

Primary Accountability: Analysing Performance Data for School Improvement using RAISEonline

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Governor Competency Framework

Section 2 – Accountability

2b: Rigorous Analysis of Data

Knowledge

Primary Progress Measures

RAISEOnline for school performance data (pupil progress and attainment)

Introduction

- As a result of government reforms to the way schools are held to account for their performance, a number of reforms to performance measures appeared for the first time in 2016
- The new national curriculum came into force for all maintained schools from September 2014. Those pupils who were at the end of key stage 2 (KS2) in May 2016 became the first to be assessed by new set of tests against this curriculum.
- KS2 national curriculum test outcomes are no longer reported using levels. **Scaled scores** are used instead.
- Key stages 1 & 2 national curriculum teacher assessments are reported against the new **interim frameworks** for teacher assessment.
- At KS2 new headline attainment and progress performance measures, and a new **floor standard** are introduced.

Changes to primary assessment in 2016

The relevant assessment changes at KS2 are:

- A new primary curriculum, with new KS2 assessments which are no longer reported in levels;
- A new **expected standard** which is set higher than previously (level 4), so it is more challenging to meet the new expected standard;
- The results of tests in reading, mathematics and English grammar punctuation & spelling are now reported as a scaled score, with the expected standard at 100;
- Writing is teacher assessed against an interim framework: **working towards; working at the expected standard; working at greater depth** (assessed using a 'secure fit' rather than 'best fit')
- Additionally there is a new interim framework for pupils below the standard of the test or assessment following the **Rochford Review**.

Primary school headline measures in 2016

- **The percentage of pupils achieving the 'expected standard' in English reading, English writing and mathematics at the end of key stage 2**
- **The average scaled score:**
 - in English reading at the end of key stage 2
 - in mathematics at the end of key stage 2
- **percentage of pupils who achieve at a high standard in English reading, English writing and mathematics**
- **average progress:**
 - in English reading
 - in English writing
 - in mathematics

Primary progress measure: how does it work?

Stage 1:

(taking reading as an example)

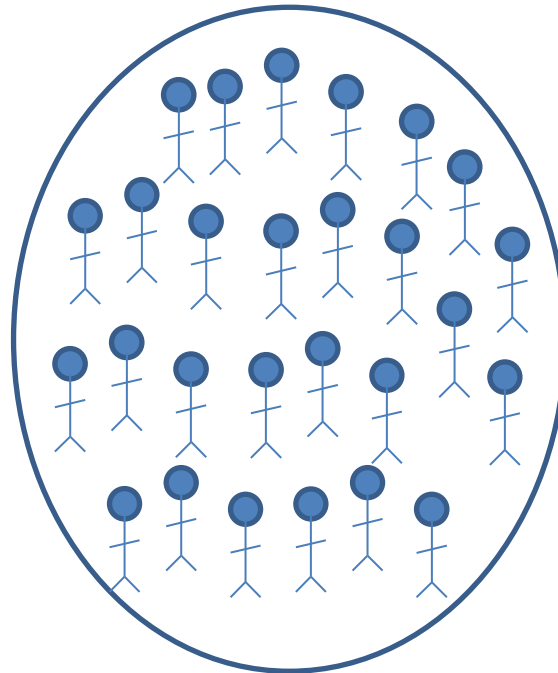
This is Chris



Chris' results are

- KS1 APS = 14.0
- KS2 reading score = 104

All other pupils nationally with a
KS1 APS of 14.0



Back to Chris



- He got 1 point more than the average for those with similar starting points = +1

All these pupils' KS2 scores are added together
and divided by the number of pupils in the group
= average (national mean) reading score is 103

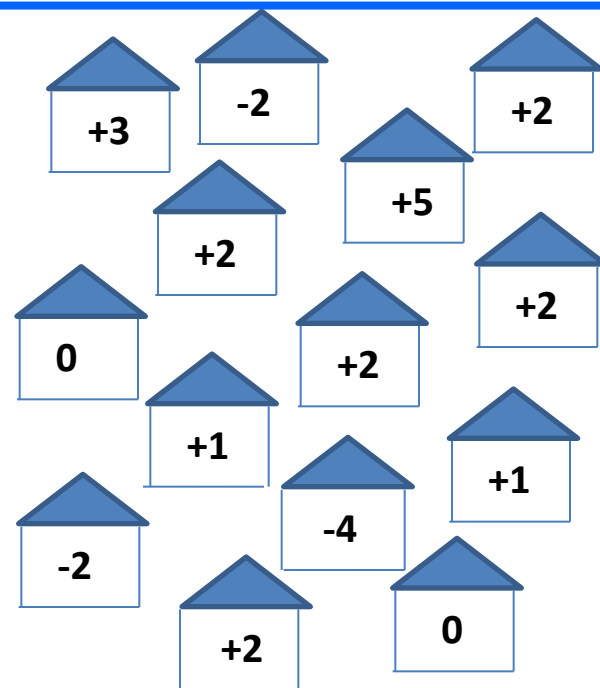
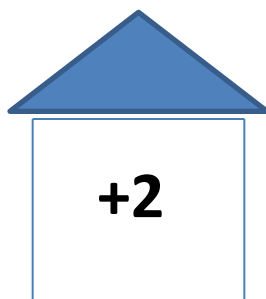
Progress measure: how does it work?

