

RAISE:

ONLINE

GREAT EXPECTATIONS

How to analyse the NEW
RAISE Online Document

By Liz Greensides

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RAISE: GREAT EXPECTATIONS ...

USING RAISE IN 2016

RAISE: GREAT EXPECTATIONS

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RAISE EXPECTATIONS

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USING THE ONLINE RAISE

Throughout this document the same RAISE has been used, with permission, for continuity. Many thanks to the staff and governors from this school, which is in the North West of England.

And finally ... I think I've covered everything, but if you have any questions, please email me: liz@gal-education.com and I will try to answer ... your reply will then be in future editions of this publication.

RAISE EXPECTATIONS

How to use this interactive document:

This interactive document is intended to be used alongside the supplied WORD Document: ***A Complete Route Through RAISE***

It has been presented as a Powerpoint, to facilitate its use with the Governing Body.

RAISE Expectations explains each table and graph, in the order of the RAISE Report. Work step by step through the ***Route*** interactive document, turning to these explanations wherever necessary – it can be useful to work through the graphs and tables in this document before beginning your own ***Route through RAISE***, but this is not essential.

“The major difference between a thing that might go wrong and a thing that cannot possibly go wrong is that when a thing that can’t possibly go wrong goes wrong it usually proves impossible to repair.”

Douglas Adams

INTRODUCTION

INTRODUCTION

This year's RAISE Online has many changes:

- The order of the report has changed, with contextual tables now appearing at the end.
- New accountability measures are used throughout.
- Science is back – as teacher assessment only, but it's back!
- There is no historic data in the main document, so no comparison with previous data or trends.
- New types of shading – we see the end of blue and green boxes, for example.
- Schools can still access reports from previous years to evidence effective school improvement over time.
- EYFS and phonics tables and charts have few changes and include data for previous years, as the accountability measures have not changed.

INTRODUCTION

As RAISE has changed its forms and formats over the years, its main aims have remained the same: ... *to help show how effectively a school has performed in terms of past progress, attainment, attendance and behaviour.*

The weighting given to different aspects of the report have, however, varied from time to time, but this year focus on:

- Progress from different starting points
- Disadvantaged pupils
- The most able pupils

As progress is now deemed to be a better measure than attainment, significant progress is shown in a solid coloured box, whilst significant attainment is shown as outline shading.

INTRODUCTION

Care should be taken when using certain terms:

- **Average** progress is now termed as **zero**.
- Progress can only be described as **above average** if it is statistically **significantly** above average (sig+). In this case the whole of the confidence interval will be **above** zero, the national average.
- Similarly, progress should only be described as **below average** if it is statistically significantly below average (sig-).
- In addition to **statistical** differences, schools should consider **educational importance** that is, the size of the difference. Differences may be very small for a large cohort, or large, without a **sig +/-** for a small cohort and wide confidence interval.
- For very small cohorts of five or fewer, the data should be considered carefully ... this may include – for example – a small cohort of SEN in a larger school.

INTRODUCTION

CONFIDENCE INTERVALS

Progress is calculated based on a specific cohort of pupils. A school may have been just as effective, but have performed differently with a different set of pupils. Similarly some pupils may be more likely to achieve high or low results independently of which school they attend.

A confidence interval basically extends the range of the school's results. In other words, with a confidence interval of 1.0, a school scoring +3 progress would be on the range of +2 to +4.

Confidence intervals are described as being 95% accurate. Any confidence interval overlapping zero means that the school's progress is not significantly different from the national average.

Schools with small cohorts tend to have wider confidence intervals, as there is less confidence in their results This is confusing! It is better to think of a confidence interval as being a *margin for error* The wider the interval, the more margin for error.

INTRODUCTION

Throughout the report, different groups of pupils are compared – to other groups nationally, and to other pupils in the school. However, not all national or school comparators are the same – each pupil group now has a specified national comparator group:

- **ALL** – the comparison is with all other children nationally or in the school. For example, disadvantaged pupils are sometimes compared with all other children nationally as this is the difference which needs to diminish, and sometimes with non disadvantaged pupils. In this publication *all* will be used, to distinguish from “all” in its normal usage.
- **SAME** - the comparison is with the same group nationally or in the school. An example would be boys.
- **NONE, or NON** – As in non disadvantaged children, non SEN.

In the interactive report, it is possible to alter the comparators.

INTRODUCTION

Other groups used in the report include:

- Low, middle and high prior attainment groups in separate subjects
 - Prior attainment groups at KSI include EYFS good level of development , and reading, writing and maths early learning goals at emerging, expected and exceeding.
 - Prior attainment groups at KS2 use the average KSI point score for English (the average of reading and writing point scores) and gives this equal weight to the mathematics point score.
- Overarching ethnic groups
- In tables that have not been fully revised for 2016 (absence, exclusion, phonics and Early Years Foundation Stage Profile), the 2015 groups and comparators for the same group nationally remain.

*“Get the facts first
then you can distort them
as much as you please.”*

Mark Twain

KEY STAGETWO TABLES

KEY STAGE TWO TABLES

				All		Dis	
		National		Figure for national all		Figure for national other	
Progress							
Reading							
		All		Dis			
Cohort	45		24				
Score	1.92		2.25				
CI +/-	1.83		2.50				
Rank							
		Low		Middle		High	
		All	Dis	All	Dis	All	Dis
Cohort	3	3	29	19	13	2	
Score	4.51	4.51	1.91	1.71	1.32	3.96	
National	0	0.36	0	0.35	0	0.30	
Difference	4.51	4.14	1.91	1.37	1.32	3.66	
CI +/-	7.08	7.08	2.28	2.81	3.40	8.67	
Rank							11

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

KS2 summary overall and by low, middle and high prior attainment 2016. Pages 8 to 10: **PAGE 8**

This is Page Eight, the first of three summary pages. The page also includes writing and maths. As these tables all work in the same way, only reading is fully explained here.

The following slides explain each element and how to use it.

KEY STAGE TWO TABLES

		All		Dis																																																									
		National	Figure for national all	National	Figure for national other																																																								
Progress																																																													
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Rank																																																													
		<table border="1"> <thead> <tr> <th></th> <th colspan="2">Low</th> <th colspan="2">Middle</th> <th colspan="2">High</th> </tr> <tr> <th></th> <th>All</th> <th>Dis</th> <th>All</th> <th>Dis</th> <th>All</th> <th>Dis</th> </tr> </thead> <tbody> <tr> <td>Cohort</td> <td>3</td> <td>3</td> <td>29</td> <td>19</td> <td>13</td> <td>2</td> </tr> <tr> <td>Score</td> <td>4.51</td> <td>4.51</td> <td>1.91</td> <td>1.71</td> <td>1.32</td> <td>3.96</td> </tr> <tr> <td>National</td> <td>0</td> <td>0.36</td> <td>0</td> <td>0.35</td> <td>0</td> <td>0.30</td> </tr> <tr> <td>Difference</td> <td>4.51</td> <td>4.14</td> <td>1.91</td> <td>1.37</td> <td>1.32</td> <td>3.66</td> </tr> <tr> <td>CI +/-</td> <td>7.08</td> <td>7.08</td> <td>2.28</td> <td>2.81</td> <td>3.40</td> <td>8.67</td> </tr> <tr> <td>Rank</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>11</td> </tr> </tbody> </table>					Low		Middle		High			All	Dis	All	Dis	All	Dis	Cohort	3	3	29	19	13	2	Score	4.51	4.51	1.91	1.71	1.32	3.96	National	0	0.36	0	0.35	0	0.30	Difference	4.51	4.14	1.91	1.37	1.32	3.66	CI +/-	7.08	7.08	2.28	2.81	3.40	8.67	Rank						11
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Rank						11																																																							

KS2 summary overall and by low, middle and high prior attainment 2016. Pages 8 to 10:
PAGE 8

The red to green shading shows the significance of any progress made, comparing **all** pupils and disadvantaged pupils in school with those nationally. Shading is against **all** pupils nationally for **all** pupils in the school, but against non disadvantaged children nationally for disadvantaged children in school.


KEY STAGE TWO TABLES

KS2 summary overall and by low, middle and high prior attainment 2016. Pages 8 to 10:
PAGE 8

		All		Dis		
		Figure for national all		Figure for national other		
Progress						
Reading						
Cohort	45		24			
Score	1.92		2.25			
CI +/-	1.83		2.50			
Rank						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
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CI +/-	7.08	7.08	2.28	2.81	3.40	8.67
Rank					11	

National	All	Dis
	Figure for national all	Figure for national other

All	Dis
45	24
1.92	2.25
1.83	2.50



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

At the top the table shows that the total cohort is 45 children, of whom 24 are disadvantaged.

KEY STAGE TWO TABLES

		All		Dis		
		Figure for national all		Figure for national other		
Progress						
Reading						
Cohort	45		24			
Score	1.92		2.25			
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Rank					11	

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

KS2 summary overall and by low, middle and high prior attainment 2016. Pages 8 to 10:
PAGE 8

Although disadvantaged children have actually made better progress than all children combined, only **all** children have made significant progress when compared against their own national comparative group. Disadvantaged pupils are compared to their opposite group – non disadvantaged pupils.

KEY STAGE TWO TABLES

		All		Dis		
		Figure for national all		Figure for national other		
Progress						
Reading						
Cohort	45		24			
Score	1.92		2.25			
CI +/-	1.83		2.50			
Rank						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	3	3	29	19	13	2
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CI +/-	7.08	7.08	2.28	2.81	3.40	8.67
Rank					11	



KS2 summary overall and by low, middle and high prior attainment 2016. Pages 8 to 10:
PAGE 8


The confidence interval is smaller (1.83) for **all** children, as compared to disadvantaged children, as there are more children in the **all** group, and so there is a greater reliability in the data.

KEY STAGE TWO TABLES

KS2 summary overall and by low, middle and high prior attainment 2016. Pages 8 to 10:
PAGE 8

		All		Dis		
		Figure for national all		Figure for national other		
Progress						
Reading						
Cohort	45		24			
Score	1.92		2.25			
CI +/-	1.83		2.50			
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	Low		Middle		High	
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CI +/-	7.08	7.08	2.28	2.81	3.40	8.67
Rank						11

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



The **rank** is not given unless the school or group is in the top or bottom of the national ranking. Above, the school does not rank, but disadvantaged children with high prior attainment are ranked in the 11th percentile. In other words, if there were only 100 schools in the country, this group would be 11th.

KEY STAGE TWO TABLES

		All		Dis		
		Figure for national all		Figure for national other		
Progress						
Reading						
Cohort	45		24			
Score	1.92		2.25			
CI +/-	1.83		2.50			
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Rank					11	

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

KS2 summary overall and by low, middle and high prior attainment 2016. Pages 8 to 10:
PAGE 8

This row represents the number within the prior attainment groups at the end of KS1, with prior attainment coming from all subjects combined. The outcomes for any group below or at 5 should be treated with caution.

KEY STAGE TWO TABLES

		All		Dis		
		Figure for national all		Figure for national other		
Progress						
Reading						
Cohort	45		24			
Score	1.92		2.25			
CI +/-	1.83		2.50			
Rank						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	3	3	29	19	13	2
Score	4.51	4.51	1.91	1.71	1.32	3.96
National	0	0.36	0	0.35	0	0.30
Difference	4.51	4.14	1.91	1.37	1.32	3.66
CI +/-	7.08	7.08	2.28	2.81	3.40	8.67
Rank					11	

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

KS2 summary overall and by low, middle and high prior attainment 2016. Pages 8 to 10:
PAGE 8


Of the cohort ...

- There were 3 children with low prior attainment, who were all disadvantaged pupils.
- 29 pupils were of mid prior attainment, 19 of whom were disadvantaged.
- 13 pupils had high prior attainment, and 2 were disadvantaged.

KEY STAGE TWO TABLES

		All		Dis		
		Figure for national all		Figure for national other		
Progress						
Reading						
Cohort	45		24			
Score	1.92		2.25			
CI +/-	1.83		2.50			
Rank						
	Low		Middle		High	
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Rank					11	

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




KS2 summary overall and by low, middle and high prior attainment 2016. Pages 8 to 10:
PAGE 8

This row shows how well children have progressed from different starting points, making comparisons for **all** children and **disadvantaged** children - and to make it easier, the calculation is made in the row below, where the *difference* is given.

