IDSR and the New Curriculum Proposals

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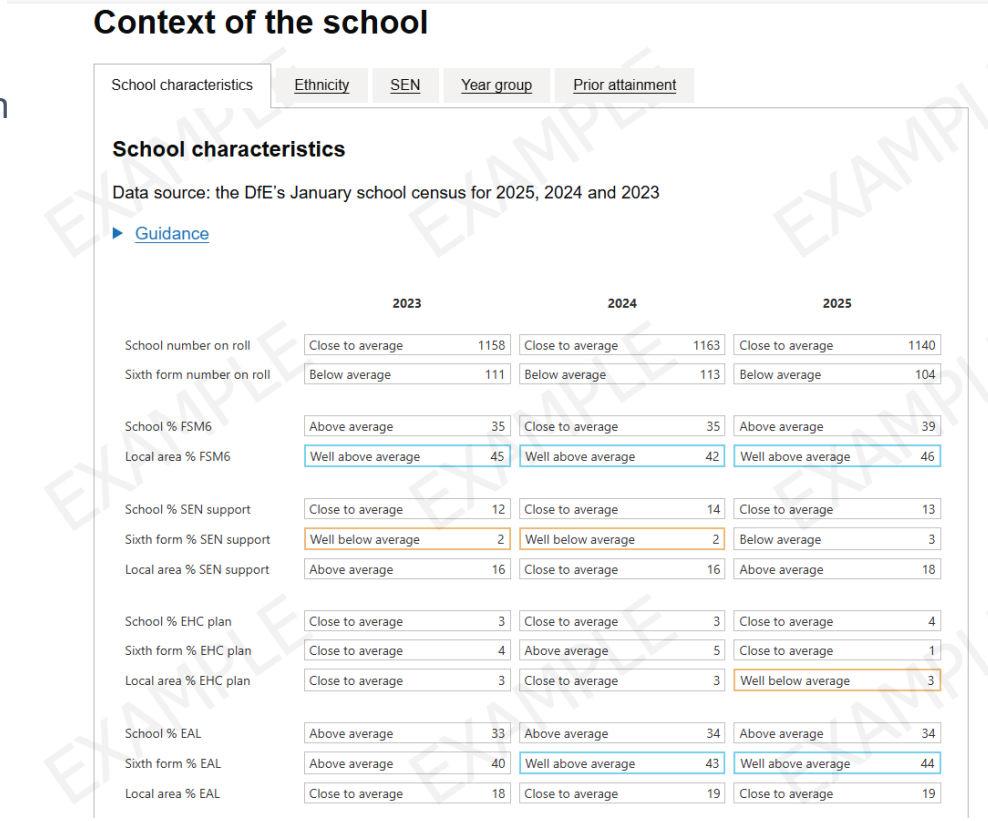
📋 What is the IDSR?

- 📊 **Inspection Data Summary Report** – created by Ofsted for inspection preparation

  Ofsted | Inspection Data Summary Report Ofsted | Inspection Data Summary Report
- 🔍 Summarises national data about your school's context, outcomes and trends
- ⚠️ **Not** a complete picture or a judgement – it's a starting point only
- 💬 Shared between inspectors and school leaders to guide professional dialogue
- 🔗 Alongside school inspection toolkit to inform inspector conversations

Ofsted | Inspection Data Summary Report

School inspection data summary report (IDSR) guide - GOV.UK



Context of the school

School characteristics | Ethnicity | SEN | Year group | Prior attainment

School characteristics

Data source: the DfE's January school census for 2025, 2024 and 2023

▶ Guidance

	2023		2024		2025	
School number on roll	Close to average	1158	Close to average	1163	Close to average	1140
Sixth form number on roll	Below average	111	Below average	113	Below average	104
School % FSM6	Above average	35	Close to average	35	Above average	39
Local area % FSM6	Well above average	45	Well above average	42	Well above average	46
School % SEN support	Close to average	12	Close to average	14	Close to average	13
Sixth form % SEN support	Well below average	2	Well below average	2	Below average	3
Local area % SEN support	Above average	16	Close to average	16	Above average	18
School % EHC plan	Close to average	3	Close to average	3	Close to average	4
Sixth form % EHC plan	Close to average	4	Above average	5	Close to average	1
Local area % EHC plan	Close to average	3	Close to average	3	Well below average	3
School % EAL	Above average	33	Above average	34	Above average	34
Sixth form % EAL	Above average	40	Well above average	43	Well above average	44
Local area % EAL	Close to average	18	Close to average	19	Close to average	19

