

# Caspa

Comparison and Analysis of Special Pupil Attainment

**CASPA for School Governors**

# CASPA... what is it?

'CASPA' stands for **C**omparison and **A**nalysis of **S**pecial **P**upil **A**ttainment

CASPA is therefore all about:

- ❖ Pupils with defined categories of need, working below age-related expectations
- ❖ These pupils' *achievement*; progress and attainment
- ❖ Comparing their achievement against:
  - CASPA's up-to-date robust benchmarks for detailed analysis
  - Ofsted's expectations for Key Stage progress
- ❖ Using current and historic assessment results
- ❖ Validating and tracking progress towards targets

# Responsibilities of school governors...

Blue text is directly relevant to *your* use of CASPA

National Governors Association says...

- ❖ provides a strategic view of the school by establishing a vision and setting the purpose and aims of the school within an agreed policy framework. It appoints and performance manages the headteacher, **agreeing the school improvement strategy which includes setting statutory targets** with supporting budgets and staffing structures;
- ❖ monitors and evaluates the work of the school by **reviewing** the performance of the headteacher, the effectiveness of the policy framework, **progress towards targets, and the effectiveness of the school improvement strategy**;
- ❖ signs off the **self evaluation** process and **responds to school improvement service and Ofsted reports as necessary**. In addition it **holds the headteacher to account for the performance of the school** and ensures that parents are involved, consulted and informed as appropriate, with information to the community being made available as required.

# For *your* responsibilities, use CASPA for...

## School improvement strategy

- ❖ Agree strategic objectives for improving achievement
- ❖ Review effectiveness of strategy

## Targets

- ❖ Agree target setting principles for pupil achievement
- ❖ Ensure progress towards targets is tracked

## School performance

- ❖ Review school performance from your, and other people's, perspective

# School improvement strategy

Your strategy will cover *specific* areas for improvement in achievement, identifying initiatives to address each. Ensure that:

- ❖ The baseline has been established for each initiative (where you *were*)
- ❖ The progress of each initiative will be tracked (you will know if you are getting there)
- ❖ The success of each initiative is evidenced (you can prove that the goal was achieved)

# Targets

Governors won't set individual pupil targets; you might agree the target setting strategy though

Ofsted expects targets to be “aspirational yet realistic”:

- ❖ Start with *high* expectations
- ❖ Use the pupil's historic rate of progress with relevant benchmarks in CASPA to understand what is *expected* progress, and what would be *challenging*

Ensure progress is tracked towards targets – no surprises at the end of the year!

Require evidence about how well pupils met targets at the end of each year

# School performance

You need a top-down evaluation of performance

Is the school successful and what measures do you use? For example:

- ❖ Governing body's expectations are met, representing parents, authority, etc.
- ❖ Monitor how Ofsted's expectations will be met. For example:
  - An *evaluation* of achievement, not just a large pile of data reports
  - This evaluation, with evidence, is prepared in readiness for inspection
  - Pre-empt known focus areas. For example, comparison of achievement of disadvantaged and vulnerable groups (narrowing the gap)

# So... How will CASPA help?

## CASPA includes top-down analysis:

- ❖ Start at the highest levels
- ❖ Focus on your strategic goals
- ❖ Look for an evaluation, not for data
- ❖ Drill down if more information is required
- ❖ Have an appreciation for what else is available (because it informs your understanding of what your school *can* do) but don't get buried in the detail

# Different features for different roles...

**CASPA's analysis is used by/with different audiences:**

- ❖ **Parents**
- ❖ **Teachers**
- ❖ **Senior Leadership Team and Governors**
- ❖ **External agencies**

**...and therefore provides a very wide range of features supporting the analysis of achievement; from the smallest details to the helicopter view.  
Use what is appropriate for your needs**

# A good place to start...

**A great starting point for governor-friendly reporting in CASPA is:**

- ❖ **Comparison of progress vs expectations (aka the Traffic Light graph)**
  - **Compares pupil progress against CASPA's robust, rich benchmarks, starting at the whole school level across all National Curriculum subjects, year-on-year, demonstrating small amounts of progress**
  - **Allows you to compare the quality of progress for different groups (eg Free School Meals)**
- ❖ **Key stage transitions using Progression Materials**
  - **Compares pupil progress against Progression Materials quartiles**
  - **Supports whole-level reporting in Ofsted-friendly styles**

# How do I understand & interpret these graphs?

Lots of resources are available. For example:

## ❖ Traffic Light Graph:

- Use relevant slides from 'Top CASPA reports and graphs'

<http://www.caspaonline.co.uk/resource-centre/downloads/> 'Introducing CASPA' tab

- For additional guidance, use 'Analysis and benchmarking in CASPA' document

From same tab referenced above

## ❖ Key stage transitions using Progression Materials

- Use video clip for summary of features

<http://www.caspaonline.co.uk/resource-centre/learning-hub/> select 'Video clips' and 'CASPA's analysis'

# 1. School Improvement example...

Track the year-on-year success of initiatives.

For example, if Maths has been the focus, can I evidence the original position, track the change, and evidence the current situation?