KEY STAGE TWO TABLES

		All		Dis		
		National	Figure for national all	Figure for national other		
Progress						
Reading						
		All	Dis			
Cohort		45	24			
Score		1.92	2.25			
CI +/-		1.83	2.50			
Rank						
	Low	Middle		High		
	All	Dis	All	Dis	All	Dis
Cohort	3	3	29	19	13	2
Score	4.51	4.51	1.91	1.71	1.32	3.96
National	0	0.36	0	0.35	0	0.30
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Rank						11

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



KS2 summary overall and by low, middle and high prior attainment 2016. Pages 8 to 10:
PAGE 8

In this school, for any sizeable group, **all** children with mid prior attainment have made the best progress; although the best *actual* progress was for **all** children with low prior attainment, there are too few in this group, and the confidence interval is too large for any realistic comparisons.

KEY STAGE TWO TABLES

		National		All		Dis	
		Figure for national all		Figure for national all		Figure for national other	
Attainment							
expected or above				high			
Reading							
	A/T	All Dis		All Dis		All Dis	
Cohort	0	47	25	47	25		
School %		77	68	19	12		
National %		66	71	19	23		
Difference %		11	-3	0	-11		
		Low		Middle		High	
		All Dis	All Dis	All Dis	All Dis	All Dis	All Dis
Cohort		3 3	29 19	13 2	3 3	29 19	13 2
School %		33 33	76 74	100 100	0 0	14 11	38 50
National %		17 18	63 67	95 96	1 1	10 11	46 49
Difference %		17 15	12 7	5 4	-1 -1	4 -1	-8 1
Diff (no of pupils)		0 0	3 1	0	0 0	1 0	-1 0

KS2 summary overall and by low, middle and high prior attainment 2016. Pages 8 to 10:
PAGE 9

The second set of tables, beginning on Page 9, start to focus on attainment rather than progress. Any significance for attainment is shown in **outline** rather than in coloured blocks. The colours in the key remain the same.

KEY STAGE TWO TABLES

		National		All		Dis			
		National		Figure for national all		Figure for national other			
		Attainment							
		expected or above			high				
Reading									
	A/T	All		Dis		All		Dis	
Cohort	0	47	25	47	25	47	25	47	25
School %		77	68	19	12	19	12	19	23
National %		66	71	19	23	19	23	19	23
Difference %		11	-3	0	-11	0	-11	0	-11
		Low		Middle		High		High	
		All	Dis	All	Dis	All	Dis	All	Dis
Cohort		3	3	29	19	13	2	13	2
School %		33	33	76	74	100	100	38	50
National %		17	18	63	67	95	96	46	49
Difference %		17	15	12	7	5	4	-1	1
Diff (no of pupils)		0	0	3	1	0	0	-1	0

KS2 summary overall and by low, middle and high prior attainment 2016. Pages 8 to 10:
PAGE 9

These tables allow schools to compare the proportion of children reaching expected attainment, and those reaching high attainment, sometimes termed as **greater depth**.

Cohort numbers will be the same as for the previous tables.

KEY STAGE TWO TABLES

		National		All		Dis	
		Figure for national all		Figure for national all		Figure for national other	
Attainment							
expected or above				high			
Reading							
	A/T	All Dis		All Dis		All Dis	
Cohort	0	47	25	47	25	47	25
School %		77	68	19	12	19	23
National %		66	71	19	23	19	23
Difference %		11	-3	0	-11	0	-11
		Low		Middle		High	
		All	Dis	All	Dis	All	Dis
Cohort		3	3	29	19	13	2
School %		33	33	76	74	100	100
National %		17	18	63	67	95	96
Difference %		17	15	12	7	5	4
Diff (no of pupils)		0	0	3	1	0	0
		Low		Middle		High	
		All	Dis	All	Dis	All	Dis
Cohort		3	3	29	19	13	2
School %		0	0	14	11	38	50
National %		1	1	10	11	46	49
Difference %		-1	-1	4	-1	-8	1
Diff (no of pupils)		0	0	1	0	-1	0

KS2 summary overall and by low, middle and high prior attainment 2016. Pages 8 to 10:
PAGE 9

In the table above:

77% of **all** children (and 68% of disadvantaged children) reached expected levels of attainment or above.

19% of **all** children reached higher levels of attainment, and 12% of disadvantaged children did so.

KEY STAGE TWO TABLES

		National		All		Dis			
		Figure for national all		Figure for national all		Figure for national other			
Attainment									
expected or above				high					
Reading									
	A/T	All		Dis		All		Dis	
Cohort	0	47	25	47	25	47	25	47	25
School %		77	68	19	12	19	12	19	23
National %		66	71	19	23	19	23	19	23
Difference %		11	-3	0	-11	0	-11	0	-11
		Low		Middle		High		High	
		All	Dis	All	Dis	All	Dis	All	Dis
Cohort		3	3	29	19	13	2	13	2
School %		33	33	76	74	100	100	38	50
National %		17	18	63	67	95	96	46	49
Difference %		17	15	12	7	5	4	-8	1
Diff (no of pupils)		0	0	3	1	0	0	-1	0

KS2 summary overall and by low, middle and high prior attainment 2016. Pages 8 to 10:
PAGE 9

The difference, again, is helpfully given, and it can be useful to focus on this, rather than the raw percentages. The difference row shows very quickly that the poorest group were the disadvantaged at higher levels, and the best group were *all* children at expected levels. Raw percentages do not always convey this message.

KEY STAGE TWO TABLES

		National		All		Dis			
		Figure for national all		Figure for national all		Figure for national other			
Attainment									
expected or above				high					
Reading									
	A/T	All		Dis		All		Dis	
Cohort	0	47	25	47	25	47	25	47	25
School %		77	68	19	12	19	12	19	23
National %		66	71	0	-11	0	-11	0	-11
Difference %		11	-3	0	-11	0	-11	0	-11
		Low		Middle		High		High	
		All	Dis	All	Dis	All	Dis	All	Dis
Cohort		3	3	29	19	13	2	3	3
School %		33	33	76	74	100	100	0	0
National %		17	18	63	67	95	96	1	1
Difference %		17	15	12	7	5	4	-1	-1
Diff (no of pupils)		0	0	3	1	0	0	1	-1

KS2 summary overall and by low, middle and high prior attainment 2016. Pages 8 to 10:

PAGE 9

This table is replicated for writing and maths.

These rows show the proportions reaching either expected or high levels of attainment from different starting points, and this is compared to the national. Significantly more children with mid starting points reached expected levels of attainment, shown by the light green outlines to the boxes. Significantly fewer *all* children reached high levels of attainment.

KEY STAGE TWO TABLES

		National		All		Dis			
		Figure for national all		Figure for national all		Figure for national other			
Attainment									
expected or above				high					
Reading									
	A/T	All		Dis		All		Dis	
Cohort	0	47	25	47	25	47	25	47	25
School %		77	68	19	12	19	12	19	23
National %		66	71	19	23	19	23	19	23
Difference %		11	-3	0	-11	0	-11	0	-11
		Low		Middle		High		High	
		All	Dis	All	Dis	All	Dis	All	Dis
Cohort		3	3	29	19	13	2	3	3
School %		33	33	76	74	100	100	0	0
National %		17	18	63	67	95	96	1	1
Difference %		17	15	12	7	5	4	-1	-1
Diff (no of pupils)		0	0	3	1	0	0	1	0

KS2 summary overall and by low, middle and high prior attainment 2016. Pages 8 to 10:

PAGE 9

This table is replicated for writing and maths.

These rows show the proportions reaching either expected or high levels of attainment from different and this is compared to the national. Significantly more children starting points, even with mid starting points reached expected levels of attainment, shown by the light green outlines to the boxes. Significantly fewer **all** children reached high levels of attainment.

KEY STAGE TWO TABLES

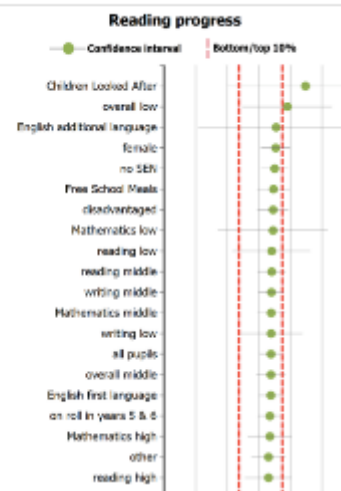
		National		All		Dis			
		Figure for national all		Figure for national all		Figure for national other			
Attainment									
expected or above				high					
Reading									
	A/T	All		Dis		All		Dis	
Cohort	0	47	25	47	25	47	25	47	25
School %		77	68	19	12	19	12	19	23
National %		66	71	19	23	19	23	19	23
Difference %		11	-3	0	-11	0	-11	0	-11
		Low		Middle		High		High	
		All	Dis	All	Dis	All	Dis	All	Dis
Cohort		3	3	29	19	13	2	13	2
School %		33	33	76	74	100	100	38	50
National %		17	18	63	67	95	96	46	49
Difference %		17	15	12	7	5	4	-8	1
Diff (no of pupils)		0	0	3	1	0	0	-1	0

KS2 summary overall and by low, middle and high prior attainment 2016. Pages 8 to 10:
PAGE 10

Very importantly, the calculation for the KS1 baseline is determined from the **average** of reading and writing, which is added to the maths score, and then further averaged. In other words, children stay in the **same prior attainment group**, which is based on their average point score at key stage 1, when progress is calculated for individual subjects.

KEY STAGE TWO TABLES

	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	45	1.92	47	all	77	66	19	19	104.0	102.6
male	18	0.78	18	some	72	62	11	16	102.6	101.8
female	27	2.67	29	some	79	70	24	22	104.9	103.4
disadvantaged	24	2.25	25	non	68	71	12	23	101.8	103.8
other	21	1.53	22	some	86	71	27	23	106.5	103.8
Free School Meals	23	2.32	24	non	71	71	13	23	101.9	103.8
Children Looked After	1	7.38	1	non	100	66	0	19	108.0	102.6
SEN with statement or EHC plan	0	-	0	all	-	66	-	19	-	102.6
SEN support	12	0.30	13	all	46	66	8	19	98.2	102.6
no SEN	33	2.50	34	some	88	73	24	22	106.2	103.8
on roll in years 5 & 6	44	1.75	45	some	79	67	20	19	104.2	102.8
English first language	44	1.90	45	all	78	66	20	19	104.2	102.6
English additional language	1	2.74	2	all	50	66	0	19	99.0	102.6
Prior attainment										
overall low	3	4.51	3	some	33	17	0	1	96.3	93.0
overall middle	29	1.91	29	some	76	63	14	10	102.5	101.2
overall high	13	1.32	13	some	100	95	38	46	110.2	109.1

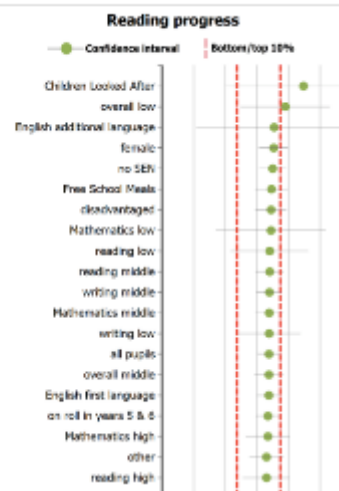


KS2 Group Outcomes.
 Pages 11 to 20:
PAGE 11 -12:
Reading Test
PAGE 15 – 16
Maths Test

Pages 11 – 20 show KS2 outcomes for different groups of children in the school, in different subjects. Each group of children is compared to national groups, but the comparative group is dependent on the group itself. The table displayed above is part of the reading table, which continues to a second page showing ethnicity.