📄 Key Data Sections

- 👥 **Context & Characteristics** – pupil numbers, FSM6, SEND, EAL, stability, deprivation (3-year trends)
- 📈 **Year Group & Prior Attainment** – cohort breakdowns and prior KS2 performance vs national
- 👩‍🏫 **Staffing** – support-staff ratios, teacher absence, turnover rates
- ✅ **Attendance & Behaviour** – multi-year patterns, persistent absence, suspensions, exclusions

📊 Understanding the Bandings

📈 Well Above/Above

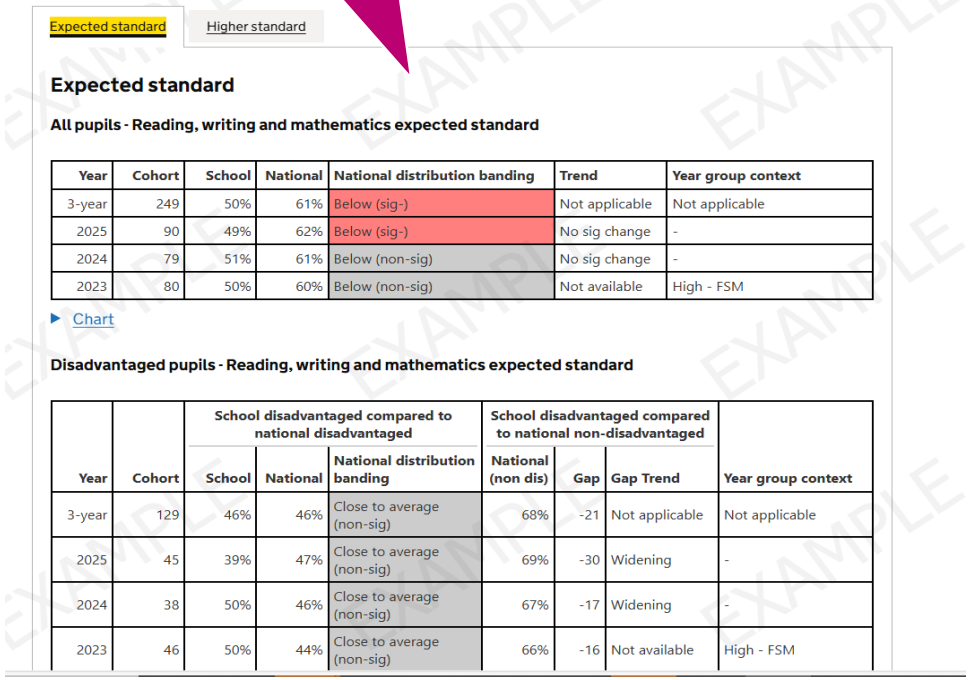
More than 0.5 standard deviations above national

↔ Close to Average

Within ±0.5 standard deviations of national

📉 Below/Well Below

More than 0.5 standard deviations below national



Expected standard | Higher standard

Expected standard

All pupils - Reading, writing and mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	249	50%	61%	Below (sig-)	Not applicable	Not applicable
2025	90	49%	62%	Below (sig-)	No sig change	-
2024	79	51%	61%	Below (non-sig)	No sig change	-
2023	80	50%	60%	Below (non-sig)	Not available	High - FSM

▶ Chart

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	Year group context
3-year	129	46%	46%	Close to average (non-sig)	68%	-21	Not applicable	Not applicable
2025	45	39%	47%	Close to average (non-sig)	69%	-30	Widening	-
2024	38	50%	46%	Close to average (non-sig)	67%	-17	Widening	-
2023	46	50%	44%	Close to average (non-sig)	66%	-16	Not available	High - FSM

How to Read the IDSR Data

- **Colour coding & outlining:** Blue = above, Orange = below, Grey = close to average
- **Charts & CI lines:** Confidence intervals show range of where true value likely falls
- **Trends:** Look at 3-year pattern, not just latest year (especially post-pandemic)
- **Cohort size:** Small cohorts can skew figures – check denominator before challenging
- **Context matters:** High FSM or SEND often explains patterns; don't judge in isolation