1

**Note:** This graph may have originally highlighted the issue and driven the need for the improvement initiative

3

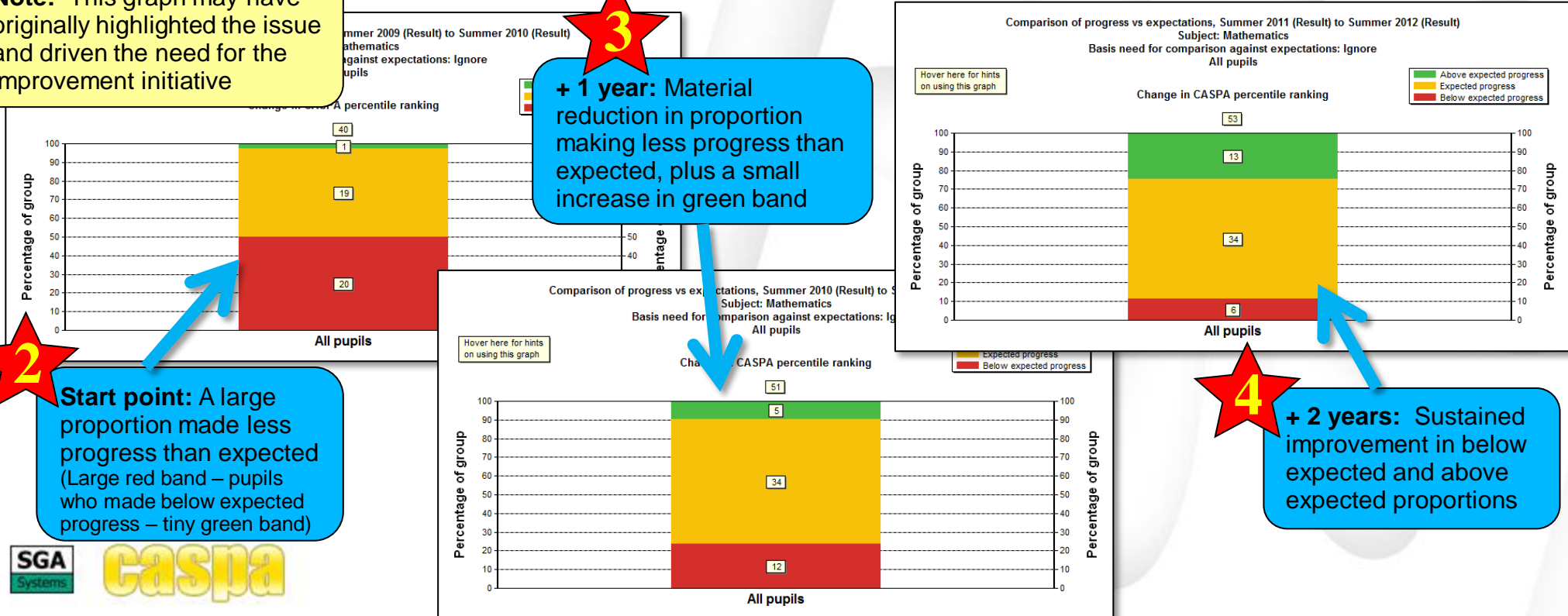
**+ 1 year:** Material reduction in proportion making less progress than expected, plus a small increase in green band

2

**Start point:** A large proportion made less progress than expected (Large red band – pupils who made below expected progress – tiny green band)

4

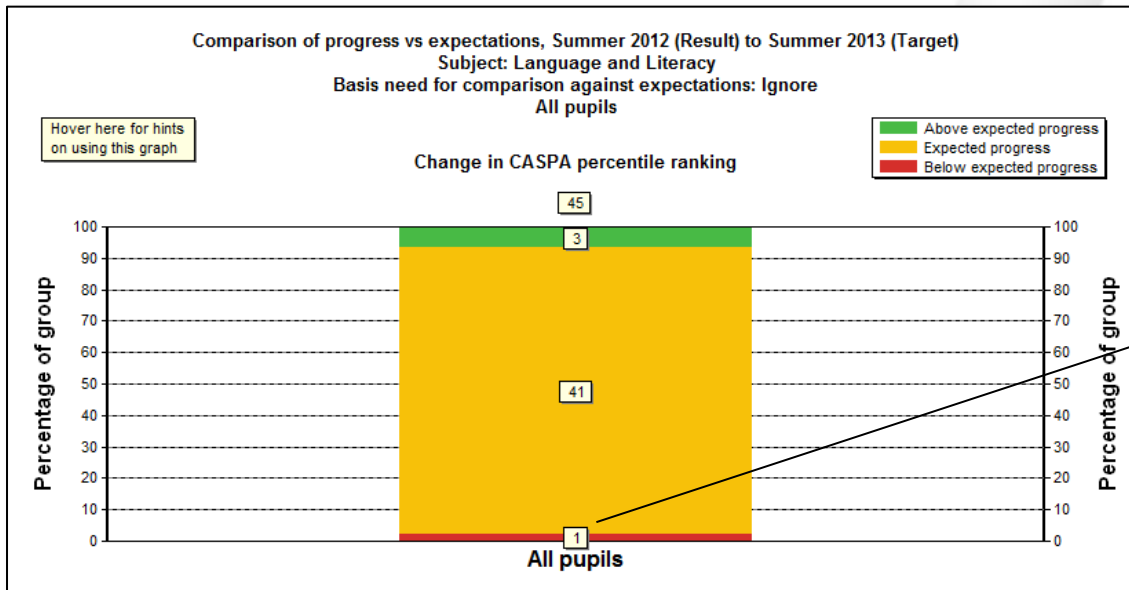
**+ 2 years:** Sustained improvement in below expected and above expected proportions



## 2. Target setting

Are they aspirational, yet realistic?

