing and maths combined Progress scatter plot Attainment scatter plot

Primary School (URN: )

Key stage 2

This is final data for 2022/23. Download PDF to print or save

Progress in reading, writing and maths ?

Reading ?	Writing ?	Maths ?
Number of pupils = 38	Number of pupils = 38	Number of pupils = 38
Pupils with adjusted scores = 0	Pupils with adjusted scores = 0	Pupils with adjusted scores = 0
Average -0.67	Well above average 3.94	Well above average 4.02

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



<a href="#">Open all</a>	
<a href="#">Ofsted inspection data summary reports</a>	▼
<a href="#">School performance summary</a>	▼
<a href="#">Key stage 2 headline measures</a>	▼
<a href="#">Key stage 2 additional reports</a>	▼
<a href="#">Key stage 1</a>	▼

Click on the down arrow to expand the selection.

### **Ofsted inspection data summary reports**

 For the latest IDSR, [visit the Ofsted IDSR service](#)

Problem with an IDSR? If you have an issue downloading an IDSR or any questions about the data in an IDSR, please email the relevant Ofsted team stating your URN or LAESTAB and give as much detail as possible:

Schools - [School.Performance.Data@ofsted.gov.uk](mailto:School.Performance.Data@ofsted.gov.uk)

16 to 19 - [FEandSkillsData@ofsted.gov.uk](mailto:FEandSkillsData@ofsted.gov.uk)

Expand the 'OfSTED inspection data summary reports' section and follow the link to your IDSR (URL below).

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

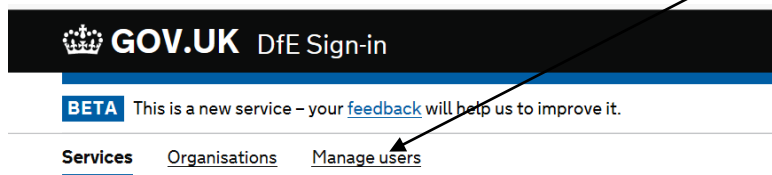
Enter your DfE Sign-In credentials as normal.

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

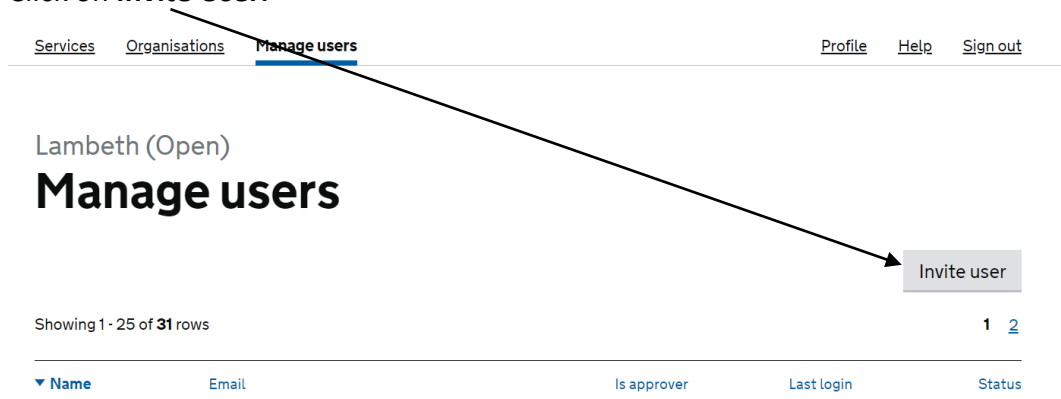
<https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide>

## 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.



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. 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

Showing 26 - 31 of 31 rows					Invite user
					1 2
▼ Name	Email	Is approver	Last login	Status	
<a href="#">Robert Tong</a>	rtong@lambeth.gov.uk	Yes	an hour ago	Active	

Click on the relevant service

Service	Access granted on	Service status
<a href="#">Analyse school performance</a>	26 Jul 2018	Active
<a href="#">Collect</a>	17 Aug 2018	Active
<a href="#">Information Exchange</a>	27 Sep 2019	Active
<a href="#">School to School</a>	17 Aug 2018	Active

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

## Edit service

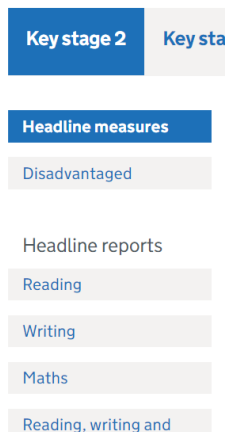
User	Robert Tong
Organisation	Lambeth
Service	Analyse school performance