Expected standard | Higher standard | Progress

Expected standard

All pupils - Reading expected standard

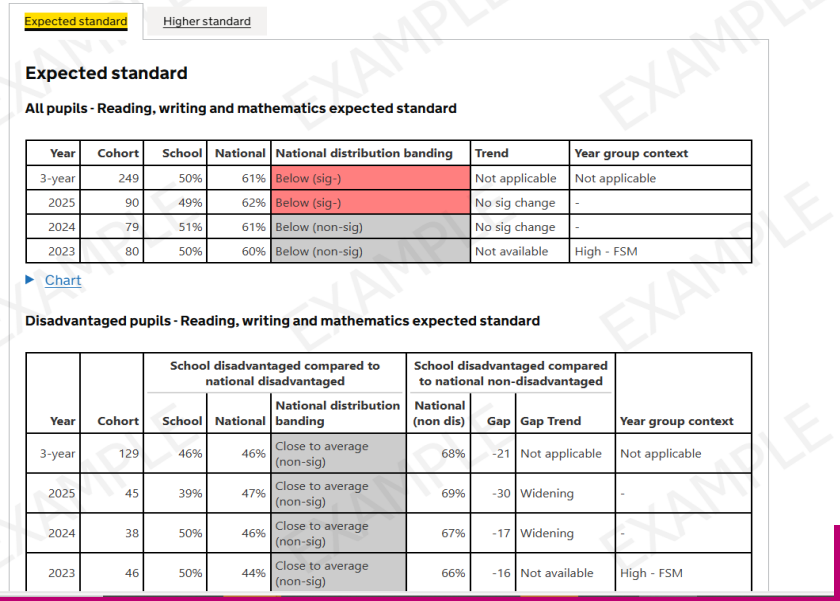
Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	249	65%	74%	Below (sig-)	Not applicable	Not applicable
2025	90	65%	75%	Below (sig-)	No sig change	-
2024	79	69%	74%	Close to average (non-sig)	No sig change	-
2023	80	62%	73%	Below (sig-)	Not available	High - FSM

▶ Chart

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	129	65%	62%	Close to average (non-sig)	80%	-15	Not applicable	Not applicable
2025	45	61%	63%	Close to average (non-sig)	81%	-20	Widening	-
2024	38	79%	62%	Above (sig+)	80%	0	No gap	-
2023	46	57%	60%	Close to average (non-sig)	78%	-21	Not available	High - FSM

▶ Chart



Expected standard | Higher standard

Expected standard

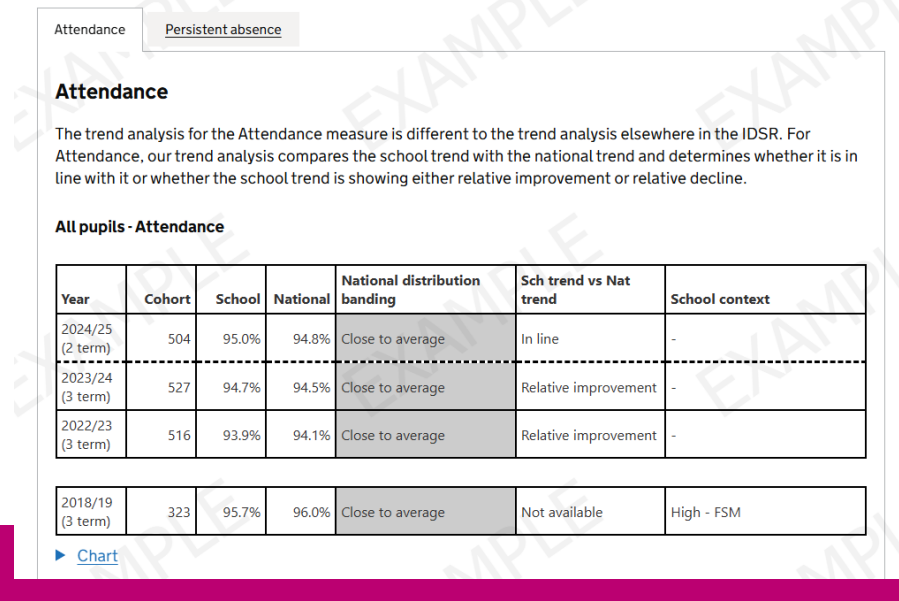
All pupils - Reading, writing and mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	249	50%	61%	Below (sig-)	Not applicable	Not applicable
2025	90	49%	62%	Below (sig-)	No sig change	-
2024	79	51%	61%	Below (non-sig)	No sig change	-
2023	80	50%	60%	Below (non-sig)	Not available	High - FSM

▶ Chart

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	129	46%	46%	Close to average (non-sig)	68%	-21	Not applicable	Not applicable
2025	45	39%	47%	Close to average (non-sig)	69%	-30	Widening	-
2024	38	50%	46%	Close to average (non-sig)	67%	-17	Widening	-
2023	46	50%	44%	Close to average (non-sig)	66%	-16	Not available	High - FSM



Attendance | Persistent absence

Attendance

The trend analysis for the Attendance measure is different to the trend analysis elsewhere in the IDSR. For Attendance, our trend analysis compares the school trend with the national trend and determines whether it is in line with it or whether the school trend is showing either relative improvement or relative decline.