Start with annual targets (using Traffic Light graph)



Compare the progress that pupils' targets require against CASPA's expectations

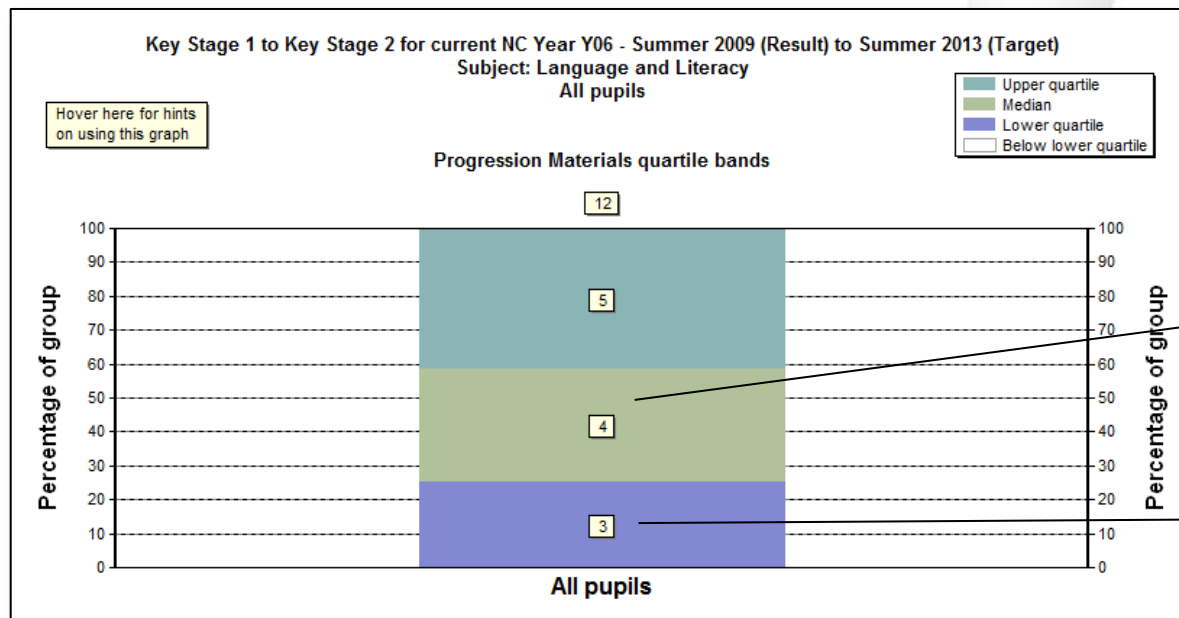
One pupil has an end of year target that will result in him/her making less than CASPA's 'expected progress' – not necessarily wrong, but certainly requires explanation if correct

The end of year targets set by the school will result in most pupils making CASPA's 'expected progress' (amber band). Is expected progress aspirational? (see below)

**Note:** For the majority of starting levels, CASPA's expected progress is at least equal to the Progression Materials upper quartile level when ignoring need (as used in this example)

# Target setting (2)

## Also Key Stage targets (via Key Stage transitions using Progression Materials)



**Compare end of Key Stage targets against their equivalent Progression Materials quartile**

The targets for these pupils will result in them achieving median (median is 'expected' progress for Ofsted if in starting the Key Stage in the P Scales)

These pupils have end of KS targets that will result in them achieving only lower quartile. Once again, if correct these require explanation

Note 1: Ofsted like to know that schools have made these types of predictions. Do you know whether your targets are on a trajectory that matches the school's ambitions?

Note 2: Ofsted may expected schools to consider upper quartile level as 'aspirational' and as the starting point for target setting. You may need to explain any targets that are not consistent with achieving upper quartile

# Close tracking...

Will pupils meet their targets? You need to know that this is being tracked

- ❖ Ofsted expect ‘close tracking’ to avoid leaving it to chance
- ❖ Assess throughout the year to ensure pupils are in track
- ❖ For your information... this detailed reporting is used by teachers to support their review of pupils’ progress throughout the year.

**CASPA current-year progress report for Charlotte ANDREWS**  
 Expected progress values are based on category of need SLD

Expected progress values for each subject are based on percentile data for the years 2010-2012 for the specified category of need, and take account of the pupil's NC Year and prior attainment level for that year. 'OOR' indicates prior attainment out of range for category of need.