Stage 2:

Chris now brings his **+1** progress score with him



We put Chris back with his Y6 peers in his school



- We add all the Y6 progress scores together and
- divide by the number of pupils to give mean score
- = schools progress score – of, say, **+2**
- So pupils in Chris' school made slightly more progress than those with similar starting points in other schools

- Parents can now compare schools to see where pupils with similar starting points make more or less progress

This process is repeated for other subjects. Schools get three scores showing average progress in:

- Reading
- Mathematics
- Writing (nominal points, replace scaled scores)

Primary Accountability: Progress Measures (video)

- <https://www.gov.uk/government/publications/sta-assessment-update-10-january-2017/10-january-2017-schools>

Floor standards 2016

- In 2016 KS2 schools will be held to account for the percentage of pupils achieving the expected standard at the end of KS2 and whether they make sufficient progress based on a measure of progress.
- A school will fall below the floor standard in 2016 where **fewer than 65% of pupils achieve the expected standard or pupils do not make sufficient progress in reading *and* writing *and* mathematics**
 - At least -5 in English reading, -5 in mathematics and -7 in English writing

Floor standards 2016

- Examples of schools above and below the floor standard
- School A – 70% of pupils meet the ‘expected standard’. School A is above the floor
- School B – 61% of pupils meet the ‘expected standard’, but the school has a progress score of -4.2 in reading, -4.5 in writing and 3.1 in mathematics. School B is above the floor.
- School C – 61% of pupils meet the ‘expected standard’, but the school has a progress score of -4.2 in reading, -4.5 in writing and -6.0 in mathematics. School C is below the floor.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/563176/Primary_school_accountability_in_2016_technical_guide.pdf

Coasting schools

In 2016, a primary school will be coasting if:

- it meets the 2014 and 2015 part of the definition of fewer than 85% of pupils achieving level 4 in reading, writing and mathematics **and** below the national median percentage of pupils making expected progress in all of reading, writing and mathematics; **and**
- it also meets the 2016 part of the definition - if fewer than 85% of children achieve the expected standard at the end of primary **and** average progress made by pupils is below -2.5 in English reading or -2.5 in mathematics or -3.5 in English writing
- A school will have to be below the coasting definition in three consecutive years to be defined as coasting.
- No school will be identified as coasting until after the 2016 primary performance tables are published in December.

2016 RAISEonline primary reporting

Key Stage 2

Key Stage 1

Phonics

The purpose of RAISEonline

- The aim of the RAISEonline summary report is to help show how effectively a school has performed in terms of **past progress, attainment and attendance**.
- The summary report is made available to schools and governors to help with their self-evaluation and planning to raise standards. It is also provided for inspectors.
- When evaluating outcomes, inspectors give most weight to progress, particularly from different starting points and progress of **disadvantaged pupils**.

General points of change

- All of the summary report is now for governors, there is no longer a set of reports marked 'G'
- **The first several pages of RAISEonline include pertinent questions governors should ask of their school data, e.g.**

The summary tables for the key stage enable users to ask questions such as:

At key stage 2

* Was the overall progress of all pupils and disadvantaged pupils statistically above or below zero (shaded)? Was it in the top or bottom 15%? How did this vary across subjects?

* Was the progress of all high prior attainers statistically above or below zero (shaded)? How did this vary across subjects? How did this compare with the progress of low and middle prior attainers?

- There is no longer any 'expected progress'
- For those governors familiar with previous reports, the use of the 'blue' and 'green' significance testing has been almost entirely removed.

New performance indicators 2016

Attainment

Attainment tells us about performance in a test (or teacher assessment in writing);

- **Scaled score**
 - Based on the marks achieved in a test between 80-120 (proxy in writing)
- **Expected standard**
 - How many pupils achieved the governments expected standard (test scores of 100+)
- **High score**
 - How many pupils achieved a 'high score' (test scores of 110+)

Progress

Progress tells us about the distance travelled by pupils from one key stage to another;

- Value added score
 - Progress compared to pupils who achieved a similar point score at KS1
 - How does the progress of pupils in my school compare with 'similar' pupils nationally?