KEY STAGE TWO TABLES

	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	45	1.92	47	all	77	66	19	19	104.0	102.6
male	18	0.78	18	same	72	62	11	16	102.6	101.8
female	27	1.92	29	same	79	70	24	22	104.9	103.4
disadvantaged	24	1.92	25	non	68	71	12	23	101.8	103.8
other	21	1.92	22	some	86	71	27	23	106.5	103.8
Free School Meals	23	2.32	24	non	71	71	13	23	101.9	103.8
Children Looked After	1	7.38	1	non	100	66	0	19	108.0	102.6
SEN with statement or EHC plan	0	-	-	all	-	66	-	19	-	102.6
SEN support	12	0.30	12	some	46	66	8	19	98.2	102.6
no SEN	33	2.50	35	some	88	73	24	22	106.2	103.8
on roll in years 5 & 6	44	1.75	45	some	79	67	20	19	104.2	102.8
English first language	44	1.90	45	all	78	66	20	19	104.2	102.6
English additional language	1	2.74	2	all	50	66	0	19	99.0	102.6
Prior attainment										
overall low	3	4.51	3	same	33	17	0	1	96.3	93.0
overall middle	29	1.91	29	same	14	10	14	10	102.5	101.2
overall high	13	1.32	13	same	38	46	38	46	110.2	109.1

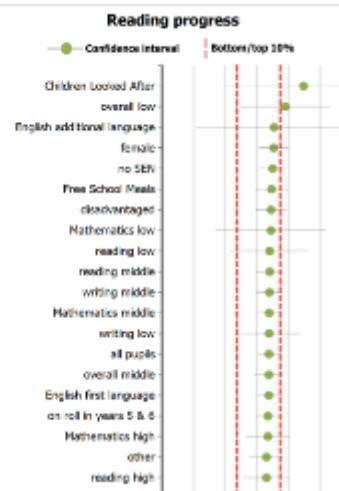


KS2 Group Outcomes.
 Pages 11 to 20:
PAGE 11 -12:
Reading Test
PAGE 15 – 16
Maths Test

The size of each group is given, followed by the progress score against the national average, which is always **zero**. The cohort number is then repeated in column three, with the type of comparative group given. For example, boys are compared with **same** - that is, other boys nationally.

KEY STAGE TWO TABLES

	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	45	1.92	47	all	77	66	19	19	104.0	102.6
male	18	0.78	18	some	72	62	11	16	102.6	101.8
female	27	2.67	29	some	79	70	24	22	104.9	103.4
disadvantaged	24	2.25	25	non	12	23	12	23	101.8	103.8
other	21	1.53	22	some	71	71	27	23	106.5	103.8
Free School Meals	23	2.32	24	non	71	71	13	23	101.9	103.8
Children Looked After	1	7.38	1	non	100	66	0	19	108.0	102.6
SEN with statement or EHC plan	0	-	0	all	-	-	-	19	-	102.6
SEN support	12	0.30	13	all	8	19	8	19	98.2	102.6
no SEN	33	2.50	34	some	88	73	24	22	106.2	103.8
on roll in years 5 & 6	44	1.75	45	some	79	67	20	19	104.2	102.8
English first language	44	1.90	45	all	78	66	20	19	104.2	102.6
English additional language	1	2.74	2	all	50	66	0	19	99.0	102.6
Prior attainment										
overall low	3	4.51	3	some	33	17	0	1	96.3	93.0
overall middle	29	1.91	29	some	76	63	14	10	102.5	101.2
overall high	13	1.32	13	some	100	95	38	46	110.2	109.1



KS2 Group Outcomes.
Pages 11 to 20:
PAGE 11 -12:
Reading Test
PAGE 15 – 16
Maths Test

Disadvantaged children are compared against *non* – that is, non disadvantaged children, and SEN children are compared with *all* children nationally. These comparators can be changed using the online aspect of RAISE to allow schools to make different comparisons.

KEY STAGE TWO TABLES

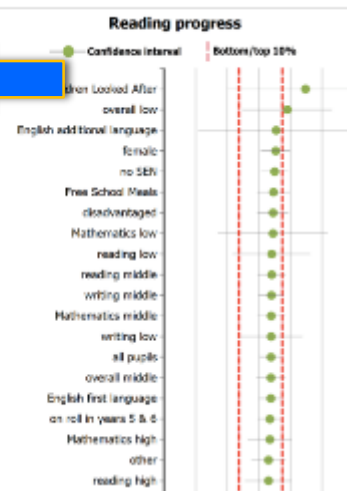
	Reading progress		Cohort	National comparator type	Reading attainment				Average score	Reading progress
	Cohort	Score			Sched score 100+	High scaled score		Sch % Nat %		
						Sch %	Nat %			
all pupils	45	1.92	47	all	77	66	19	19	104.0	102.6
male	18	0.78	18	same	72	62	11	16	102.6	101.8
female	27	2.67	29	some	79	70	24	22	104.9	103.4
disadvantaged	24	2.25	25	non	68	71	12	23	101.8	103.8
other	21	1.53	22	some	86	71	27	23	106.5	103.8
Free School Meals	23	2.32	24	non	71	71	13	23	101.9	103.8
Children Looked After	1	7.38	1	non	100	66	0	19	108.0	102.6
SEN with statement or EHC plan	0	-	0	all	-	66	-	19	-	102.6
SEN support	12	0.30	13	all	46	66	8	19	98.2	102.6
no SEN	33	2.50	34	some	88	73	24	22	106.2	103.8
on roll in years 5 & 6	44	1.75	45	some	79	67	20	19	104.2	102.8
English first language	44	1.90	45	all	78	66	20	19	104.2	102.6
English additional language	1	2.74	2	all	50	66	0	19	99.0	102.6
Prior attainment										
overall low	3	4.51	3	same	33	17	0	1	96.3	93.0
overall middle	29	1.91	29	some	76	63	14	10	102.5	101.2
overall high	13	1.32	13	some	100	95	38	46	110.2	109.1

The next three columns indicate the attainment – rather than the progress – of each group of children. The first of the three indicates both the school and the national percentage of children who reached or exceeded the scaled score of 100. The second column indicates the percentage of children who reached the higher levels of attainment.

KS2 Group Outcomes.
 Pages 11 to 20:
PAGE 11 -12:
Reading Test
PAGE 15 – 16
Maths Test

KEY STAGE TWO TABLES

	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	45	1.92	47	all	77	66	19	19	104.0	102.6
male	18	0.78	18	some	72	62	11	16	102.6	101.8
female	27	2.67	29	some	79	70	24	22	104.9	103.1
disadvantaged	24	2.25	25	non	68	71	12	23	101.8	103.8
other	21	1.53	22	some	86	71	27	23	106.5	103.8
Free School Meals	23	2.32	24	non	71	71	13	23	101.9	103.8
Children Looked After	1	7.38	1	non	100	66	0	19	108.0	102.6
SEN with statement or EHC plan	0	-	0	all	-	66	-	19	-	102.6
SEN support	12	0.30	13	all	46	66	8	19	98.2	102.6
no SEN	33	2.50	34	some	88	73	24	22	106.2	103.8
on roll in years 5 & 6	44	1.75	45	some	79	67	20	19	104.2	102.8
English first language	44	1.90	45	all	78	66	20	19	104.2	102.6
English additional language	1	2.74	2	all	50	66	0	19	99.0	102.6
Prior attainment										
overall low	3	4.51	3	some	33	17	0	1	96.3	93.0
overall middle	29	1.91	29	some	76	63	14	10	102.5	101.2
overall high	13	1.32	13	some	100	95	38	46	110.2	109.1

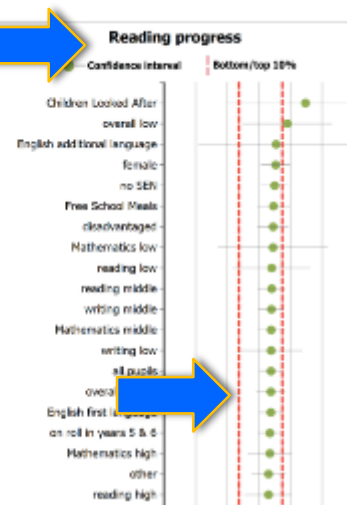


KS2 Group Outcomes.
 Pages 11 to 20:
PAGE 11 -12:
Reading Test
PAGE 15 – 16
Maths Test

Finally for attainment, the school's average scaled score is given, followed by average scores for each group.
 For each of these comparisons, the size of the cohort is important – any group size below 5 is not deemed to be accurate or of any importance.

KEY STAGE TWO TABLES

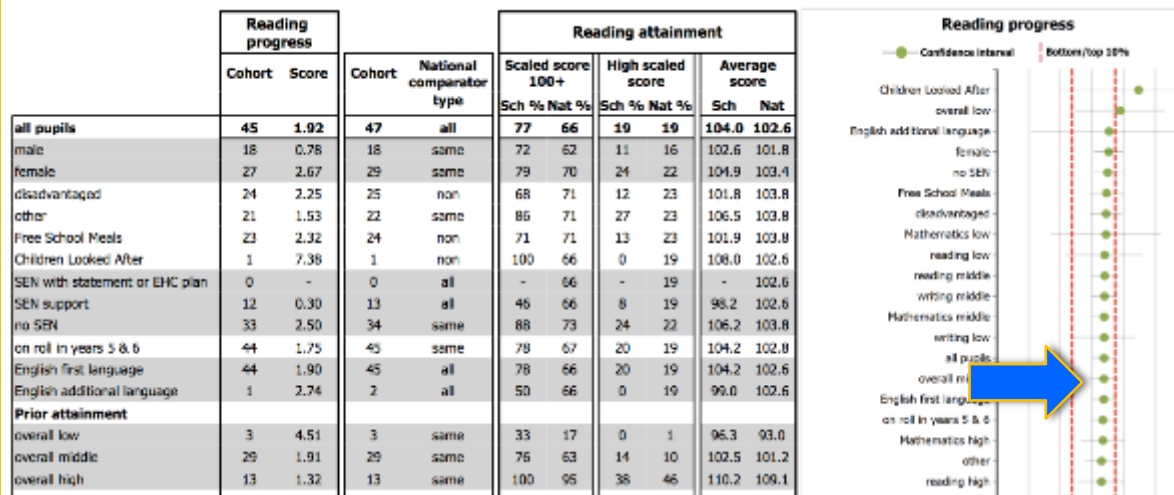
	Reading progress		Cohort	National comparator type	Reading attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch %	Nat %	Sch %	Nat %	Sch	Nat
all pupils	45	1.92	47	all	77	66	19	19	104.0	102.6
male	18	0.78	18	some	72	62	11	16	102.6	101.8
female	27	2.67	29	some	79	70	24	22	104.9	103.1
disadvantaged	24	2.25	25	non	68	71	12	23	101.8	103.8
other	21	1.53	22	some	86	71	27	23	106.5	103.8
Free School Meals	23	2.32	24	non	71	71	13	23	101.9	103.8
Children Looked After	1	7.38	1	non	100	66	0	19	108.0	102.6
SEN with statement or EHC plan	0	-	0	all	-	66	-	19	-	102.6
SEN support	12	0.30	13	all	46	66	8	19	98.2	102.6
no SEN	33	2.50	34	some	88	73	24	22	106.2	103.8
on roll in years 5 & 6	44	1.75	45	some	79	67	20	19	104.2	102.8
English first language	44	1.90	45	all	78	66	20	19	104.2	102.6
English additional language	1	2.74	2	all	50	66	0	19	99.0	102.6
Prior attainment										
overall low	3	4.51	3	some	33	17	0	1	96.3	93.0
overall middle	29	1.91	29	some	76	63	14	10	102.5	101.2
overall high	13	1.32	13	some	100	95	38	46	110.2	109.1



KS2 Group Outcomes.
 Pages 11 to 20:
PAGE 11 -12:
Reading Test
PAGE 15 – 16
Maths Test

The right hand progress bars indicate the progress which different groups have made, handily ordered by most to least progress. The red vertical dotted lines show the boundaries for the lowest and highest 10% for each group. Although these boundaries will change from group to group they are displayed as being the same, for easier comparison.

KEY STAGE TWO TABLES



KS2 Group Outcomes.
 Pages 11 to 20:
PAGE 11 -12:
Reading Test
PAGE 15 – 16
Maths Test

The plotting for each group is shown as a green dot, with the confidence intervals at either side. To be significant, the whole of the confidence interval should be outside of either the top or bottom 10% of schools nationally. In the charts above, LAC children appear to have made the best progress – but there was only one child, and the confidence interval is very large.