	Result for Summer 2012	Progress to date	Current result	Residual progress to meet target	Current target for Summer 2013	Target progress for year	Expected progress for year
<b>Language and Literacy</b>							
Reading	P5.6	+1.00	P6.6	+0.20	P6.8	+1.20	+0.42
Writing	P6.2	+0.60	P6.8	+0.40	P7.2	+1.00	+0.45
Speaking	P6.0	+0.80	P6.8	+0.20	P7.0	+1.00	+0.45
Listening	P6.0	+0.80	P6.8	+0.20	P7.0	+1.00	+0.46
Average for Language and Literacy	P6.0	+0.80	P6.8	+0.25	P7.0	+1.05	+0.45
<b>Mathematics</b>							
Number	P5.8	+0.80	P6.6	+0.40	P7.0	+1.20	+0.44
Using and applying	P6.4	+0.20	P6.6	+0.60	P7.2	+0.80	+0.49
Shape, space and measure	P5.6	+0.60	P6.2	0.00	P6.2	+0.60	+0.41
Handling data							
Average for Mathematics	P6.0	+0.53	P6.4	+0.33	P6.8	+0.87	+0.45
<b>Science</b>							
Scientific enquiry	P5.8	+1.00	P6.8	+0.20	P7.0	+1.20	+0.44
Life processes and living things	P6.0	+0.60	P6.6	+0.20	P6.8	+0.80	+0.49
Materials and their properties	P6.2	+0.60	P6.8	0.00	P6.8	+0.60	+0.49
Physical processes	P6.0	+0.60	P6.6	+0.20	P6.8	+0.80	+0.49

# End of the year review...

Teachers and SLT have reporting:

- ❖ For a single pupil & all subjects
- ❖ For a group of pupils in a range of subjects
- ❖ *You* might want the summary from the base of the report

## CASPA 2013

CASPA actual vs target analysis report for Language and Literacy for all pupils

This report details the CASPA result for 2012, the current target for Summer 2013 and the current result, and indicates whether the target for Summer 2013 has exceeded or not met. Data that originates from your SIMS system is shown in italics.

Name	Class	HL	Year	Other need 1	Other need 2	Reading				Writing				Speaking				Listening			
						Actual 11/12	Target 12/13	Actual 12/13	Tgt met?	Actual 11/12	Target 12/13	Actual 12/13	Tgt met?	Actual 11/12	Target 12/13	Actual 12/13	Tgt met?	Actual 11/12	Target 12/13	Actual 12/13	Tgt met?
ANDREWS, Charlotte	JUN	Y06	MILD	ASD	None	P5.6	P6.8	P6.6	-0.20	P6.2	P7.2	P6.8	-0.40	P6.0	P7.0	P6.8	-0.20	P6.0	P7.0	P6.8	-0.20
BARNES, Jo	LS	Y06	MILD	SLCN	None	P4.0	P4.4	P6.6	+2.20	P5.2	P5.6	P6.6	+1.00	P6.2	P6.8	P7.2	-1.00	P7.0	P7.6	P7.0	-0.60
BARTLETT, Michael	EY	Y04		ASD	None	P6.0	P4.6	P7.0	+2.40	P6.0	P4.6	P7.0	+2.40	P6.0	P4.4	P7.0	+2.60	P6.0	P4.4	P7.0	+2.60
BELL, David	JUN	Y05	SLD	None	None	1C.0	1C.8	1C.0	-0.80	P7.0	P7.6	P7.0	-0.60	1B.0	1B.8	1B.0	-0.80	1B.0	1B.6	1B.0	-0.60
BROWN, John	INF	Y03	SLD	ASD	None	P5.0	P5.6	P5.0	-0.60	P5.0	P5.6	P5.0	-0.60	P5.0	P5.6	P5.0	-0.60	P5.0	P5.6	P5.0	-0.60
BUTCHER, Ian	LS	Y07	SLD	None	None	2C.6	2B.4	2B.0	-0.40	2C.4	2B.4	2C.8	-0.60	2C.8	2B.4	2B.2	-0.20	2C.6	2B.4	2B.0	-0.40
CARNES, Sarah	US	Y11	SLD	PD	None	1C.2	1C.4	1C.2	-0.20	P6.2	P6.4	P6.2	-0.20	1C.6	1B.0	1C.6	-0.40	1C.6	1B.0	1C.6	-0.40
CHBANGUZA, Mohamed	EY	Y02	MILD	SLCN	None	P4.0		P4.4		P31.6		P4.4		P31.6		P4.4		P4.0		P4.4	

Name	Class	HL	Year	Other need 1	Other need 2	Reading				Writing				Speaking				Listening			
						Actual 11/12	Target 12/13	Actual 12/13	Tgt met?	Actual 11/12	Target 12/13	Actual 12/13	Tgt met?	Actual 11/12	Target 12/13	Actual 12/13	Tgt met?	Actual 11/12	Target 12/13	Actual 12/13	Tgt met?
D	VI	None				P4.4	P4.8	P4.0	-0.80	P4.4	P5.8	P5.0	-0.80	P4.4	P5.8	P5.0	-0.80	P4.4	P5.8	P5.0	-0.80
D	VI	None				P211.6	P31.2	P31.0	-0.10	P211.6	P31.2	P31.2	✓	P211.6	P31.2	P31.0	-0.10	P211.6	P31.2	P211.8	-0.20

**Summary:**

Category	Reading	Writing	Speaking	Listening
Achieving target:	15%	11%	9%	6%
Exceeding target:	11%	11%	4%	4%
Not meeting target:	74%	79%	87%	89%

# Targets... In summary

Targets should be aspirational yet realistic:

- ❖ Are you confident that this is the case and does the school's analysis evidence this?
- ❖ Where targets do not *appear* to be *aspirational* can you be convinced that they are aspirational for *that* pupil?
- ❖ Can this be backed up with evidence? (eg, pupil is overseas for 6 months)
- ❖ CASPA has a 'notes' facility for every pupil. Is this evidence recorded for these pupils so that it is available immediately if required?