**Attainment and progress tell us different things
about the performance of pupils**

Pupil groups for KS2

all pupils	Ethnic group
male	
female	
disadvantaged	all pupils
other	White
Free School Meals	British
Children Looked After	Irish
SEN with statement or EHC plan	Traveller
SEN support	Gypsy/Roma
no SEN	any other White background
on roll in years 5 & 6	Mixed
English first language	White & Black Caribbean
English additional language	White & Black African
Prior attainment	White & Asian
overall low	any other mixed background
overall middle	Asian or Asian British
overall high	Indian
reading low	Pakistani
reading middle	Bangladeshi
reading high	any other Asian background
writing low	Black or Black British
writing middle	Black Caribbean
writing high	Black African
Mathematics low	any other Black background
Mathematics middle	Chinese
Mathematics high	any other ethnic group
	unclassified - refused
	unclassified - not obtained

Additional pupil groups have been added to the RAISEonline analyses in 2016.

Many reports are across two pages with the ethnic group analyses on the second page.

National comparators

	National comparator type	National comparator type
	Specified	Same
all pupils	all	same
male	same	same
female	same	same
disadvantaged	non	same
other	same	same
Free School Meals	non	same
Children Looked After	non	same
SEN with statement or EHC plan	all	same
SEN support	all	same
no SEN	same	same
on roll in years 5 & 6	same	same
English first language	all	same
English additional language	all	same
Prior attainment		
overall low	same	same
overall middle	same	same
overall high	same	same
reading low	same	same
reading middle	same	same
reading high	same	same
writing low	same	same
writing middle	same	same
writing high	same	same
Mathematics low	same	same
Mathematics middle	same	same
Mathematics high	same	same

Ethnic group	National comparator type	National comparator type
	Specified	Same
all pupils	all	same
White	all	same
British	all	same
Irish	all	same
Traveller	all	same
Gypsy/Roma	all	same
any other White background	all	same
Mixed	all	same
White & Black Caribbean	all	same
White & Black African	all	same
White & Asian	all	same
any other mixed background	all	same
Asian or Asian British	all	same
Indian	all	same
Pakistani	all	same
Bangladeshi	all	same
any other Asian background	all	same
Black or Black British	all	same
Black Caribbean	all	same
Black African	all	same
any other Black background	all	same
Chinese	all	same
any other ethnic group	all	same
unclassified - refused	all	same
unclassified - not obtained	all	same

Key Stage 2

Reading, writing & mathematics
subject reports,

The 'summary' page report featuring;
Progress and attainment of disadvantaged pupils by
their prior attainment groups

All data is for illustrative purposes only

Reading, writing & mathematics

Key Stage 2 reading, writing and mathematics 2016

	Cohort	National comparator type	Expected standard +		High standard	
			Sch %	Nat %	Sch %	Nat %
all pupils	58	all	47	53	9	5
male	35	same	43	49	3	5
female	23	same	52	57	17	6
disadvantaged	37	non	41	60	5	7
other	21	same	57	60	14	7
Free School Meals	36	non	42	59	6	7
Children Looked After	2	non	0	53	0	5
SEN with statement or EHC plan	1	all	0	53	0	5
SEN support	8	all	0	53	0	5
no SEN	49	same	55	61	10	6
on roll in years 5 & 6	51	same	51	55	10	6
English first language	33	all	36	53	3	5
English additional language	25	all	60	53	16	5
Prior attainment						
overall low	10	same	10	6	0	0
overall middle	26	same	46	46	0	1
overall high	12	same	75	91	33	17
reading low	12	same	17	7	0	0

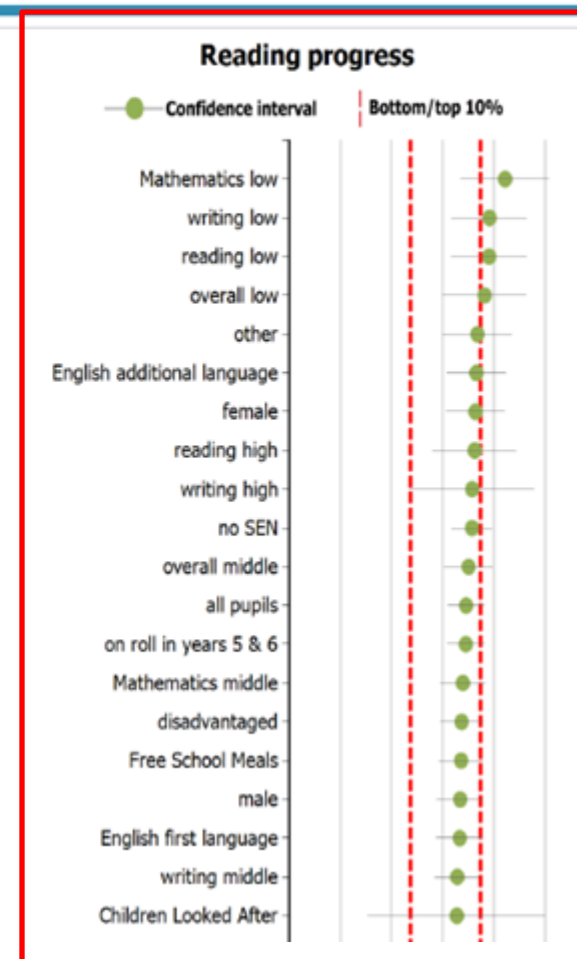
	Cohort	National comparator type	Expected standard +		High standard	
			Sch %	Nat %	Sch %	Nat %
Ethnic group						
White	36	all	33	53	3	5
British	25	all	32	53	0	5
Irish	0	all	-	53	-	5
Traveller	0	all	-	53	-	5
Gypsy/Roma	2	all	50	53	0	5
any other White background	9	all	33	53	11	5
Mixed	0	all	-	53	-	5
White & Black Caribbean	0	all	-	53	-	5
White & Black African	0	all	-	53	-	5
White & Asian	0	all	-	53	-	5
any other mixed background	0	all	-	53	-	5
Asian or Asian British	8	all	63	53	25	5
Indian	1	all	0	53	0	5
Pakistani	2	all	50	53	0	5
Bangladeshi	0	all	-	53	-	5
any other Asian background	5	all	80	53	40	5
Black or Black British	12	all	75	53	17	5