KEY STAGE TWO TABLES


	Writing progress		Cohort	National comparator type	Writing attainment				Writing progress	
	Cohort	Score			Expected standard +		Greater depth		Confidence interval	Bottom/top 10%
					School %	National %	School %	National %		
all pupils	45	-3.79	47	all	57	74	11	15		
male	18	-5.78	18	same	50	68	6	11		
female	27	-2.45	29	same	62	81	14	19		
disadvantaged	24	-5.63	25	non	40	79	0	18		
other	21	-1.68	22	same	77	79	23	18		
Free School Meals	23	-5.55	24	non	42	78	0	18		
Children Looked After	1	2.25	1	non	100	74	0	15		
SEN with statement or EHC plan	0	-	0	all	-	74	-	15		
SEN support	12	-8.59	13	all	23	74	0	15		
no SEN	33	-2.04	34	same	71	84	15	17		
on roll in years 5 & 6	44	-3.35	45	same	60	75	11	15		
English first language	44	-3.74	45	all	60	74	11	15		
English additional language	1	-5.69	2	all	0	74	0	15		
Prior attainment										
overall low	3	-13.29	3	same	0	20	0	0		

KS2 Group Outcomes.
Pages 11 to 20:
PAGE 13 -14:
Writing Teacher Assessment

Writing follows a similar pattern to reading and maths, but without the scaled score, and there is no overall average. Attainment is limited to **Expected Standard** and **Greater Depth**.

The progress columns work in the same way as the reading and maths tables.

KEY STAGE TWO TABLES



	Cohort	National comparator type	Expected standard +		High standard			Cohort	National comparator type	Expected standard +		High standard	
			Sch %	Nat %	Sch %	Nat %				Sch %	Nat %		
all pupils	47	all	51	53	4	5							
male	18	same	33	49	0	5							
female	29	same	62	57	7	6							
disadvantaged	25	non	32	60	0	7							
other	22	same	73	60	9	7							
Free School Meals	24	non	33	59	0	7							
Children Looked After	1	non	100	53	0	5							
SEN with statement or EHC plan	0	all	-	53	-	5							
SEN support	13	all	8	53	0	5							
no SEN	34	same	68	61	6	6							
on roll in years 5 & 6	45	same	53	55	4	6							
English first language	45	all	53	53	4	5							
English additional language	2	all	0	53	0	5							
							Ethnic group						
							White						
							British	41	all	51	53	2	5
							Irish	0	all	-	53	-	5
							Traveller	0	all	-	53	-	5
							Gypsy/Roma	1	all	0	53	0	5
							any other White background	0	all	-	53	-	5
							Mixed						
							White & Black Caribbean	4	all	75	53	25	5
							White & Black African	0	all	-	53	-	5
							White & Asian	0	all	-	53	-	5
							any other mixed background	4	all	75	53	25	5
							Asian or Asian British						
							Asian or Asian British	1	all	0	53	0	5

KS2 Group
Outcomes.
Pages 11 to 20:
PAGE 17
Combined
Subjects

The combined subject attainment tables follow the same pattern as the writing tables, but manage to fit ethnicity onto the same page.

KEY STAGE TWO TABLES

	Cohort	National comparator type	English grammar, punctuation and spelling						Average spelling mark		Spelling mark							
			Scaled score 100+		High scaled score		Average score		Sch	Nat	5+		10+		15+		20	
			School %	National %	School %	National %	School	National			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	47	all	64	72	19	22	102.8	104.0	1	1	98	95	83	43	64	9	11	
male	18	same	72	67	6	18	102.0	103.0	1	1	100	93	94	39	60	6	11	
female	29	same	59	78	28	27	103.4	105.0	1	1	96	96	75	46	68	11	11	
disadvantaged	25	non	44	78	8	27	99.8	105.0	1	1	96	96	71	21	68	4	12	
other	22	same	86	78	32	27	106.2	105.0	16	15	100	96	95	68	68	14	12	
Free School Meals	24	non	46	77	8	26	100.0	105.0	12	15	96	96	70	88	22	68	4	12
Children Looked After	1	non	100	73	0	23	103.0	104.0	12	15	100	95	100	85	0	64	0	11
SEN with statement or EHC plan	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
SEN support	13	all	38	72	0	22	97.7	104.0	12	15	92	95	75	85	25	64	8	11
no SEN	34	same	74	82	26	26	104.6	105.3	14	16	100	98	85	91	50	71	9	12
on roll in years 5 & 6	45	same	67	74	20	23	103.1	104.2	14	15	98	95	82	86	45	65	9	11
English first language	45	all	67	72	20	22	103.1	104.0	14	15	98	95	82	85	45	64	9	11

KS2 Group Outcomes.

Pages 11 to 20:

**PAGE 18 – 19:
EGPS**

The EGPS table gives similar information to previous tables, but does not give progress. The table also gives the average spelling mark for each group of children, and indicates in which banding each group's score lay. The maximum spelling mark is 20.

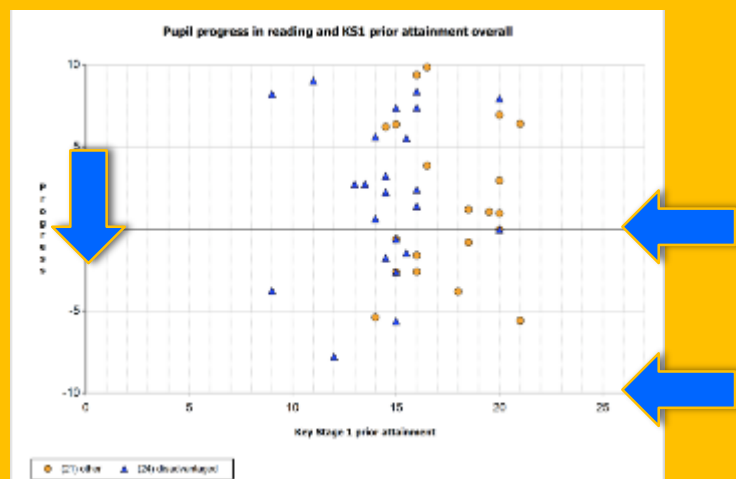
KEY STAGE TWO TABLES

	Cohort	National comparator type	Expected standard			Cohort	National comparator type	Expected standard	
			School %	National %				School %	National %
all pupils	47	all	62	81					
male	18	same	61	79	White	41	all	66	81
female	29	same	62	83	British	40	all	68	81
disadvantaged	25	non	44	85	Irish	0	all	-	81
other	22	same	82	85	Traveller	0	all	-	81
Free School Meals	24	non	45	85	Gypsy/Roma	1	all	0	81
Children Looked After	1	non	100	81	any other White background	0	all	-	81
SEN with statement or EHC plan	0	all	-	81	Mixed	4	all	50	81
SEN support	13	all	31	81	White & Black Caribbean	0	all	-	81
no SEN	34	same	74	89	White & Black African	0	all	-	81
on roll in years 5 & 6	45	same	61	82	White & Asian	0	all	-	81
English first language	45	all	64	81	any other mixed background	4	all	50	81
English additional language	2	all	0	81	Asian or Asian British	1	all	0	81
Prior attainment					Indian	0	all	-	81
overall low	3	same	0	29	Pakistani	1	all	0	81
overall middle	29	same	29	84	Bangladeshi	0	all	-	81
overall high	13	same	92	99	any other Asian background	0	all	-	81
reading low	4	same	25	34	Black or Black British	0	all	-	81
reading middle	30	same	57	85	Black Caribbean	0	all	-	81

The science table should by now be fairly easy to follow – it uses teacher assessment only, and does not consider children who may have reached greater depth.

KS2 Group Outcomes.
Pages 11 to 20:
PAGE 20:
Science

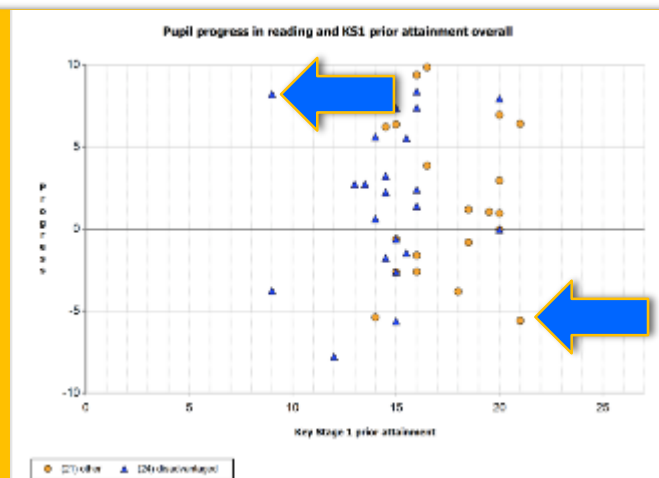
KEY STAGE TWO TABLES



Scatterplots.
Pages 21 – 32
Page 21:
Reading
Progress

Scatterplots: Progress is seen as a score either side of **zero** which is the average progress made nationally, and shown as the grey horizontal line. The horizontal axis is the KS1 baseline from combined subject baselines, and the vertical axis shows the progress made, rather than the KS2 score. Just below the key, **coverage** can be found – that is children who can be matched against prior data.

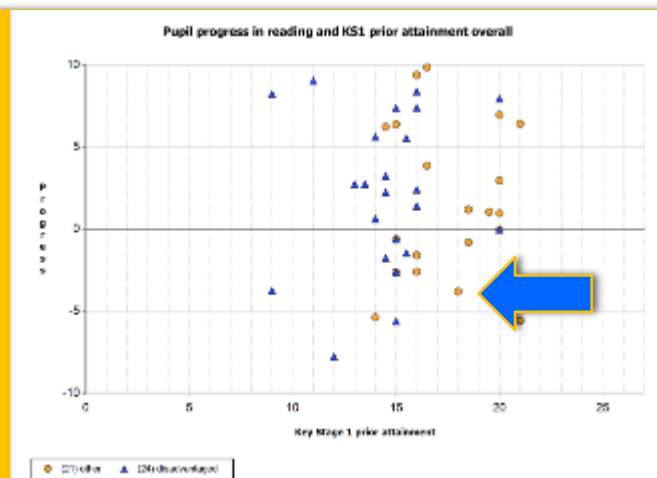
KEY STAGE TWO TABLES



Scatterplots.
Pages 21 – 32
Page 21:
Reading
Progress

In the above scatterplot the yellow circle represents non disadvantaged children – or **other** – whilst the blue triangles represent disadvantaged children. When working online, the groupings can be changed – for example, into ethnicity, gender, etc.

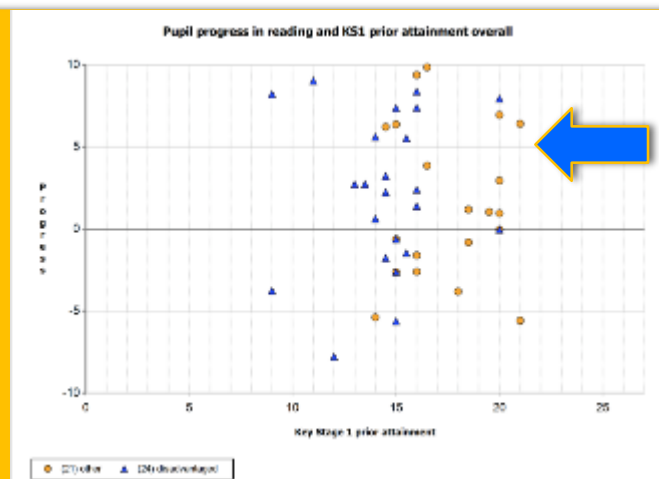
KEY STAGE TWO TABLES



Scatterplots.
Pages 21 – 32
Page 21:
Reading
Progress

The child arrowed below the line is a non disadvantaged child with a starting point of 18. KS1 results use the old points system, with 18 representing L2a+. No single subject could be 18 points – these starting points are from the combined subjects of reading, writing and maths. This child made below average progress.

KEY STAGE TWO TABLES



Scatterplots.
Pages 21 – 32
Page 21:
Reading
Progress

Look for patterns. First of all, above, most children making above average progress come from mid starting points. Few children from high starting points fail to make above average progress. Look also for group patterns – how well do the disadvantaged children do against other children?