Is progress towards these targets closely tracked?

At the end of the year, will you know how pupils did against their targets?

# 3. School Performance...

**How is achievement portrayed for your school:**

- Internally; for deeper analysis and to drive/monitor school improvement
- Externally; for you, parents, advisors, improvement partners, Ofsted, etc

**For Ofsted, key areas they will be interested in should be drawn out** (Ofsted's handbook and subsidiary guidance provide a strong steer for these areas)

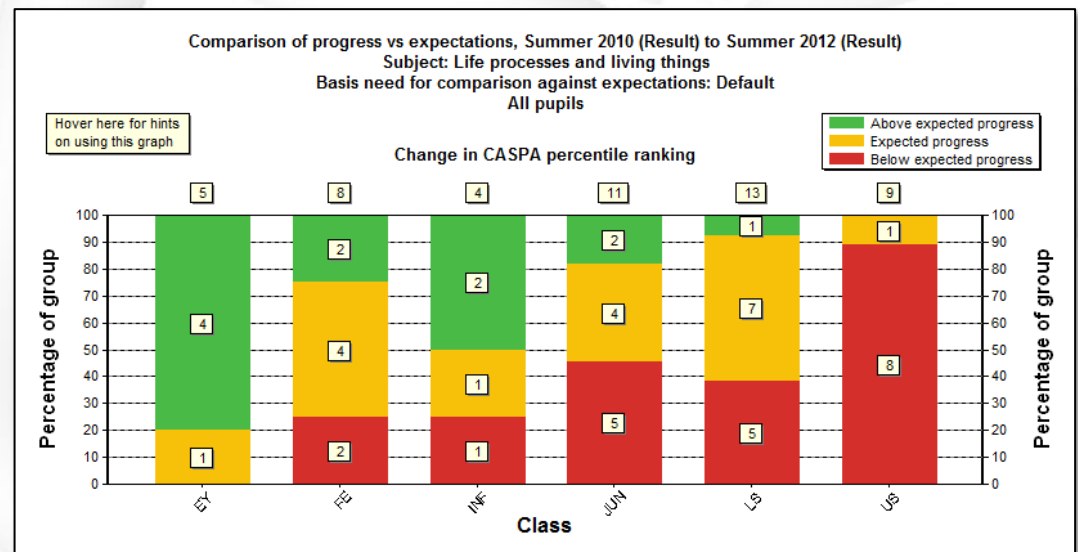
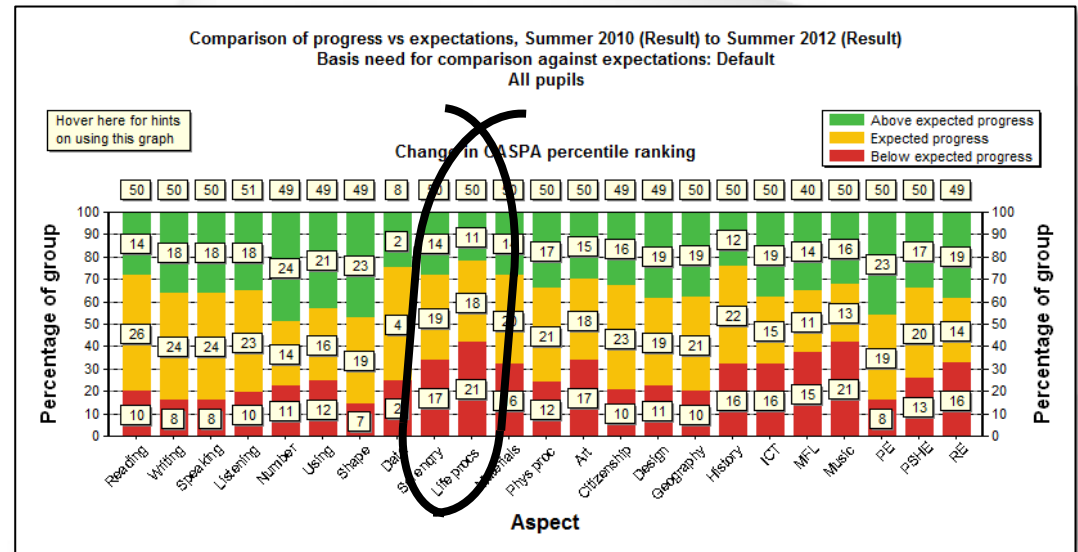
**You won't be given any effective notice to prepare for Ofsted. Build in regular school self evaluation**

**Some schools recommend keeping a folder always populated with their pre-prepared 'evaluation' for Ofsted. Keep it up to date during the year, coinciding with the school's assessment schedule for close tracking**