The national comparator type is switchable between the 'specified' and 'same' for all groups

Subject reporting

Key Stage 2 reading test 2016

	Reading progress		Cohort	National comparator type	Reading attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch %	Nat %	Sch %	Nat %	Sch	Nat
all pupils	47	2.29	58	all	71	66	19	19	102.5	102.6
male	29	1.71	35	same	66	62	17	16	101.1	101.8
female	18	3.21	23	same	78	70	22	22	104.5	103.4
disadvantaged	34	1.86	37	non	65	71	16	23	102.3	103.8
other	13	3.39	21	same	81	71	24	23	102.7	103.8
Free School Meals	33	1.81	36	non	64	71	17	23	102.2	103.8
Children Looked After	2	1.39	2	non	50	66	0	19	100.5	102.6
SEN with statement or EHC plan	1	-1.38	1	all	0	66	0	19	97.0	102.6
SEN support	7	-0.43	8	all	38	66	13	19	95.1	102.6
no SEN	39	2.87	49	same	78	73	20	22	103.6	103.8
on roll in years 5 & 6	45	2.26	51	same	75	67	22	19	103.3	102.8
English first language	29	1.66	33	all	73	66	15	19	103.2	102.6
English additional language	18	3.29	25	all	68	66	24	19	101.5	102.6
Prior attainment										
overall low	9	4.10	10	same	30	17	0	1	93.8	93.0
overall middle	26	2.54	26	same	77	63	12	10	103.3	101.2
overall high	12	0.37	12	same	92	95	50	46	108.3	109.1



Writing

	Writing progress			National comparator type	Writing attainment			
	Cohort	Score	Cohort		Expected standard +		Greater depth	
					School %	National %	School %	National %
all pupils	48	-0.69	58	all	66	74	17	15
male	30	-2.56	35	same	57	68	11	11
female	18	2.43	23	same	78	81	26	19
disadvantaged	35	-0.99	37	non	68	79	11	18
other	13	0.13	21	same	62	79	29	18
Free School Meals	34	-1.06	36	non	67	78	11	18
Children Looked After	2	-0.94	2	non	50	74	0	15
SEN with statement or EHC plan	1	-7.22	1	all	0	74	0	15
SEN support	8	-8.57	8	all	25	74	0	15
no SEN	39	1.10	49	same	73	84	20	17
on roll in years 5 & 6	46	-0.37	51	same	71	75	18	15
English first language	30	-2.46	33	all	64	74	12	15
English additional language	18	2.27	25	all	68	74	24	15
Prior attainment								
overall low	10	-5.57	10	same	20	20	0	0
overall middle	26	0.17	26	same	69	76	8	6
overall high	12	1.53	12	same	100	97	42	39
reading low	12	-3.64	12	same	25	21	0	0