KEY STAGE TWO TABLES

Prior attainment is shown as Key Stage 1 point scores.

Key Stage 2 progress by prior-attainment group (for progress in reading and prior attainment overall)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	3	4	16	9	13
Cohort disadvantaged	0	3	4	11	4	2
Cohort other	0	0	0	5	5	11
All pupils	-	4.51	0.11	1.03	4.28	1.32
Disadvantaged pupils	-	4.51	0.11	1.14	3.70	3.96
Other pupils	-	-	-	0.80	3.79	0.84
National other pupils	0.60	0.34	0.33	0.37	0.33	0.30
Disadvantaged - national other	-	4.16	-0.21	0.77	4.57	3.66

Scatterplots.
Pages 21 – 32
Page 21:
Reading
Progress

At the bottom of the same page, the statistics are grouped, indicating the spread of KS1 attainment. In the example above, 16 children had prior attainment between 14 and 15.9. 11 of these children were disadvantaged, and made better progress than other pupils with the same starting point. Both groups made better progress than other pupils nationally.

KEY STAGE TWO TABLES

Prior attainment is shown as Key Stage 1 point scores.

Key Stage 2 progress by prior-attainment group (for progress in reading and prior attainment overall)

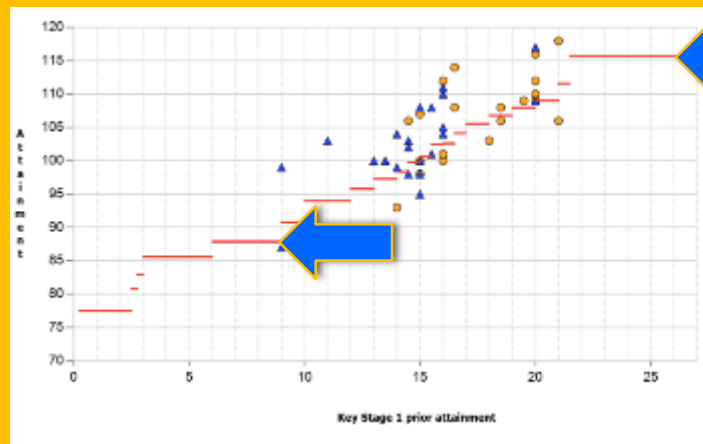
Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	3	4	16	9	13
Cohort disadvantaged	0	3	4	11	4	2
Cohort other	0	0	0	5	5	11
All pupils	-	4.51	0.11	1.03	4.28	1.32
Disadvantaged pupils	-	4.51	0.11	1.14	4.90	3.96
Other pupils	-	-	-	0.80	3.79	0.84
National other pupils	0.60	0.34	0.33	0.37	0.33	0.30
Disadvantaged - national other	-	4.16	-0.21	0.77		3.66

Scatterplots.
Pages 21 – 32
Page 21:
Reading
Progress

The bottom row shows the difference in progress for the school's **disadvantaged** children in comparison to **other** pupils nationally.

For example, in the table above, disadvantaged pupils with a 14 – 15.9 starting point made 1.14 progress, whilst national **other** pupils made 0.37 from the same starting points. This is a difference of 0.77.

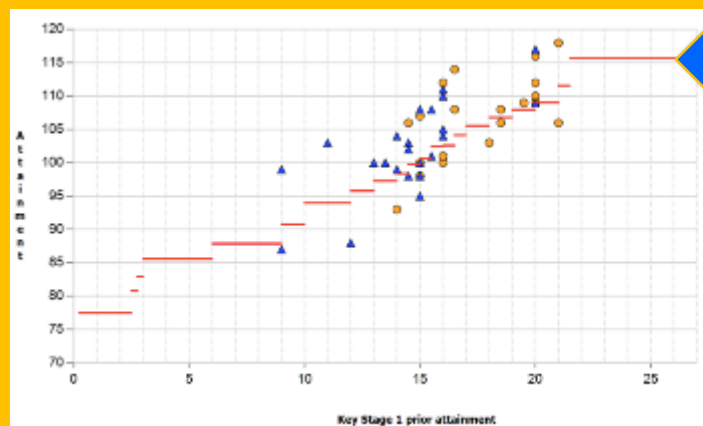
KEY STAGE TWO TABLES



Scatterplots.
Pages 21 – 32
Page 22:
Reading
Attainment

The next scatterplot shows **attainment** compared to national averages. The national spread is shown as a horizontal red bar, and shows the proportion of children nationally who reached various levels of attainment. Nationally, children with a L3 starting point – or 21 points or above - made 115 points attainment, on average. Children with a 6 – 9 starting point reached around 87 points attainment.

KEY STAGE TWO TABLES



Scatterplots.
Pages 21 – 32
Page 22:
Reading
Attainment

Most of the children in the above example reached higher attainment than children nationally, as they are above the horizontal red bars. Most of those with higher starting points were not disadvantaged children, whilst most of those with lower starting points were.

KEY STAGE TWO TABLES

Prior attainment is shown as Key Stage 1 point scores.

Key Stage 2 attainment by prior-attainment group (for attainment in reading and prior attainment overall)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	3	4	16	13	13
Cohort disadvantaged	0	3	4	11	4	2
Cohort other	0	0	0	5	5	11
All pupils	-	96.33	97.00	101.25	107.22	110.15
National all pupils	82.86	91.95	96.74	100.54	104.26	109.14
Disadvantaged pupils	-	96.33	97.00	101.45	107.50	113.00
Other pupils	-	-	-	100.80	107.00	109.64
National other pupils	83.49	92.44	97.10	100.96	104.62	109.52
Disadvantaged - national other	-	3.90	-0.10	0.49	3.88	3.48

Scatterplots.
Pages 21 – 32
Page 22:
Reading
Attainment

Again, the scatterplot is summarised at the bottom of the page. This table can be read in a very similar way to the one at the bottom of the previous page – although this time we are looking at scores around 100, which was the “expected” level. 16 children had a starting point of 14 – 15.9, and disadvantaged children in the group reached higher levels than other children nationally.

KEY STAGE TWO TABLES

Prior attainment is shown as Key Stage 1 point scores.

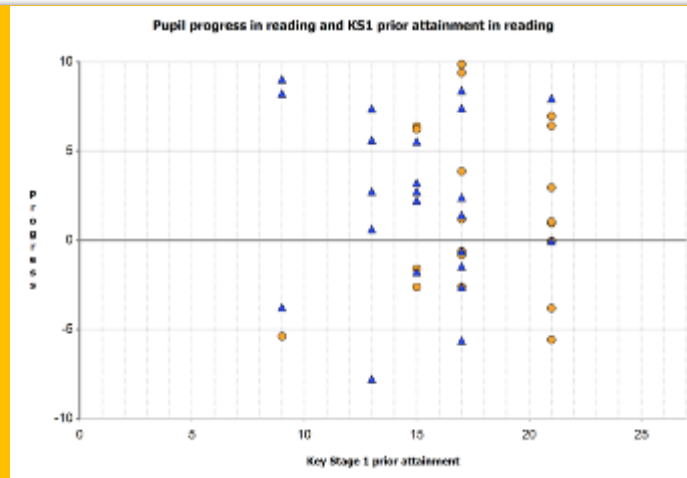
Key Stage 2 attainment by prior-attainment group (for attainment in reading and prior attainment overall)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	3	4	16	9	13
Cohort disadvantaged	0	3	4	11	4	2
Cohort other	0	0	0	5	5	11
All pupils	-	96.33	97.00	101.25	107.22	110.15
National all pupils	82.86	91.95	96.74	100.54	104.26	109.14
Disadvantaged pupils	-	96.33	97.00	101.45	107.50	113.00
Other pupils	-	-	-	100.80	107.00	109.64
National other pupils	83.49	92.44	97.10	100.96	104.62	109.52
Disadvantaged - national other	-	3.90	-0.10	0.49	2.88	3.48

Pages 23 – 26 give scatterplots and tables for progress and attainment for writing and maths. On these pages, as on pages 21 – 22, progress and prior attainment is *always* from combined subjects. This can have a profound effect on this child's progress measure, as a very high prior performance in maths would place a child in a higher prior attainment group than might be expected.

Scatterplots.
Pages 21 – 32
Page 23 - 26:
Writing
progress and
attainment,
maths
progress and
attainment.

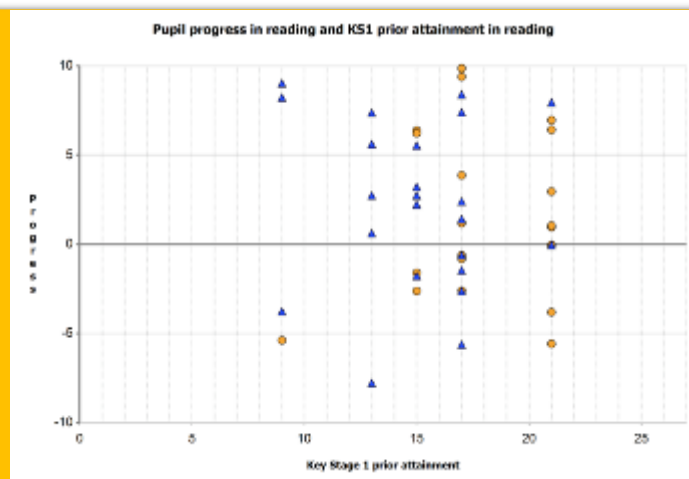
KEY STAGE TWO TABLES



Scatterplots.
Pages 27 – 32:
Progress from
single subject
baselines.

The next series of graphs on P27 - 32 take progress and prior attainment from **individual subjects** rather than from the **combined** subjects of reading, writing and maths. They can be read in the same way, but give a more accurate picture of subject progress. It can be seen above that progress only comes from single levels, which are all odd numbers, giving straight vertical lines for progress.

KEY STAGE TWO TABLES

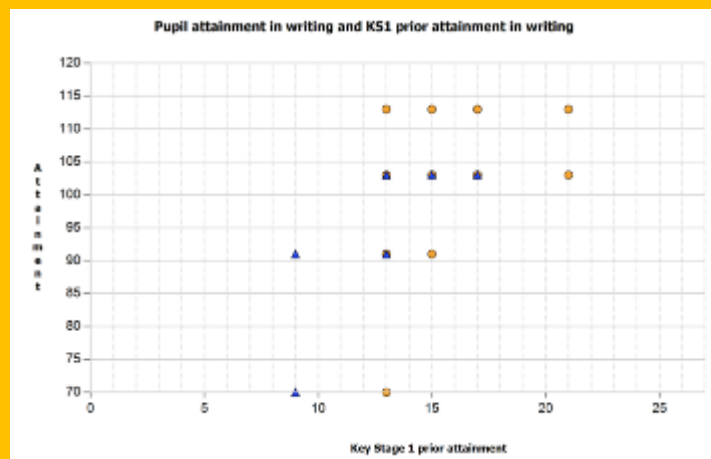


Scatterplots.
Pages 27 – 32:
Progress from
single subject
baselines.

Each of the subject graphs and tables follow the same lines. Pages 21 - 32 contain for each subject:

- A progress graph /table from combined subjects
- An attainment graph from combined subjects
- A progress graph /table from single subjects
- An attainment graph /table from single subjects

KEY STAGE TWO TABLES



Scatterplots.
Pages 27 – 32:
Progress from
single subject
baselines.

The writing attainment scatterplot which uses the prior attainment of the single subject of writing on Page 30 can look a little strange – all starting points are odd numbers, representing the old points system. As finishing points are not a scaled score, but a spot point, most graphs will look similar to the one above.

KEY STAGE TWO TABLES

All pupils		Key Stage 2 reading outcome								
		No KS2	TA below test				Test score			Total
			BLW	PKF	PKE	PKG	< 100	100+ but not high	high	
No KS1 outcome		0	0	0	0	0	2	0	0	2
KS1 reading teacher assessment	W	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	3	1	0	4
	2c	0	0	0	0	0	2	3	0	5
	2b	0	0	0	0	0	2	8	0	10
	2a	0	0	0	0	0	2	9	4	15
	3+	0	0	0	0	0	0	6	5	11
	Total	0	0	0	0	0	11	27	9	47

PKF: Growing development of the expected standard
 PKE: Early development of the expected standard
 PKF: Foundations for the expected standard
 BLW: Below basic level

Transition matrices
 Page 33 – 35
Page 33:
Reading
Page 35:
Maths

The three transition graphs given for reading and maths show the progress of children from different starting points in a matrix: for **all** pupils (above), for disadvantaged pupils, and for those working below the level of the tests. These should be quite familiar from previous RAISE documents; colours are not used this year as there is no **expected** progress.