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	504	95.0%	94.8%	Close to average	In line	-
2023/24 (3 term)	527	94.7%	94.5%	Close to average	Relative improvement	-
2022/23 (3 term)	516	93.9%	94.1%	Close to average	Relative improvement	-
2018/19 (3 term)	323	95.7%	96.0%	Close to average	Not available	High - FSM

▶ Chart

Understanding Confidence Intervals

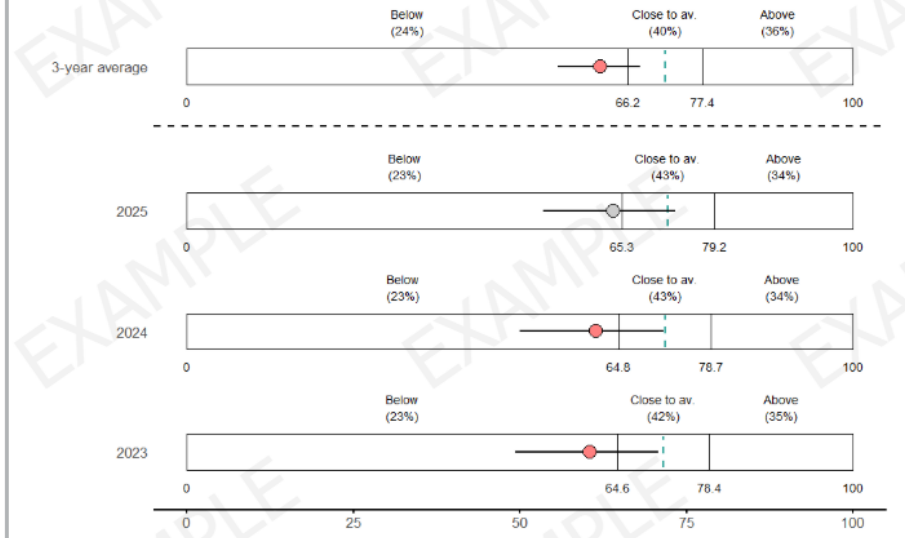
- **The range, not the exact number:** "The school's figure is our best estimate; the confidence lines show the wiggle room around it"
- **What it means:** "If we measured this same thing with a different group of pupils, the true value would likely fall somewhere inside this range"
- **How to read the chart:** "If the whole confidence bar sits above the national line, we can be reasonably sure the school is genuinely higher than national"
- **If it overlaps:** "The difference might just be random variation – don't panic about small differences where bars overlap"
- **Narrow vs wide:** "Narrow bars = more certain; Wide bars = less certain (often when cohorts are small)"

Expected standard

All pupils - Writing expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	249	62%	72%	Below (sig-)	Not applicable	Not applicable
2025	90	64%	72%	Below (non-sig)	No sig change	-
2024	79	61%	72%	Below (sig-)	No sig change	-
2023	80	61%	71%	Below (sig-)	Not available	High - FSM

▼ Chart



What the IDSR Looks Like

Real Example: Suspension Data Table

Year	Cohort	School %	National %	Banding	Trend
2023/24	561	2.59%	0.99%	**Above (sig+)**	No sig change
2022/23	539	1.40%	0.82%	Close to average	No sig change
2021/22	554	0.82%	0.68%	Close to average	Not available

Key: Red = significantly different from national | Grey = not significantly different | Banding shows if data is statistically different, not just numerically different

IDSR Achievement Section

Reading: Writing & Maths – Expected Standard

Year	Cohort	School %	National %	Banding	Trend
3-year	249	50%	61%	**Below (sig−)**	Not applicable
2025	90	49%	62%	**Below (sig−)**	No sig change

Governor question: Why is expected standard achievement 11% below national? What's the school's plan to narrow this gap? Is this linked to disadvantaged pupil profile?