# Internal use...

## Feedback suggests:

- ❖ Compare progress over the last 3-5 years
- ❖ Compare across all subjects
- ❖ Significant use of Traffic Light graph
- ❖ Probe where necessary (eg Life Processes in the example above has a large red band, esp for a core subject and compare progress in this subject for groups of pupils (the class on the right looks ripe for some deeper analysis))

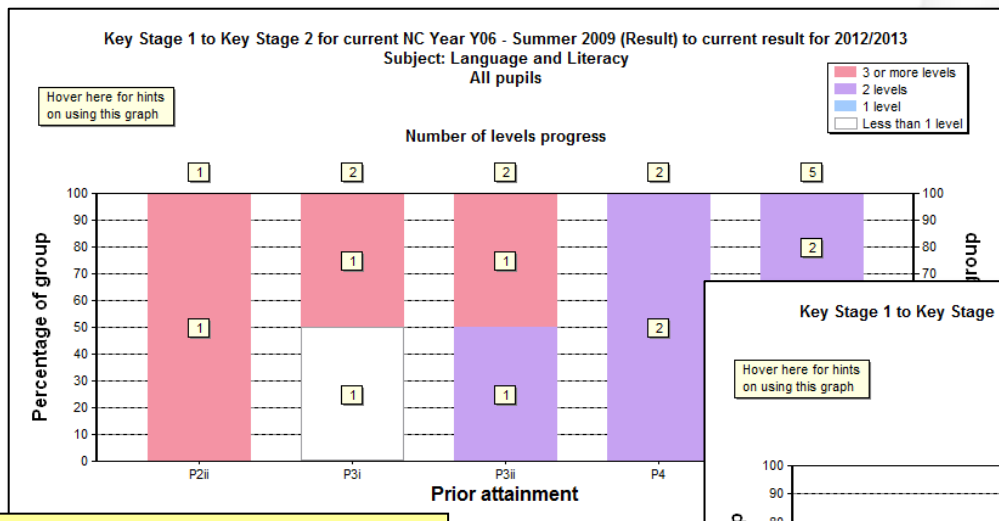


# External use...

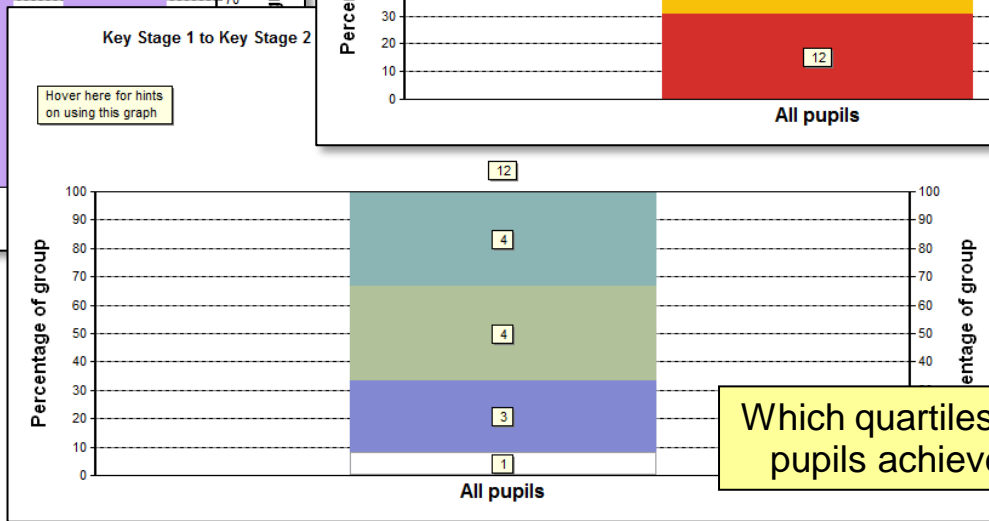
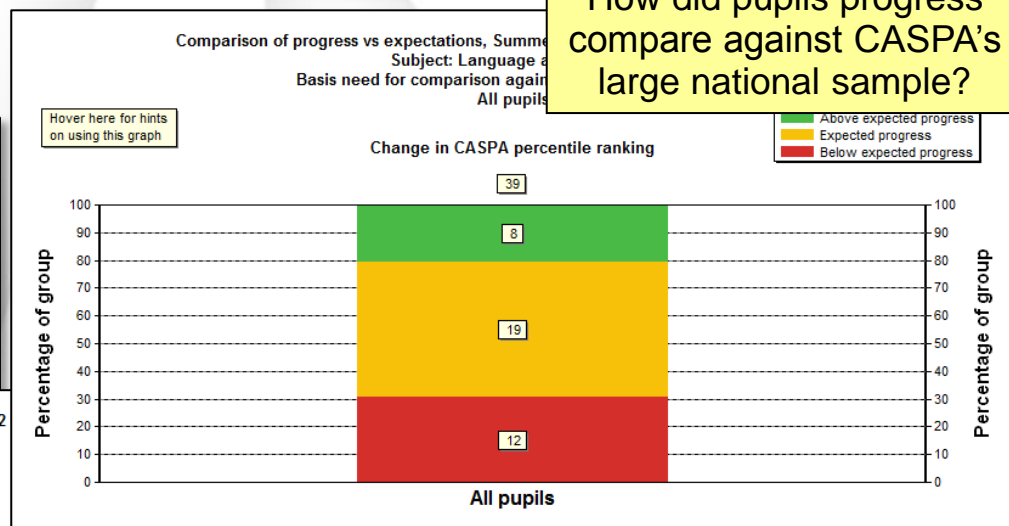
A summary, and an evaluation – not just data! Feedback suggests:

- ❖ English, Maths & Science. Plus other subjects as suits your school
- ❖ Key Stage *and* year-on-year evaluations

How did pupils progress compare against CASPA's large national sample?