KEY STAGE TWO TABLES

All pupils		Key Stage 2 reading outcome								
		No KS2	TA below test				Test score			Total
			BLW	PKF	PKE	PKG	< 100	100+ but not high	high	
No KS1 outcome		0	0	0	0	0	2	0	0	2
KS1 reading teacher assessment	W	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	3	1	0	4
	2c	0	0	0	0	0	2	3	0	5
	2b	0	0	0	0	0	2	8	0	10
	2a	0	0	0	0	0	2	9	4	15
	3+	0	0	0	0	0	0	6	5	11
	Total	0	0	0	0	0	11	27	9	47



PKF: Growing development of the expected standard
 PKE: Early development of the expected standard
 PKF: Foundations for the expected standard
 BLW: Below basic level

Transition matrices
 Page 33 – 35
Page 33:
Reading
Page 35:
Maths

The matrices indicate the proportion of **all** children (top table) and disadvantaged children (middle table) who reached the expected standard and/or greater depth and the exact outcomes for those who were below working within P Levels (bottom table).

KEY STAGE TWO TABLES

All pupils		Key Stage 2 reading outcome								
		TA below test					Test score			Total
		No KS2	BLW	PKF	PKE	PKG	< 100	100+ but not high	high	
Number of pupils										
No KS1 outcome		0	0	0	0	0	2	0	0	
KS1 reading teacher assessment	W	0	0	0	0	0	0	0	0	
	1	0	0	0	0	0	3	1	0	
	2c	0	0	0	0	0	2	3	0	5
	2b	0	0	0	0	0	2	8	0	10
	2a	0	0	0	0	0	2	9	4	15
	3+	0	0	0	0	0	0	6	5	11
	Total	0	0	0	0	0	11	27	9	47

PKF: Growing development of the expected standard
 PKE: Early development of the expected standard
 PKF: Foundations for the expected standard
 BLW: Below basic level standard

Transition matrices
 Page 33 – 35
Page 33:
Reading
Page 35:
Maths

Starting points are shown on the left, using the old levels system. The number of children reaching each TA or test score outcome is then shown, with the total number of children indicated in the last column. No child can be in more than one column.

KEY STAGE TWO TABLES

All pupils		Key Stage 2 writing teacher assessment								
		No KS2	Pre-key stage			Key stage				Total
Number of pupils	BLW		PKF	PKE	PKG	WTS	EXS	GDS		
No KS1 outcome		0	1	0	0	0	1	0	0	2
KS1 writing teacher assessment	W	0	0	0	0	0	0	0	0	0
	1	0	3	0	0	0	3	0	0	6
	2c	0	1	0	0	0	10	8	1	20
	2b	0	0	0	0	0	1	7	1	9
	2a	0	0	0	0	0	0	6	2	8
	3+	0	0	0	0	0	0	1	1	2
Total		0	5	0	0	0	15	22	5	47

BLW Below pre-key stage 2 standards
 PKF Foundations for the expected standard
 PKE Early development of the expected standard
 PKG Growing development of the expected standard
 WTS Working towards the expected standard
 EXS Working at the expected standard
 GDS Working at greater depth within the expected standard

Transition matrices
 Page 33 – 35
Page 32:
Writing

The transition table for writing is slightly different, as it does not have scaled scores. However, it can be read in a very similar way to the reading and maths transition tables.

KEY STAGE TWO TABLES

KEY QUESTIONS FOR KEY STAGE TWO:





- Is our school above the floor standard? (See Accountability Measures)
- For each contextual and prior attainment group, but especially disadvantaged children and the more able:
 - How well did they do, using in-school and national comparisons?
 - Were there any statistical differences, shown by shading?
 - Was the progress for either group in the top or bottom 15%?
 - How did this vary across subjects?
- How far from national figures was overall progress? Could small cohort size have prevented the progress from being statistically above or below national figures?
- Does any subject stand out as a strength or weakness?


*I do not feel obliged to believe that the same God
who has endowed us with sense, reason and intellect
has asked us to forgo their use*

Galileo

KEY STAGE ONE TABLES

KEY STAGE ONE TABLES

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



The header for this chart acts as a key: Some boxes may have coloured outcomes to match the key above.

All indicates the percentage of children nationally who reached the Age Related Expectations for each subject. **Dis** indicates the percentage of disadvantaged children nationally who reached the Age Related Expectations.

Attainment is split into the proportion who reached **expectations** or **above**, and those who reached **high levels** or **greater depth**.

Key Stage One
Summary

Page 36 – 37

Page 36:
**Reading and
Writing**

KEY STAGE ONE TABLES

Reading														
	A/D		All				Dis		All				Dis	
Cohort	0		60		29		60		29		60		29	
School %			65		52		17		7		24		27	
National %			74		78		-7		-20					
Difference %			-9		-26									
	Emerging		Expected		Exceeding		Emerging		Expected		Exceeding			
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	17	15	33	13	9	1	17	15	33	13	9	1		
School %	24	20	82	92	89	0	0	0	12	15	67	0		
National %	36	39	85	87	99	99	2	2	20	21	65	66		
Difference %	-12	-19	-4	6	-10	-99	-2	-2	-8	-6	2	-66		
Diff (no of pupils)	-2	-2	-1	0	0	0	0	0	-2	0	0	0		

Key Stage One
Summary
Page 36 – 37
Page 36:
**Reading and
Writing**

This table works in a very similar way to the KS2 summary, although prior attainment is taken from EYFS outcomes, for children who were *emerging*, *expected* or *exceeding*.

KEY STAGE ONE TABLES

Reading																								
	A/D		All				Dis				All		Dis											
Cohort	0		60				29				60		29											
School %			65				52				17		7											
National %			74				78				24		27											
Difference %			-9				-26				-7		-20											
	Emerging		Expected				Exceeding				Emerging		Expected				Exceeding							
	All		Dis		All		Dis		All		Dis		All		Dis		All		Dis					
Cohort	17		15		33		13		9		1		17		15		33		13		9		1	
School %	24		20		82		92		89		0		0		0		12		15		67		0	
National %	36		39		85		87		99		99		2		2		20		21		65		66	
Difference %	-12		-19		-4		6		-10		-99		-2		-2		-8		-6		2		-66	
Diff (no of pupils)	-2		-2		-1		0		0		0		0		0		-2		0		0		0	

Key Stage One
Summary
Page 36 – 37
Page 36:
**Reading and
Writing**

The baseline EYFS score is taken from individual subjects - ie the starting point will be different for each subject. For maths, each pupil is grouped by the lower outcome on the two maths early learning goals. For science, each pupil is grouped by their outcome on the world early learning goal.

KEY STAGE ONE TABLES

Reading														
	A/D		All				Dis		All				Dis	
Cohort	0		60		29				60		29			
School %	←		65		52				17		7			
National %	←		74		78				24		27			
Difference %	←		-9		-26				-7		-20			
	Emerging		Expected		Exceeding		Emerging		Expected		Exceeding			
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	17	15	33	13	9	1	17	15	33	13	9	1		
School %	24	20	82	92	89	0	0	0	12	15	67	0		
National %	36	39	85	87	99	99	2	2	20	21	65	66		
Difference %	-12	-19	-4	6	-10	-99	-2	-2	-8	-6	2	-66		
Diff (no of pupils)	-2	-2	-1	0	0	0	0	0	-2	0	0	0		

Key Stage One
Summary
Page 36 – 37
Page 36:
**Reading and
Writing**

Comparisons: As at KS2, the national comparator shown for disadvantaged pupils is the national figure for other pupils (non-disadvantaged pupils). For disadvantaged pupils in the school, the difference shown is with the *national* figure for other pupils (non-disadvantaged pupils).

KEY STAGE ONE TABLES

Reading												
	A/D		All Dis				All Dis					
Cohort	0		60		29		60		29			
School %			65		52		17		7			
National %			74		78		24		27			
Difference %			-9		-26		-7		-20			
	Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	17	15	33	13	9	1	17	15	33	13	9	1
School %	24	20	82	92	89	0	0	0	12	15	67	0
National %	36	39	85	87	99	99	2	2	20	21	65	66
Difference %	-12	-19	-4		-10	-99	-2	-2	-8	-6	2	-66
Diff (no of pupils)	-2	-2	-1			0	0	0	-2	0	0	0

Key Stage One
Summary
Page 36 – 37
Page 36:
**Reading and
Writing**

Shading is not displayed for KS1 outcomes themselves, but shows any statistical differences from the original EYFS starting points. As the key at the top of the page shows, it is applied where the percentage difference from national is equivalent to one or more pupils.

KEY STAGE ONE TABLES

Reading														
	A/D		All				Dis				All		Dis	
Cohort	0		60		29		60		29		60		29	
School %			65		52		17		7		24		27	
National %			74		78		-7		-20					
Difference %			-9		-26									
	Emerging		Expected		Exceeding		Emerging		Expected		Exceeding			
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	17	15	33	13	9	1	17	15	33	13	9	1	17	15
School %	24	20	82	92	89	0	0	0	12	15	67	0	0	0
National %	36	39	85	87	99	99	2	2	20	21	65	66	2	2
Difference %	-12	-19	-4		-10	-99	-2	-2	-8	-6	2	-66	0	0
Diff (no of pupils)	-2	-2	-1		0		0	0	-2	0	0	0	0	0

Key Stage One
Summary
Page 36 – 37
Page 36:
**Reading and
Writing**

Unlike KS2, these charts are not matched to individual children at the end of KS1. This may mean that the context / ability of those who have left or have been admitted may have led to quite a different cohort profile at the end of KS1 when compared to the end of EYFS.

KEY STAGE ONE TABLES

Reading														
	A/D		All				Dis				All		Dis	
Cohort	0		60		29		60		29		60		29	
School %			65		52		17		7		24		27	
National %			74		78		-7		-20					
Difference %			-9		-26									
	Emerging		Expected		Exceeding		Emerging		Expected		Exceeding			
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	17	15	33	13	9	1	17	15	33	13	9	1		
School %	24	20	82	92	89	0	0	0	12	15	67	0		
National %	36	39	85	87	99	99	2	2	20	21	65	66		
Difference %	-12	-19	-4		-10	-99	-2	-2	-8	-6	2	-66		
Diff (no of pupils)	-2	-2	-1		0		0	0	-2	0	0	0		

Key Stage One
Summary
Page 36 – 37
Page 36:
**Reading and
Writing**

The border colours indicate any significant differences from EYFS attainment to the end of KS1, working out from the percentage difference how many children that represents. In the example above, 2 children fewer than national, who left EYFS as *emerging* went on to reach national expectations.

KEY STAGE ONE TABLES

Reading												
	A/D		All Dis				All Dis					
Cohort	0		60	29			60	29				
School %			65	52			17	7				
National %			74	78			24	27				
Difference %			-9	-26			-7	-20				
	Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	17	15	33	13	9	1	17	15	33	13	9	1
School %	24	20	82	92	89	0	0	0	12	15	67	0
National %	36	39	85	87	99	99	2	2	20	21	65	66
Difference %	-12	-19	-4	6	-10	-99	-2	-2	-8	-6	2	-66
Diff (no of pupils)	-2	-2	-1	0	0	0	0	0	-2	0	0	0

Key Stage One
Summary
Page 36 – 37
Page 36:
**Reading and
Writing**

- 32 children had low starting points (emerging), 15 of whom were disadvantaged.
- 46 children had mid starting points (expected), 13 of whom were disadvantaged.
- 10 children had high starting points (exceeding), 1 of whom were disadvantaged.