🎯 Governors' Role

❓ Strategic Questions, Not Operational Detail

- 💭 Ask **"Why?"** and **"So what?"** about patterns in the data
- 📍 Example: Why is persistent absence higher for disadvantaged pupils? What actions are leaders taking?
- 🔍 Challenge leaders to explain causes, current actions and expected impact
- 📋 Feed findings into school improvement planning and headteacher targets

🔎 Choose 3–4 Priority Lines of Enquiry

- 🎓 Progress and outcomes for disadvantaged pupils
- 🗓️ Persistent absence and attendance trends
- ♿ SEND profile, provision and outcomes
- ⚠️ Behaviour, suspensions and exclusions trends (especially by pupil group)
- 👨‍💼 Staffing stability and teacher absence

Real Example: Reading Suspension Data

All Pupils – 1 or more suspensions:

2023/24: 2.59%	National: 0.99%	Above (sig+)

SEN Pupils – 1 or more suspensions:

2023/24: 11.44%	National: 4.44%	Above (sig+)

Governor questions: Why is suspension rate more than double for all pupils, and nearly 3x for SEN? What behaviour support is in place? Is exclusion proportionate?

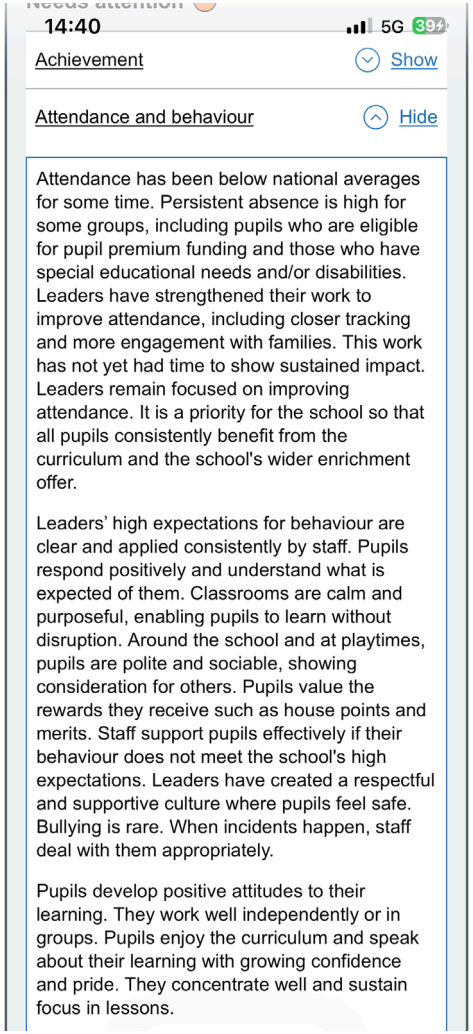
🔍 Example: What the Data Tells Us

- 🚨 **Red flag:** SEN suspensions significantly above national (11.44% vs 4.44%)
- 📊 **Pattern:** This is consistent over multiple years, not a one-off
- 🧩 **Context:** All-pupil rate also elevated, suggesting whole-school behaviour pattern
- ✅ **Next steps:** Ask: What's the behaviour support plan for SEND? Are pupils getting right provision before exclusion? What impact has recent training/support had?

△Triangulate Your Evidence

IDSR data frames the picture, but is not the complete picture. Combine with:

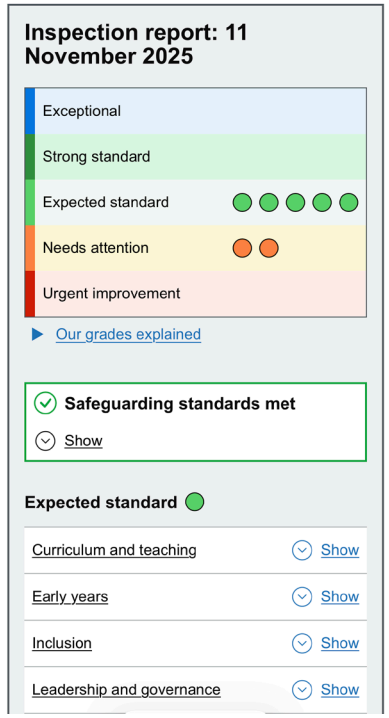
- 📈 Internal assessment and current progress data
- 🛡️ Safeguarding and behaviour reports
- 💬 Pupil and parent voice
- 👁️ Focused governor monitoring visits linked to strategic priorities
- External reports and evaluations