English grammar, punctuation & spelling

Key Stage 2 English grammar, punctuation and spelling test 2016

	National Cohort comparator type		English grammar, punctuation and spelling						Average spelling mark		Spelling mark							
			Scaled score 100+		High scaled score		Average score				5+		10+		15+		20	
			School %	National %	School %	National %	School	National			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	58	all	71	72	12	22	101.7	104.0	15	15	90	95	86	85	67	64	16	11
male	35	same	57	67	11	18	99.9	103.0	13	14	86	93	80	82	54	60	14	11
female	23	same	91	78	13	27	104.4	105.0	17	15	96	96	96	88	87	68	17	11
disadvantaged	37	non	68	78	5	27	100.9	105.0	14	15	89	96	86	88	62	68	8	12
other	21	same	76	78	24	27	103.0	105.0	15	15	90	96	86	88	76	68	29	12
Free School Meals	36	non	69	77	6	26	101.0	105.0	14	15	89	96	86	88	64	68	8	12
Children Looked After	2	non	50	73	0	23	99.0	104.0	15	15	100	95	100	85	50	64	0	11
SEN with statement or EHC plan	1	all	100	72	0	22	100.0	104.0	10	15	100	95	100	85	0	64	0	11
SEN support	8	all	25	72	0	22	91.8	104.0	8	15	50	95	50	85	25	64	0	11
no SEN	49	same	78	82	14	26	103.3	105.3	16	16	96	98	92	91	76	71	18	12
on roll in years 5 & 6	51	same	75	74	14	23	102.4	104.2	15	15	92	95	90	86	71	65	18	11
English first language	33	all	64	72	6	22	100.8	104.0	14	15	88	95	85	85	67	64	6	11
English additional language	25	all	80	72	20	22	102.9	104.0	15	15	92	95	88	85	68	64	28	11
Prior attainment																		
overall low	10	same	20	17	0	1	91.8	94.3	8	9	50	72	50	45	20	18	0	1
overall middle	26	same	73	73	4	12	102.0	102.7	15	14	100	96	96	86	65	59	12	6
overall high	12	same	100	98	25	55	107.7	110.2	18	18	100	100	100	99	100	92	33	25

Note the addition of more detailed information about spelling performance

A primary school (1234567)

Summary page 1

Progress

	All	Dis
National	Figure for national all	Figure for national other

	Sig+ and top 10%
	Sig+ not top 10%
	Sig- not bottom 10%
	Sig- and bottom 10%

Reading

	All	Dis
Cohort	30	15
Score	-1.4	-1.7
CI +/-	0.2	0.6
Rank	30	

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	5	3	5	3	5	3
Score	1.30	-0.20	-0.30	-0.70	1.32	-0.70
National	0	0.25	0	0.07	0	-0.06
Difference	1.30	-0.45	-0.30	-0.77	1.32	-0.64
CI +/-	0.2	0.4	0.2	0.4	0.2	0.4
Rank			87		2	

Page 1 focuses on progress data for reading, writing and mathematics

Writing

	All	Dis
Cohort	30	15
Score	-1.4	-1.7
CI +/-	0.2	0.6
Rank	30	

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	5	3	5	3	5	3
Score	1.30	-0.20	-0.30	-0.70	1.32	-0.70
National	0	0.25	0	0.07	0	-0.06
Difference	1.30	-0.45	-0.30	-0.77	1.32	-0.64
CI +/-	0.2	0.4	0.2	0.4	0.2	0.4
Rank			87		2	

The focus is on all pupils and disadvantaged pupils broken down by prior attainment

Mathematics

	All	Dis
Cohort	30	15
Score	-1.4	-1.7
CI +/-	0.2	0.6
Rank	30	

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	5	3	5	3	5	3
Score	1.30	-0.20	-0.30	-0.70	1.32	-0.70
National	0	0.25	0	0.07	0	-0.06
Difference	1.30	-0.45	-0.30	-0.77	1.32	-0.64
CI +/-	0.2	0.4	0.2	0.4	0.2	0.4
Rank			87		2	

Significance tests for **overall** progress scores of all pupils and disadvantaged pupils compare them with the national figure for all pupils, which is 0. Tables that show progress for prior attainment groups contain **national** comparators. The comparator used for disadvantaged pupils is the national figure for other pupils (non-disadvantaged pupils). For disadvantaged pupils, the **difference** shown is with the national figure for other pupils (non-disadvantaged pupils). Significance tests for disadvantaged prior attainment groups in the school compare their progress score with the national figure for other pupils. CI +/- shows the length of the confidence interval above and below the progress score. Rank is shown for the top and bottom 15%.

Building up the summary report - progress

Reading

Cohort
Score
CI +/-
Rank

All	Dis
30	15
-1.4	-1.7
0.2	0.6
	90

Low		Middle		High	
All	Dis	All	Dis	All	Dis
10	5	10	5	10	5
1.30	-0.20	-0.30	-0.70	1.32	-0.70
0	0.25	0	0.07	0	-0.06
1.30	-0.45	-0.30	-0.77	1.32	-0.64
0.2	0.4	0.2	0.4	0.2	0.4
			91	2	

Cohort
Score
National
Difference
CI +/-
Rank

	All	Dis
National	Figure for national all	Figure for national other

Important to note what national comparators are being used in this report
Disadvantaged pupils are compared to the national of other pupils

For all and disadvantaged pupils (Dis)

	Sig+ and top 10%
	Sig+ not top 10%
	Sig- not bottom 10%
	Sig- and bottom 10%

Significance is comparing school score to those national comparators
 The percentile rank is against all schools nationally

Building up the summary report - Attainment

	All	Dis
National	Figure for national all	Figure for national other

National comparators

- For all pupils its all national
- For disadvantaged its national other

For attainment

- A difference in pupils based on the percentage difference between the school and national

	2+ pupils above national
	1 pupil above national
	1 pupil below national
	2+ pupils below national