KEY STAGE ONE TABLES

Reading													
A/D		All				Dis				All		Dis	
Cohort	0	60	15	29	15	9	1	60	15	29	15	9	1
School %		65	20	52	20	89	0	17	0	7	15	67	0
National %		74	39	78	87	99	99	24	2	27	21	65	66
Difference %		-9	-19	-26	6	-10	-99	-7	-2	-20	-6	2	-66
		Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
		All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort		17	15	33	13	9	1	17	15	33	13	9	1
School %		24	20	82	92	89	0	0	0	12	15	67	0
National %		36	39	85	87	99	99	2	2	20	21	65	66
Difference %		-12	-19	-4	6	-10	-99	-2	-2	-8	-6	2	-66
Diff (no of pupils)		-2	-2	-1	0	0	0	0	0	-2	0	0	0

Key Stage One
Summary
Page 36 – 37
Page 36:
**Reading and
Writing**

Children from lower starting points did worse when compared to other children nationally. There is little difference in **all** children in the school and disadvantaged children in the school. (**Red** and **orange** boxes indicate) **All** children with mid starting points did worse than their comparative group.

KEY STAGE ONE TABLES

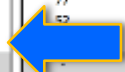
Reading											
A/D		All		Dis		All		Dis			
Cohort	0	60	29	60	29	60	29	60	29		
School %		65	52	17	7	17	7	24	27		
National %		74	78	24	27	24	27	-7	-20		
Difference %		-9	-26	-7	-20						
		Emerging		Expected		Exceeding		Emerging		Expected	
		All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort		17	15	33	13	9	1	17	15	33	13
School %		24	20	82	92	89	0	0	0	12	15
National %		36	39	85	87	99	99	2	2	20	21
Difference %		-12	-19	-4	6	-10	-99	-2	-2	-8	-6
Diff (no of pupils)		-2	-2	-1	0	0	0	0	0	-2	0

Key Stage One
Summary
Page 36 – 37
Page 37:
**Maths and
Science**

The same table is given on Page 37 for *maths* and *science* although science does not show *greater depth*. Use this summary table to evaluate the school's success for different ability groups of children, for the disadvantaged children and for different subjects.

KEY STAGE ONE TABLES

	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	17	24	2	2	3	5	30	19
male	30	same	53	70	7	20	3	3	3	6	40	21
female	30	same	77	78	27	27	0	1	3	4	20	16
disadvantaged	29	non	52	78	7	27	3	2	3	4	41	16
other	31	same	77	78	25	27	0	2	3	4	19	16
Free School Meals	29	non	52	78	7	27	3	2	3	4	41	16
Children Looked After	1	non	74	74	0	24	0	2	0	5	100	19
SEN with statement or EHC plan	0	all	74	74	-	24	-	2	-	5	-	19
SEN support	9	all	0	74	0	24	11	2	22	5	67	19
no SEN	51	same	76	82	20	27	0	0	0	2	24	15
English first language	56	all	63	74	16	24	2	2	4	5	32	19
English additional language	4	all	100	74	25	24	0	2	0	5	0	19
autumn birth	15	same	80	80	40	31	0	2	7	3	13	14
spring birth	19	same	58	74	21	23	5	2	0	5	37	18
summer birth	26	same	62	68	0	17	0	3	4	7	35	23



Key Stage One
Groups
Page 38 – 44
Page 38 - 39
Reading

This table compares the attainment of different groups of children. This is not restricted to contextual groups, but also indicates the progress of children from different starting points in different subjects. As at KS2 the national comparison group is different for different contextual groups.

KEY STAGE ONE TABLES

	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	17	24	2	2	3	4	30	19
male	30	same	53	70	7	20	3	3	3	6	40	21
female	30	same	77	78	27	27	0	1	3	4	20	16
disadvantaged	29	non	52	78	7	27	3	2	3	4	41	16
other	31	same	77	78	25	27	0	2	3	4	19	16
Free School Meals	29	non	52	78	7	27	3	2	3	4	41	16
Children Looked After	1	non	0	74	0	24	0	2	0	5	100	19
SEN with statement or EHC plan	0	all	-	74	-	24	-	2	-	5	-	19
SEN support	9	all	0	74	0	24	11	2	22	5	67	19
no SEN	51	same	76	82	20	27	0	0	0	2	24	15
English first language	56	all	63	74	16	24	2	2	4	5	32	19
English additional language	4	all	100	74	25	24	0	2	0	5	0	19
autumn birth	15	same	80	80	40	31	0	2	7	3	13	14
spring birth	19	same	58	74	21	23	5	2	0	5	37	18
summer birth	26	same	62	68	0	17	0	3	4	7	35	23

Key Stage One
Groups
Page 38 – 44
Page 38 - 39
Reading

The next two columns show children who reached or exceeded the national standard, and the final three columns show outcomes for children who did not reach the national standard.

The second page of this table gives the ethnic groups for the school, allowing the same comparisons.

Ethnic groups are always compared with **all** children nationally.

KEY STAGE ONE TABLES

	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	17	24	2	2	3	5	30	19
male	30	same	53	70	7	20	3	3	3	6	40	21
female	30	same	77	78	27	27	0	1	3	4	20	16
disadvantaged	29	non	52	78	7	27	3	2	3	4	41	16
other	31	same	77	78	25	27	0	2	3	4	19	16
Free School Meals	29	non	52	78	7	27	3	2	3	4	41	16
Children Looked After	1	non	0	74	0	24	0	2	0	5	100	19
SEN with statement or EHC plan	0	all	-	74	-	24	-	2	-	5	-	19
SEN support	9	all	0	74	0	24	11	2	22	5	67	19
no SEN	51	same	76	82	20	27	0	0	0	2	24	15
English first language	56	all	63	74	16	24	2	2	4	5	32	19
English additional language	4	all	100	74	25	24	0	2	0	5	0	19
autumn birth	15	same	80	80	40	31	0	2	7	3	13	14
spring birth	19	same	58	74	21	23	5	2	0	5	37	18
summer birth	26	same	62	68	0	17	0	3	4	7	35	23

Key Stage One
Groups
Page 38 – 44
Page 40 - 44
Writing, maths
and Science

On the next few pages, these tables are replicated for writing, maths and science. As at KS2, science is Teacher Assessment only and does not show Greater Depth.

KEY STAGE ONE TABLES

Key Stage One
Transition
Matrices
Page 45 – 47
Page 45:
Reading

All pupils		Key stage 1 reading																
		No data							Expected standard +					Greater depth				
									No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.
Number of pupils	No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.	
EYFS reading	No data	0	0	0	1	0	0	1	0	0	43	-43	0	0	0	10	-10	0
	Emerging	0	1	2	10	4	0	17	4	24	36	-12	-2	0	0	2	-2	0
	Expected	0	0	0	6	23	4	33	27	82	85	-4	-1	4	12	20	-8	-2
	Exceeding	0	0	0	1	2	6	9	8	89	99	-10	0	6	67	65	2	0
	Total	0	1	2	18	29	10	60	39	65	74	-9	-5	10	17	24	-7	-4

As at KS2 there are three transition matrices – for *all* children, for disadvantaged children, and for children still working at P Levels. These tables indicate the proportion of children who reached the expected standard and/or greater depth, and the exact outcomes for those who were below working within P Levels.

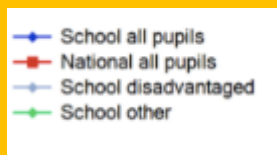
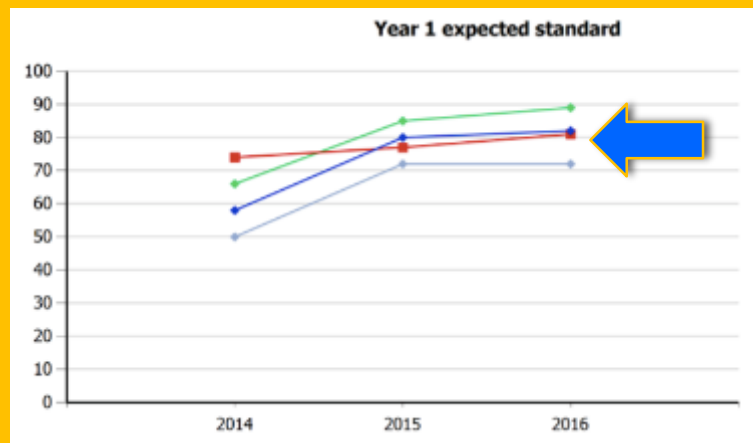
KEY STAGE ONE TABLES

All pupils		Key stage 1 reading																
		Expected standard +							Greater depth									
									No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.
No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.		
EYFS reading	No data	0	0	0	1	0	0	1	0	0	43	-43	0	10	-10	0		
	Emerging	0	1	2	10	4	0	17	4	24	36	-12	-2	0	0	2	-2	0
	Expected	0	0	0	6	23	4	33	27	82	85	-4	-1	4	12	20	-8	-2
	Exceeding	0	0	0	1	2	6	9	8	89	99	-10	0	6	67	65	2	0
	Total	0	1	2	18	29	10	60	39	65	74	-9	-5	10	17	24	-7	-4

Key Stage One
Transition
Matrices
Page 45 – 47
Page 46 - 7:
**Writing and
Maths**

The main changes from KS2 are that differences are shown both as percentages and number of children, at the expected standard and also at greater depth. This table, which is also given for writing and maths, shows the progress of children from different starting points.


KEY STAGE ONE TABLES



Key Stage One
Phonics
Page 48 – 53
Page 48
Trends

Phonics: It is possible, for the first time in the new RAISE, to show trends, as the way phonics is tested, and the accountability measures, have not changed. Nationally there is a very slight upwards trend, whilst this school's disadvantaged children have more or less leveled out.

KEY STAGE ONE TABLES

	Year 1						Year 2 Cumulative					
	2014		2015		2016		2014		2015		2016	
	School	National	School	National	School	National	School	National	School	National	School	National
All Pupils	58	74	80	77	82	81	-	-	92	90	93	91
Boys	50	70	79	73	77	77			88	88	90	89
Girls	67	78	80	81	86	84			96	92	97	93
Disadvantaged	50	63	72	66	72	70	-	-	91	84	90	86
Other	66	78	85	80	89	83	-	-	92	92	97	93

At the bottom of the same page the trend is shown as percentages, and includes some contextual group comparisons. The right hand table includes the cumulative outcomes for Y1 phonics and those children who succeeded at Y2, but not at Y1.

Key Stage One
Phonics
Page 48 – 53
Page 48
Trends

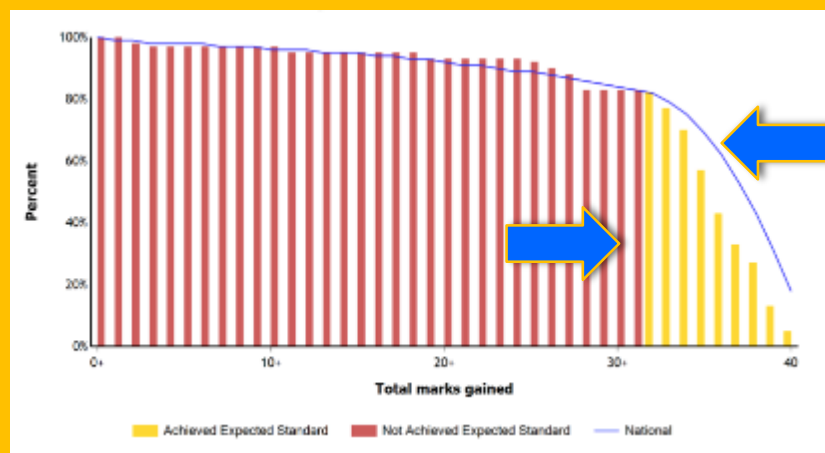
KEY STAGE ONE TABLES

Number of pupils	Year 2 Marks										
	None	0-9	10-19	20-24	25-29	30-31	32+	Total number of pupils	Number achieved expected standard	School % achieved expected standard	National % achieved expected standard
No Y1 outcome	0	0	0	0	0	0	0	0	0	0	38
Year 1 marks	0-9	1	0	2	1	0	0	1	5	1	20
	10-19	0	0	0	0	0	0	1	1	100	
	20-24	0	0	0	0	0	0	2	2	100	
	25-29	0	0	0	0	0	0	4	4	100	
	30-31	0	0	0	0	0	0	1	1	100	
	Summary							13	9	69	64

Key Stage One
Phonics
Page 48 – 53
Page 49
Spread of
Attainment

This simple matrix shows the spread of attainment in phonics for Y2 children who did not achieve the required standard at Y1, or for those who did not take the Y1 phonics test – for example, children new to the country. In the above example, 13 children took the Y2 test, and 9 of them succeeded, from a range of starting points.