Select all required roles

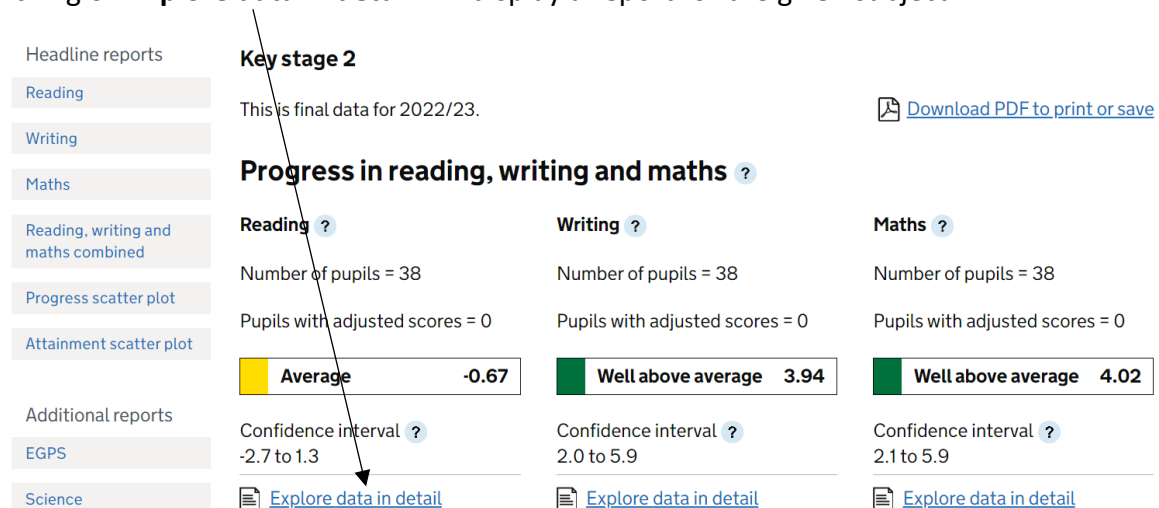
- ☐ ASP LA Anon  
☒ ASP LA Named

### 3. Viewing and downloading ASP reports

Clicking on a header to expand the selection and select a report. In this example we've chosen Key Stage 2 / Headline Measures.



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



You can then view the data by pupil groups (SEN, FSM etc) and drill-down further using filters. Not all pupil groups have the national comparator available.

Click on filter in the report and you will see this screen. Expand the selection you want. In this example boys. The report then shows boys by each contextual group. Unfortunately, the equivalent national benchmarks are not provided when filters are applied

### Reading progress and attainment by pupil group ?

This is final data for 2022/23.

Filters ?

Download to print or save

Filters applied: Gender: Male.

We can only show national average figures for unfiltered data. If you select a filter, national average figures will **not** then be displayed. This also means that you cannot switch comparators with a filter selected.

Key stage 2 reading by pupil group									
Breakdown	Reading progress						Reading attainment		
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard ?		
		School	National ?	School	National ?		School %	National % ?	
All pupils	22	-1.93	-	-1.93	-	23	65	-	
Disadvantaged ?	13	-2.93	-	-2.93	-	13	46	-	
Other ?	9	-0.50	-	-0.50	-	10	90	-	
SEN EHCP ?	3	-1.76	N/A	-1.76	N/A	3	0	N/A	
SEN support ?	4	-4.38	N/A	-4.38	N/A	5	20	N/A	
No SEN ?	15	-1.32	-	-1.32	-	15	93	-	

Hide filters

Clear filters

Gender  
1 selected  
☒ Male  
☐ Female

Disadvantaged ▾

Special educational needs (SEN) ▾

Non-mobile ▾

First language ▾

Prior attainment band ▾

Ethnicity ▾

Hide filters

Clear filters

Click on **Clear filters** and **Hide filters** to return to the main report.

Key stage 2 reading by pupil group												
Breakdown	Reading progress					Reading attainment						
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard ?		Achieving a higher standard ?		Average score ?	
		School	National ?	School	National ?		School %	National % ?	School %	National % ?	School	National ?
All pupils	38	-0.67	0.04	-0.67	0.00	43	70	73	30	29	105.6	105.1
Male ?	23	0.52	-0.21	0.52	-0.26	26	77	70	35	27	105.7	104.6
Female ?	15	-2.49	0.29	-2.49	0.27	17	59	76	24	31	105.6	105.6
Disadvantaged ?	20	-0.67	0.43	-0.67	0.40	22	59	78	14	34	103.0	106.2
Other ?	18	-0.67	0.43	-0.67	0.40	21	81	78	48	34	108.5	106.2
Switch comparator ?												

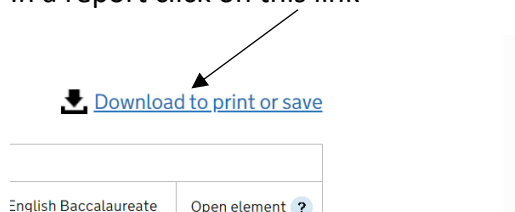
Hovering over the **question marks** will give you short explanations of the terms used, and in some cases links to further information.