How many levels progress did pupils achieve across the Key Stage?

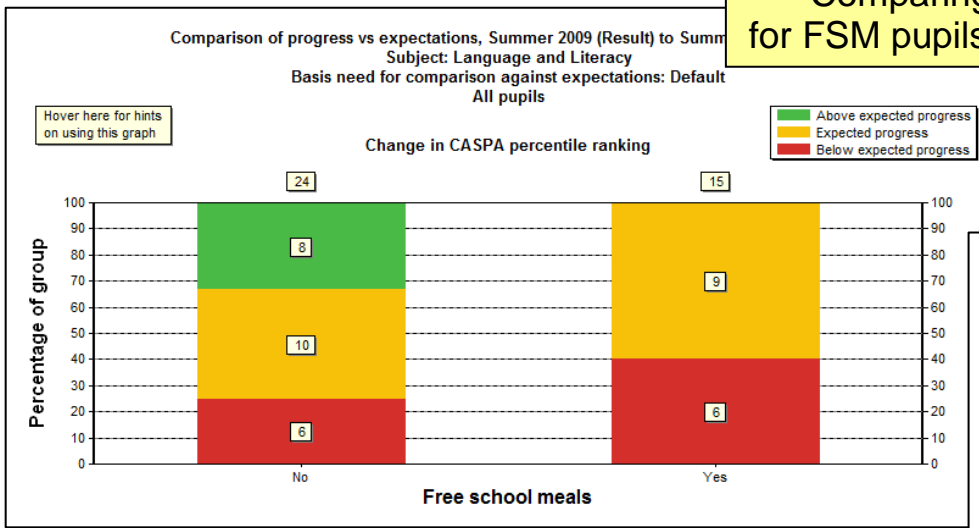


Which quartiles did pupils achieve?

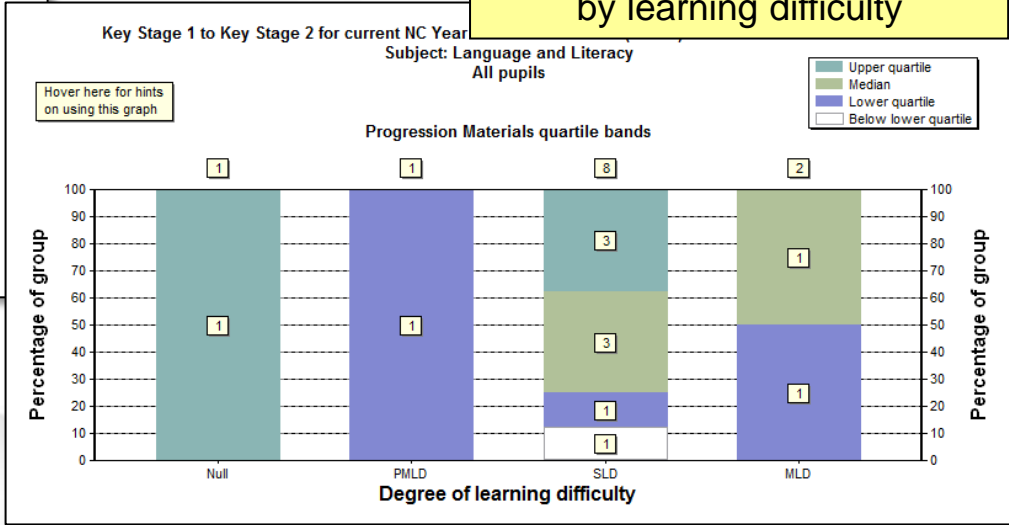
# External use (2)...

- ❖ Analysis of ‘narrowing the gap’ and for other vulnerable groups. For example:
  - FSM & LAC. Compare progress against the rest of the school
  - Compare progress of pupils with different needs

Comparing annual progress for FSM pupils vs rest of the school




Quartiles achieved, compared by learning difficulty




# External use (3)...

- ❖ See also Ofsted's 'School Data Dashboard' for ideas about Ofsted areas of interest (not currently published for Special Schools)



School Data Dashboard



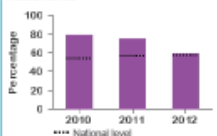
**Perins School A Community Sports College (Academy converter) (URN: 137128, DfE No.: 8504130) - Key Stage 4**

**How are pupils doing in exams? (Attainment)**

**Overall**

In 2012, 59% of all pupils attained five GCSEs grade A\*-C including English and mathematics. This is a decrease of 16 percentage points since 2011.