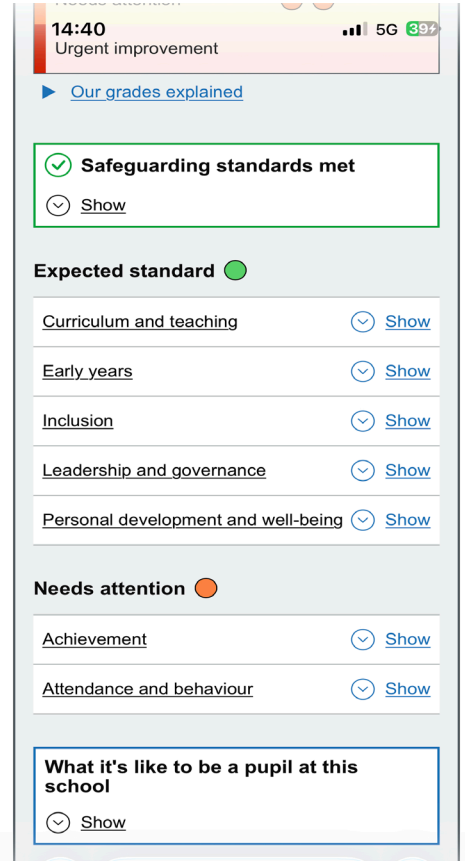


When Triangulation Confirms an Issue

If IDSR + internal data + visits all point to the same concern:

- IDSR shows persistent absence above national, high for disadvantaged pupils
- Internal reports confirm attendance tracking issues and weak family engagement
- Governor visits show gaps in pre-absence monitoring and follow-up
- **Ofsted inspectors will see this pattern and could mark it as "Needs Attention“ or “urgent improvement”**
- This becomes a priority for school improvement plan and headteacher targets

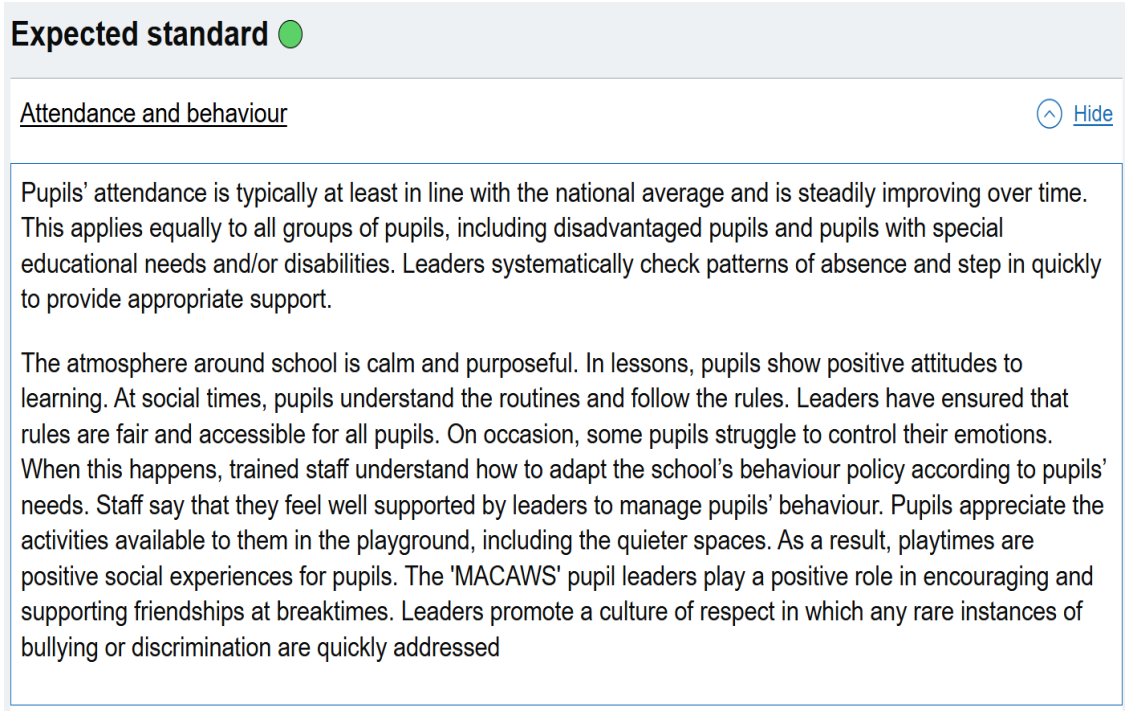




Example: Longhill Primary (Kingston-upon-Hull) – Ofsted report flagged attendance and behaviour as "Needs Attention" areas. These were also evident in their IDSR, giving governors clear lines of enquiry and focus.