Building up the summary report - Attainment

Attainment									
expected or above					high				
Reading									
	A/T		All	Dis		All	Dis		
Cohort	0		58	37		58	37		
School %			71	65		19	16		
National %			66	71		19	23		
Difference %			5	-7		0	-7		
		Low	Middle		High				
		All	Dis	All	Dis	All	Dis	All	Dis
Cohort		10	8	26	18	12	9		
School %		30	38	77	67	92	89		
National %		17	18	63	67	95	96		
Difference %		13	19	14	0	-3	-7		
Diff (no of pupils)		1	1	3	0	0	0	0	0

- The attainment page focuses on the same pupil groups (all and disadvantaged)
- Attainment thresholds for pupils meeting the expected standard or above and those achieving a high score (110+)
- Overall school is compared to 'national' for all and disadvantaged with a difference displayed
- The focus then switches to the prior attainment bands with the same information displayed but shading appears on a difference (number of pupils)

Building up the summary report - Attainment

	Attai
expected or above	

Reading

	A/T	All	Dis
Cohort	0	58	37
School %		71	65
National %		66	71
Difference %		5	-7

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	10	8	26	18	12	9
School %	30	38	77	67	92	89
National %	17	18	63	67	95	96
Difference %	13	19	14	0	-3	-7
Diff (no of pupils)	1	1	3	0	0	0

- Cohort sizes for all and disadvantaged
- *School percentage expected and above*
- *'National' percentage expected and above*
- *Difference between school and national*
- *A Difference (no of pupils)*

Lets look at the middle attaining cohort separately

Building up the summary report - Attainment

	Middle		
	All	Dis	
Cohort	26	18	26 pupils
School %	77	67	77% met the expected standard or above
National %	63	67	National is 63%
Difference %	14	0	A difference of 14% school/national
Diff (no of pupils)	3	0	Diff (no of pupils)

- There are 26 pupils, each pupil is therefore 'worth' 3.8%
- The school percentage is 77 and the national is 63
- A difference of 14% between the school and national percentage
- As each pupil is worth 3.8 % this equates to 3 pupils above the national other therefore



	2+ pupils above national
	1 pupil above national
	1 pupil below national
	2+ pupils below national

Building up the summary report - Attainment

	Middle		
	All	Dis	
Cohort	26	18	← 18 disadvantaged pupils
School %	62	56	← 56 % met the expected standard or above
National %	68	71	← National (other) is 71 %
Difference %	-7	-16	← A difference of -16 % school/national
Diff (no of pupils)	-1	-2	← Diff (no of pupils)

- There are 18 pupils, each pupil is therefore 'worth' 5.5 %
- The school percentage is 56 and the national other is 71
- A difference of -16 % between the school and national percentage
- As each pupil is worth 5.5 % this equates to 2 pupils below the national other therefore



This is repeated for
writing and
mathematics

	2+ pupils above national
	1 pupil above national
	1 pupil below national
	2+ pupils below national

Building up the summary report - Attainment

Attainment	
expected or above	high

Reading, writing and mathematics

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- Page 3 of the 'summary' continues with attainment and starts with the combined reading, writing and mathematics
- Expected standard or above and high
- The same shading rules are applied
- EGPS comes next
- Science is included (expected or above)

Key Stage 1

General points of change

Science report

Reading, writing & mathematics reports

The 'summary' page report featuring;

Progress and attainment of disadvantaged pupils by their
prior attainment group

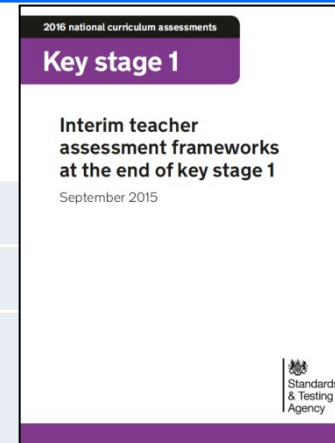
General points of change

- All of the summary report is now for governors, there is no longer a purple **G**
- The first several pages of RAISEonline include pertinent questions governors should ask of their school data
- There are no KS1 trend reports
- New pupil groups are emphasised in RAISEonline in 2016
- New specified national comparators are featured in the summary report (these can be changed in the interactive system)
- Transitions from Early Years Foundation Stage to KS1 have been added for reading, writing and mathematics
- Reporting for teacher assessments in science has been added

KS1 teacher assessments

2016 interim teacher assessments

Key stage 1 teacher assessment	
A	Not enough information to determine TA
HNM	Has Not Met (science only)
P1i to P8	P scales
BLW	BeLoW the standard of the tests but above p scales or unable to access the tests
PKF	Pre Key stage Foundations for the expected standard
WTS	Working Towards the expected Standard
EXS	working at the EXpected Standard
GDS	working at Greater Depth at the expected Standard