Comparisons to the national are like-for-like i.e. male v male, with the exception of disadvantaged pupils. Here the default is disadvantaged pupils compared to the national non-disadvantaged cohort. The reason for this is to provide aspiration/challenge when evaluating outcomes for the disadvantaged group/s. However, click on **switch comparator** and it becomes a like-for-like comparison.



## 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 **QLA** tab.

A screenshot of the QLA (Question Level Analysis) interface. At the top, there is a navigation bar with tabs: 'Key stage 2', 'Key stage 1', 'Phonics', 'QLA', 'MTC', and 'All reports'. The 'QLA' tab is selected. Below the tabs, there is a section for 'Question level analysis year 6'. It includes a description: 'This section allows you to assess how your pupils performed in the key stage 2 tests by subject strand, by question and by individual pupils and compare these with the national average.' and a note: 'This is QLA 2023/2024 data.' There are two links: 'View as tables' (with a table icon) and 'Download PD' (with a PDF icon). The 'View as tables' link is highlighted with an arrow. Below the links, there is a section for 'Reading' with a note: 'Based on the cohort of 43 pupils.' and a legend: 'Correct response' (pink square), 'National' (grey square), and 'Marks available' (triangle).

The default analysis shows graphs for each subject strand (scroll down the page for each one) but click **view as table** to show 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** under a subject graph or table (in this example the reading table).

## Reading

Based on the cohort of 43 pupils.

Strand	Marks available ?	Correct response % ?	National % ?	Difference ?
2a. Give / explain the meaning of words in context	5	84	70	14
2b. Retrieve and record information / identify key details from fiction and non-fiction	19	86	67	19
2c. Summarise main ideas from more than one paragraph	1	88	79	9
2d. Make inferences from the text / explain and justify inferences with evidence from text	22	79	68	11
2h. Make comparisons within the text	3	47	33	14
<b>Total ?</b>	<b>50</b>	<b>80</b>	<b>66</b>	<b>14</b>

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

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).

## Reading by question

Based on the cohort of 43 pupils

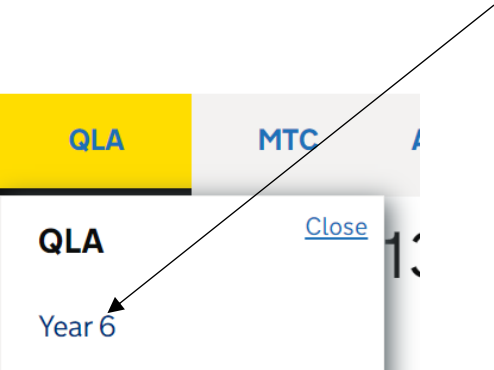
This is QLA 2023/2024 data.

[View test paper](#)
[Download to print or save](#)

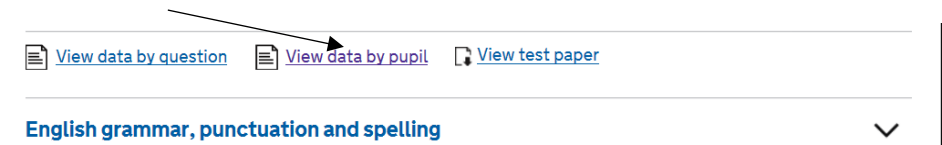
Reading by question							
Question	Strand	Marks available ?	Correct response % ?	National % ?	Difference ?	Pupils who attempted the question %	Attempted difference ?
1	2d. Make inferences from the text / explain and justify inferences with evidence from text	1	97.7	91.1	6.6	100.0	0.2
2	2a. Give / explain the meaning of words in context	1	100.0	89.3	10.7	100.0	1.7
3	2b. Retrieve and record information / identify key details from fiction and non-fiction	1	76.7	65.2	11.5	95.3	-0.8

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 the **QLA / Year 6** menu near the top of the screen.



Then **view data by pupil** under a subject chart or table



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.

### Reading by pupil list

Based on the cohort of 43 pupils

This is QLA 2023/2024 data.

[View test paper](#) [Download to print or save](#)

Reading by pupil list							
Last name	First name	Overall % ?	Correct response by strand % ?				
			2a. Give / explain the meaning of words in context	2b. Retrieve and record information / identify key details from fiction and non-fiction	2c. Summarise main ideas from more than one paragraph	2d. Make inferences from the text / explain and justify inferences with evidence from text	2h. Make comparisons within the text
		74.0	60.0	73.7	100.0	86.4	0.0
		72.0	60.0	78.9	100.0	77.3	0.0
		78.0	80.0	84.2	100.0	81.8	0.0

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.

<b>KS1</b>	<b>APS</b>
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+)

<b>KS1 Point Scores for all subjects</b>	
<b>NC teacher assessment level</b>	<b>Point Score Equivalent</b>
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.