Practical Next Steps

- **Access & Security:** Confirm governors have DfE Sign-in access to IDSR; understand data security responsibilities
- **Focused Discussion:** Identify 3–4 priority enquiries from your school's IDSR
- **Leader Accountability:** Ask headteacher/leadership to explain causes, actions and impact for each priority
- **Link to Planning:** Ensure findings feed into school improvement plan and headteacher targets
- Keep your eye on inspection reports Find an Ofsted inspection report



Expected standard

Attendance and behaviour — Hide

Pupils' attendance is typically at least in line with the national average and is steadily improving over time. This applies equally to all groups of pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities. Leaders systematically check patterns of absence and step in quickly to provide appropriate support.

The atmosphere around school is calm and purposeful. In lessons, pupils show positive attitudes to learning. At social times, pupils understand the routines and follow the rules. Leaders have ensured that rules are fair and accessible for all pupils. On occasion, some pupils struggle to control their emotions. When this happens, trained staff understand how to adapt the school's behaviour policy according to pupils' needs. Staff say that they feel well supported by leaders to manage pupils' behaviour. Pupils appreciate the activities available to them in the playground, including the quieter spaces. As a result, playtimes are positive social experiences for pupils. The 'MACAWS' pupil leaders play a positive role in encouraging and supporting friendships at breaktimes. Leaders promote a culture of respect in which any rare instances of bullying or discrimination are quickly addressed

How to Access Your IDSR

- **Direct link:** Ofsted IDSR service at idsr.ofsted.gov.uk
- **Via DfE:** Analyse School Performance (ASP) system
- **Requirement:** DfE Sign-in account with school permissions assigned by approver
- **Security:** IDSR contains sensitive data; store and share securely according to conditions of use
- **Data issues?** Contact IDSR team or DfE if you spot errors in data

⭐ Key Takeaways

💡 IDSR is a Prompt

Not a scorecard – it starts strategic conversations, not ends them

❓ Ask Why

Use data to ask probing questions about patterns and trends

△ Triangulate

Combine with internal data and evidence for full picture

IDSR Resources

School inspection data summary report (IDSR) guide - GOV.UK

https://idsr.ofsted.gov.uk/exampleprimary

https://idsr.ofsted.gov.uk/examplesecondary

Building a world-class curriculum for all

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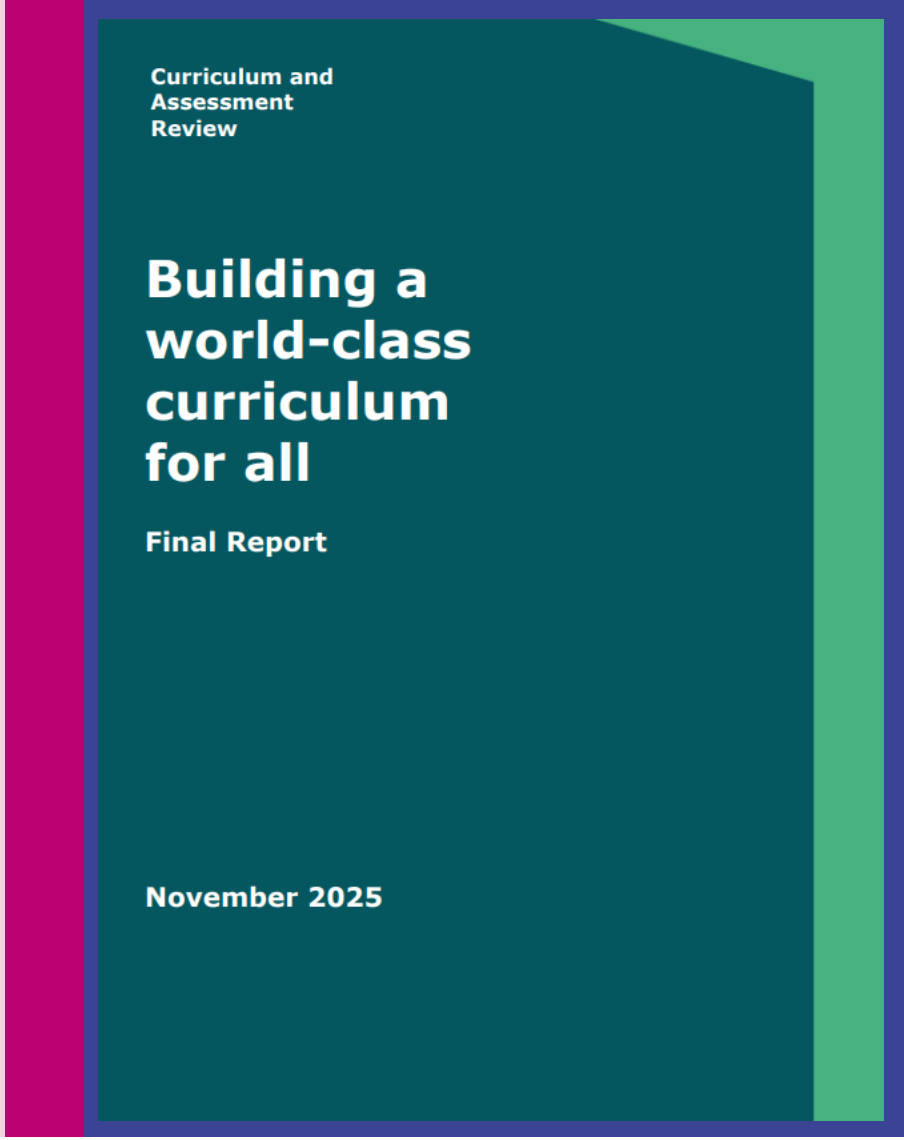