Statement on the interim recommendations of the Rochford Review

December 2015



Chaired by Diane Rochford

The Rochford review assessments are included

Pupil groups for KS1

all pupils	Ethnic group
male	all pupils
female	White
disadvantaged	British
other	Irish
Free School Meals	Traveller
Children Looked After	Gypsy/Roma
SEN with statement or EHC plan	any other White background
SEN support	Mixed
no SEN	White & Black Caribbean
English first language	White & Black African
English additional language	White & Asian
autumn birth	any other mixed background
spring birth	Asian or Asian British
summer birth	Indian
Early Years Foundation Stage	Pakistani
good level of development - yes	Bangladeshi
good level of development - no	any other Asian background
reading emerging	Black or Black British
reading expected	Black Caribbean
reading exceeding	Black African
writing emerging	any other Black background
writing expected	Chinese
writing exceeding	any other ethnic group
mathematics emerging	unclassified - refused
mathematics expected	unclassified - not obtained
mathematics exceeding	

Additional pupil groups have been added to the RAISEonline analyses in 2016.

Many reports are across two pages with the ethnic group analyses on the second page.

National comparators

	National comparator type	
	Specified	Same
all pupils	all	same
male	same	same
female	same	same
disadvantaged	non	same
other	same	same
Free School Meals	non	same
Children Looked After	non	same
SEN with statement or EHC plan	all	same
SEN support	all	same
no SEN	same	same
English first language	all	same
English additional language	all	same
autumn birth	same	same
spring birth	same	same
summer birth	same	same
Early Years Foundation Stage		
good level of development - yes	same	same
good level of development - no	same	same
reading emerging	same	same
reading expected	same	same
reading exceeding	same	same
writing emerging	same	same
writing expected	same	same
writing exceeding	same	same
mathematics emerging	same	same
mathematics expected	same	same
mathematics exceeding	same	same

	National comparator type	
	Specified	Same
all pupils	all	same
White	all	same
British	all	same
Irish	all	same
Traveller	all	same
Gypsy/Roma	all	same
any other White background	all	same
Mixed	all	same
White & Black Caribbean	all	same
White & Black African	all	same
White & Asian	all	same
any other mixed background	all	same
Asian or Asian British	all	same
Indian	all	same
Pakistani	all	same
Bangladeshi	all	same
any other Asian background	all	same
Black or Black British	all	same
Black Caribbean	all	same
Black African	all	same
any other Black background	all	same
Chinese	all	same
any other ethnic group	all	same
unclassified - refused	all	same
unclassified - not obtained	all	same

KS1 science report

Key Stage 1 science teacher assessment 2016

	Cohort	National comparator type	Expected standard			Cohort	National comparator type	Expected standard	
			School %	National %				School %	National %
all pupils	60	all	73	82	Ethnic group				
male	32	same	75	79	White	40	all	70	82
female	28	same	71	84	British	31	all	77	82
disadvantaged	32	non	66	85	Irish	0	all	-	82
other	28	same	82	85	Traveller	0	all	-	82
Free School Meals	32	non	66	85	Gypsy/Roma	1	all	0	82
Children Looked After	1	non	100	82	any other White background	8	all	50	82
SEN with statement or EHC plan	1	all	100	82	Mixed	2	all	100	82
SEN support	6	all	17	82	White & Black Caribbean	0	all	-	82
no SEN	53	same	79	89	White & Black African	0	all	-	82
English first language	39	all	77	82	White & Asian	0	all	-	82
English additional language	21	all	67	82	any other mixed background	2	all	100	82
autumn birth	25	same	80	87	Asian or Asian British	5	all	100	82
spring birth	24	same	88	82	Indian	1	all	100	82
summer birth	11	same	27	76	Pakistani	0	all	-	82
Early Years Foundation Stage					Bangladeshi	0	all	-	82
good level of development - yes	36	same	94	96	any other Asian background	4	all	100	82
good level of development - no	22	same	41	62	Black or Black British	7	all	57	82
reading emerging	10	same	10	52	Black Caribbean	1	all	0	82
reading expected	45	same	89	92	Black African	4	all	75	82
reading exceeding	3	same	67	99	any other Black background	2	all	50	82
writing emerging	21	same	43	57	Chinese	2	all	50	82
writing expected	37	same	92	94	any other ethnic group	4	all	100	82
writing exceeding	0	same	-	99	unclassified - refused	0	all	-	82
mathematics emerging	15	same	20	53	unclassified - not obtained	0	all	-	82
mathematics expected	43	same	93	93					
mathematics exceeding	0	same	-	99					

KS1 science assessments are 'expected standard' (EXS) or 'has not met' (HNM)