Percentage of pupils who attained five GCSEs grade A\*-C including English and mathematics



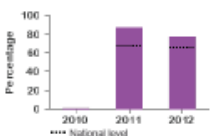
In 2012, the school's result was in the bottom 20% of similar schools' results, and in the middle 20% of all schools.

Similar schools	All schools
Highest	Highest
2nd quintile	2nd quintile
3rd quintile	3rd quintile
4th quintile	4th quintile
Lowest	Lowest

**English**

In 2012, 77% of all pupils attained grade A\*-C in English (EBacc). This is a decrease of 10 percentage points since 2011.

Percentage of pupils who attained grade A\*-C in English (EBacc)



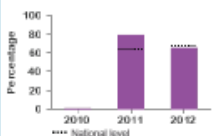
In 2012, the school's result was in the bottom 20% of similar schools' results, and in the top 40% of all schools.

Similar schools	All schools
Highest	Highest
2nd quintile	2nd quintile
3rd quintile	3rd quintile
4th quintile	4th quintile
Lowest	Lowest

**Mathematics**

In 2012, 65% of all pupils attained grade A\*-C in mathematics (EBacc). This is a decrease of 14 percentage points since 2011.

Percentage of pupils who attained grade A\*-C in mathematics (EBacc)



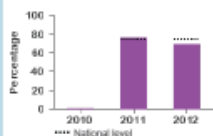
In 2012, the school's result was in the bottom 20% of similar schools' results, and in the middle 20% of all schools.

Similar schools	All schools
Highest	Highest
2nd quintile	2nd quintile
3rd quintile	3rd quintile
4th quintile	4th quintile
Lowest	Lowest

**Science**

In 2012, 69% of pupils entered attained grade A\*-C in science (EBacc). This is a decrease of seven percentage points since 2011.

Percentage of pupils who attained grade A\*-C in science (EBacc)




In 2012, the school's result was in the bottom 20% of similar schools' results, and in the bottom 40% of all schools.


Similar schools	All schools
Highest	Highest
2nd quintile	2nd quintile
3rd quintile	3rd quintile
4th quintile	4th quintile
Lowest	Lowest

The data presented in this report are Key Stage 4 and are final. Data source: Department for Education. Similar schools are those schools which have a similar prior attainment score to this one. More information can be found in the accompanying guidance document.

Page 1 of 3



School Data Dashboard




**Perins School A Community Sports College (Academy converter) (URN: 137128, DfE No.: 8504130) - Key Stage 4**

**How good is attendance?**

**Overall attendance**

In 2012, the attendance rate at this school was 94.8%. The attendance rate has increased by 0.7 percentage points since 2011. The attendance rate is in the top 40% of all schools.

Level of attendance at this school




All schools
Highest
2nd quintile
3rd quintile
4th quintile
Lowest

**Narrowing the gap between disadvantaged and other pupils**

**English Expected Progress**

In 2012, 46% of disadvantaged pupils achieved expected progress, while 77% of other pupils achieved expected progress.

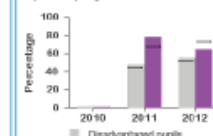
Percentage of pupils who achieved expected progress



**Mathematics Expected Progress**

In 2012, 54% of disadvantaged pupils achieved expected progress, while 54% of other pupils achieved expected progress.

Percentage of pupils who achieved expected progress



The data presented in this report are Key Stage 4 and are final. Data source: Department for Education. Similar schools are those schools which have a similar prior attainment score to this one. More information can be found in the accompanying guidance document.

Page 2 of 3

# **A theme emerges for governors' use of CASPA...**

**Most of what you need is likely to be provided by just two graphs:**

- ❖ **Traffic Light graph**
- ❖ **Key Stage reporting**

**Different reporting is used at different times of the year; not all at once!**

- ❖ **Target setting - usually autumn term**
- ❖ **Close tracking - termly**
- ❖ **Progress made & targets met – end of year**

**Don't be daunted by data analysis:**

- ❖ **Challenge and probe. Review detail only where you require additional evidence**
- ❖ **Use CASPA's resources, especially the website, for your own learning if required**

# Where can I obtain resources to help me?...

❖ CASPA website ([www.caspaonline.co.uk](http://www.caspaonline.co.uk))

❖ Go to the Resource Centre for:

- Articles
- Video clips
- Documents

The top screenshot shows the CASPA website header with the following navigation links: Home, Key features, Purchasing Caspa, **Resource Centre** (circled in red), About us, and Contact us. Below the navigation is a newsletter sign-up form and a featured article titled 'Comparison and Analysis of Special Pupil Attainment'.

The bottom screenshot shows the 'Resource Centre' page with the following sections:

- Articles**: Our complete archive of CASPA articles and published CASPA newsletters.
- Learning Hub**: Resources to enhance your understanding and to support training you may provide including video clips, slide packs, etc.
- Downloads**: Resources you can download, including the Evaluation Version of CASPA and a wide variety of CASPA documents and slide packs.
- Support**: Typical questions our support desk receives, and their answers.

# Where can I obtain resources to help me? (2)...

- ❖ CASPA newsletter
- ❖ Hints and tips to make best use of CASPA
- ❖ Subscribe via CASPA website banner