Southwark Council

What Changed & Why?

- 🔄 First major curriculum refresh in 12+ years (last one was 2014)
- 🌍 World is changing fast (AI, climate, digital skills) – curriculum needs updating
- 📊 "Evolution not revolution" – keeping what works, fixing what doesn't
- 🎯 Big goal: "High standards for ALL" – narrowing gaps for disadvantaged pupils & SEND

Knowledge-Rich Curriculum

Strong focus on core knowledge in Maths, English, Science

Key Stage Structure

KS1–4 framework unchanged – predictable & clear

GCSEs at 16

Exams remain key for progression

STAYING THE SAME

🚀 Major Changes – The Big 5

- 1️⃣ **EBacc Removed** – scrapping the measure that pushed students away from arts & vocational subjects
- 2️⃣ **V Levels Created** – new level 3 qualifications for 16-19s who aren't doing A Levels or T Levels
- 3️⃣ **Oracy & Financial Literacy** – explicit focus on spoken language, money skills threaded through all subjects
- 4️⃣ **GCSE Time Reduced** – ~10% less exam time at KS4 to ease workload
- 5️⃣ **Year 8 Diagnostics** – new tests in Maths & English to catch gaps early before GCSE

📖 Curriculum Changes by Subject

Curriculum and Assessment Review final report: Building a world-class curriculum for all

Subject	Key Change
English	More oracy (speaking), focus on spelling & grammar for disadvantaged pupils
Maths	Less overcrowding, stronger foundations in primary, Year 8 diagnostics
Science	More practical work, clearer progression, contemporary issues (climate) integrated
Arts & PE	"Revitalised" – 2 hrs PE/week target, entitlement to practical music & art for all
D&T / Computing	D&T: clearer links to engineering/making. Computing: digital literacy & AI safety
Citizenship	Becomes statutory & timetabled (not collapsed into tutor time)

⏰ Timeline & Your Role

- 🗓️ **2027:** Revised curriculum published by Government
- 🗓️ **Sept 2028:** New curriculum starts in schools (implementation)
- 🎯 **Your job:** Ensure leadership is planning for change (CPD, resources, timetabling)
- 📊 **Monitor:** Year 8 diagnostics, V Level uptake post-16, GCSE exam time impact

🎯 Planning

What's our detailed curriculum redesign plan? Who's leading it? When do we pilot new schemes?

👥 Staff Readiness

What training & support do teachers need for oracy, digital literacy, new assessment?

📊 Year 8 Diagnostics

How will we use early Maths & English diagnostic data to close gaps before GCSE?

🎓 Equity & SEND

How does this support disadvantaged & SEND pupils specifically? What's different for them?

Links and Resources

Curriculum and Assessment Review final report: Building a world-class curriculum for all

Recommendations for each subject start on page Annex 3: List of all recommendations (p180)