Reading or writing or mathematics

Key Stage 1 reading teacher assessment 2016

	National Cohort comparator type		At least expected standard in reading				Below expected standard in reading					
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	60	all	65	74	20	24	0	2	17	5	18	19
male	32	same	63	70	13	20	0	3	22	6	16	21
female	28	same	68	78	29	27	0	1	11	4	21	16
disadvantaged	32	non	53	78	9	27	0	2	25	4	22	16
other	28	same	79	78	32	27	0	2	7	4	14	16
Free School Meals	32	non	53	78	9	27	0	2	25	4	22	16
Children Looked After	1	non	100	74	0	24	0	2	0	5	0	19
SEN with statement or EHC plan	1	all	0	74	0	24	0	2	0	5	100	19
SEN support	6	all	17	74	17	24	0	2	83	5	0	19
no SEN	53	same	72	82	21	27	0	0	9	2	19	15
English first language	39	all	72	74	21	24	0	2	15	5	13	19
English additional language	21	all	52	74	19	24	0	2	19	5	29	19
autumn birth	25	same	72	80	32	31	0	2	4	3	24	14
spring birth	24	same	79	74	13	23	0	2	13	5	8	18
summer birth	11	same	18	68	9	17	0	3	55	7	27	23
Early Years Foundation Stage												
good level of development - yes	36	same	83	93	31	37	0	0	0	0	17	7
good level of development - no	22	same	36	48	5	5	0	5	45	11	18	36
reading emerging	10	same	0	36	0	2	0	7	90	15	10	41
reading expected	45	same	78	85	20	20	0	0	2	1	20	13
reading exceeding	3	same	100	99	100	65	0	0	0	0	0	1
writing emerging	21	same	38	42	5	3	0	6	43	13	19	39
writing expected	37	same	81	90	30	26	0	0	3	1	16	10

Each subject uses an identical format

Key Stage 1

New 'summary' report featuring;
KS1 attainment

Summary page

KS1 summary overall and by EYFSP early learning goals 2016

For all and disadvantaged pupils (Dis)

Key				All	Dis
<div></div>	2+ pupils above national	National	Figure for national all	Figure for national other	
<div></div>	1 pupil above national				
<div></div>	1 pupil below national	Attainment			
<div></div>	2+ pupils below national	expected or above	greater depth		

Reading

A/D		All		Dis		All		Dis	
Cohort	0	60	32	60	32	60	32	60	32
School %		65	53	20	9	20	9	20	9
National %		74	78	24	27	24	27	24	27
Difference %		-9	-25	-4	-18	-4	-18	-4	-18

	Emerging		Expected		Exceeding			Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis		All	Dis	All	Dis	All	Dis
Cohort	10	8	45	24	3	0		10	8	45	24	3	0
School %	0	0	78	71	100	-		0	0	20	13	100	-
National %	36	39	85	87	99	99		2	2	20	21	65	66
Difference %	-36	-39	-8	-16	1	-		-2	-2	0	-9	35	-
Diff (no of pupils)	-3	-3	-3	-3	0	-		0	0	0	-2	1	-

This format is repeated for writing, mathematics and science on a single page

Year 1 Phonics

The data is illustrative

	Phonics Screening Check					Average mark	
	Cohort	Number A/D*	Number achieving expected standard	% School	% National	School	National
All Pupils	58	0	41	71	81	31	34
Gender							
Male	32	0	23	72	77	32	33
Female	26	0	18	69	84	31	35
Free School Meals*							
FSM	33	0	22	67	70	31	31
Non FSM	25	0	19	76	83	32	35
Children Looked After							
CLA	0	0	0	0	61	-	30
Not CLA	58	0	41	71	81	31	34
Disadvantaged pupils							
Disadvantaged pupils	33	0	22	67	70	31	31
Other pupils	25	0	19	76	83	32	35
English as a First Language							
English or believed to be English	32	0	21	66	81	30	34
Other than English or believed to be other than English	25	0	20	80	80	34	34
Unclassified	1	0	0	0	41	0	25
Special Educational Needs							
No SEN	56	0	41	73	86	32	35
SEN support	2	0	0	0	46	15	25
SEN with statement or EHC plan	0	0	0	0	18	-	19
Ethnicity Group							
White							
British	20	0	13	65	81	31	34
Irish	0	0	0	0	81	-	34
Traveller of Irish Heritage	0	0	0	0	41	-	24

Context

- The final pages of a RAISEonline summary report include the context pages previously featured at the front of a summary report
- There have been no substantial changes to the nature of these reports in 2016

Inspection dashboard

- In addition to the RAISEonline summary report a shorter **inspection dashboard** is also available
- The inspection dashboard uses the same data as RAISEonline but presents this in a more compact form
- Where additional detail is needed the RAISEonline summary report includes this and is to be used alongside the inspection dashboard

Further Reading

- Primary School Accountability in 2016 (published January 2017)
(A technical guide for primary maintained schools, academies and free schools)

Ref: DFE-00043-2016

- Primary Progress Measures

Ref: DFE-00253-2016

Linked to Primary Performance Tables

- Key Stage 2 Similar Schools Guidance (published December 2016)
(A guide for primary performance tables)

Ref: DFE-00341-2016