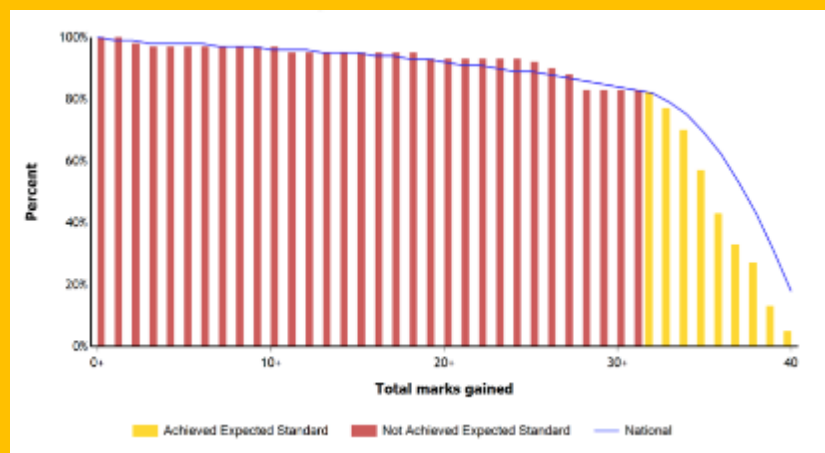
KEY STAGE ONE TABLES



Key Stage One
Phonics
Page 48 – 53
Page 50
**% at each
mark**

This chart has been retained from previous RAISE. The thin blue line shows the national proportions at each level of success. The bars are red for all schools until 32 marks, the expected level of success. The height of the bars show the number of children who have succeeded to this level. Where the bars touch or exceed the national, then the school has done well ***at this level of question.***

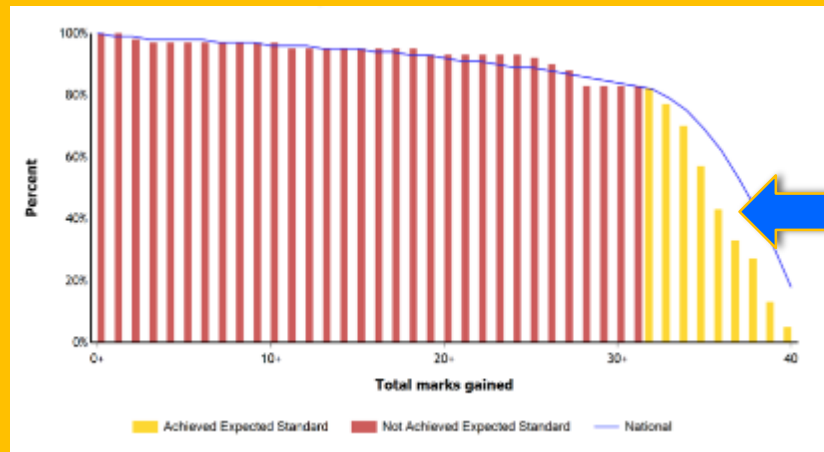
KEY STAGE ONE TABLES



The red bars are up to the standard, which is 32 words, the yellow ones are questions which are above the national. Sometimes a school will be on or above the line for all the red bars, but not for the yellow, signifying that the school has **just** met – this can be the case even if 100% of children reach the standard – they just don't reach above it.

Key Stage One
Phonics
Page 48 – 53
Page 50
**% at each
mark**

KEY STAGE ONE TABLES



The more space there is between the school bars and the blue line (as above) the further the school is away from success. The opposite is also true.

Key Stage One
Phonics
Page 48 – 53
Page 50
**% at each
mark**

KEY STAGE ONE TABLES

	Cohort	Number A/D*	Number achieving expected standard	% School	% National	School	National
All Pupils	60	0	49	82	81	33	34
Gender							
Male	31	0	24	77	77	32	33
Female	29	0	25	86	84	34	35
Free School Meals*							
FSM	24	0	17	71	70	30	31
Non FSM	36	0	32	89	83	35	35
Children Looked After							
CLA	1	0	1	100	61	36	30
Not CLA	59	0	48	81	81	33	34
Disadvantaged pupils							
Disadvantaged pupils	25	0	18	72	70	30	31
Other pupils	35	0	31	89	83	35	35
English as a First Language							
English or believed to be English	50	0	40	80	81	33	34
Other than English or believed to be other than English	10	0	9	90	80	35	34
Unclassified	0	0	0	0	41	-	25

Key Stage One
Phonics
Page 48 – 53
Page 51 - 53
Groups

The Phonics chart is then shown for different groups of children, and makes percentage comparisons. For the first time, in the final two columns, the average mark for the group is given, along with the average national comparative mark. The same table is replicated for the Y2 Phonics outcomes.

KEY STAGE ONE TABLES

KEY QUESTIONS FOR KEY STAGE ONE:

- How well did the cohort do? What was the percentage attaining the expected standard or above, and how did this compare to national? Was there any variance across the subjects? How did this compare with percentages attaining greater depth?
- For each contextual and prior attainment group, but especially disadvantaged children and the more able:
 - How well did they do, using in-school and national comparisons?
 - Were there any statistical differences, shown by shading?
 - Was the progress for either group in the top or bottom 15%?
 - How did this vary across subjects?

“Schools may... be very data rich. This is potentially helpful to them, but not necessarily so if they do not interpret their data well or take appropriate action as a result.”

Higher Standards, Better Schools for All

EYFS TABLES

EYFS TABLES

EYFS TABLES
Page 54 – 55

		Percentage of pupils achieving a good level of development	
		Cohort	
		Sch	Nat
All Pupils		60	40 66
Gender			
Male	30	17	59
Female	30	63	74
Free School Meals			
FSM	23	35	52
Non FSM	37	43	69

Percentage of pupils achieving at least expected in													
Communication and language				Literacy				Mathematics					
Listening and attention		Understanding		Speaking		Reading		Writing		Numbers		Shape, space and measures	
Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
77	86	78	85	78	84	63	76	40	71	72	77	75	81
87	91	87	90	90	89	83	82	63	78	83	81	83	85
74	77	78	77	83	75	57	62	35	56	65	64	70	69
78	87	78	87	76	86	68	79	43	74	76	80	78	83

The first EYFS outcomes page show outcomes for 2014 – these are children who took the KS1 tests this year. The following page shows outcomes for 2014 – these are Y1 children, who took the Y1 Phonics test this year.

Outcomes are shown for GLD, against certain contextual groups, and then for other areas of learning – only CLL and maths are shown here.

“In God we trust. All others must bring data”

Edward Demings

ABSENCE AND EXCLUSION TABLES

ABSENCE & EXCLUSION TABLES

Absence and Exclusions
Page 46 – 58

	2014		2015		2016	
	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
Absence						
% Persistent absentees- absent for 10% or more sessions	-	-	-	-	-	-
% Persistent absentees- absent for 15% or more sessions	3.2	2.8	3.7	2.7	-	-
% of sessions missed due to Overall Absence	4.1	3.0	4.6	4.0	-	-
Exclusions						
Permanent exclusions as a percentage of the pupil group	0.00	0.02	-	-	-	-
% pupils with 1 or more fixed term exclusions	0.48	0.49	-	-	-	-
% pupils with more than 1 fixed term exclusion	0.24	0.21	-	-	-	-
Fixed term exclusions as a percentage of the pupil group	2.64	1.01	-	-	-	-



Some elements of absence and exclusion data are not available until December each year, as they are based on the previous Autumn and Spring terms. (Notably, absence data does not contain the Summer term, when many children are absent for holidays.)

ABSENCE & EXCLUSION TABLES

Absence and Exclusions
Page 46 – 58

	2014		2015		2016	
	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
Absence						
% Persistent absentees- absent for 10% or more sessions	-	2.8	-	2.7	-	-
% Persistent absentees- absent for 15% or more sessions	3.2	2.8	3.7	2.7	-	-
% of sessions missed due to Overall Absence	4.1	3.0	4.6	4.0	-	-
Exclusions						
Permanent exclusions as a percentage of the pupil group	0.00	0.02	-	-	-	-
% pupils with 1 or more fixed term exclusions	0.48	0.49	-	-	-	-
% pupils with more than 1 fixed term exclusion	0.29	0.31	-	-	-	-
Fixed term exclusions as a percentage of the pupil group	2.64	1.01	-	-	-	-

Persistent absenteeism is now shown as 10% absence, narrowing the margins from the previous 15% absence. This may have a significant impact for many schools.

ABSENCE & EXCLUSION TABLES

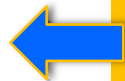
Absence and Exclusions
Page 46 – 58

	2014		2015		2016	
	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
Absence						

% Persistent absentees- absent for 10% or more sessions	-	-	-	-	-	-

% Persistent absentees- absent for 15% or more sessions	3.2	2.8	3.7	2.7	-	-
% of sessions missed due to Overall Absence	4.1	3.0	4.6	4.0	-	-
Exclusions						

Permanent exclusions as a percentage of the pupil group	0.00	0.02	-	-	-	-
% pupils with 1 or more fixed term exclusions	0.48	0.49	-	-	-	-
% pupils with more than 1 fixed term exclusion	0.29	0.31	-	-	-	-
Fixed term exclusions as a percentage of the pupil group	2.64	1.01	-	-	-	-



Exclusions indicators are based on 3 terms of data, so become available even later than absence data. In other words, the exclusions data shown is for one year earlier than the absence data.

“I never guess. It is a capital mistake to theorize before one has data. Insensibly one begins to twist facts to suit theories, instead of theories to suit facts.”

Sir Arthur Conan Doyle

THE CONTEXT TABLES

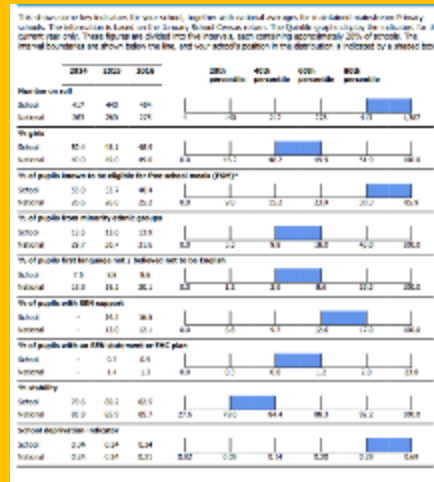
THE CONTEXT TABLES

Statistics over time tell us that the more adverse – and diverse - a child's contextual circumstances, the slower the academic progress of this child is likely to be. If these contextual issues are actual barriers to learning, then the reverse is true – minimising them will raise capacity for learning.

Schools can use this concept when analysing the context of the children in the school, and when devising strategies to raise achievement.

The RAISE Report gives a good overview of the school's main contextual factors, but schools should compare this with a range of other demographic and contextual data to evidence any differences between statistics and fact.

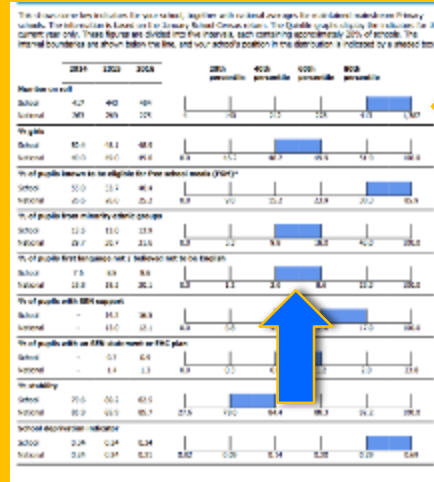
THE CONTEXT TABLES



This is a **distribution** graph showing the basic contextual characteristics of the school over the last three years. It shows where the school lies against the national distribution to allow for comparisons against key contextual indicators.

Context Tables
 Pages 59 – 63
Page 59:
Basic
Characteristics

THE CONTEXT TABLES

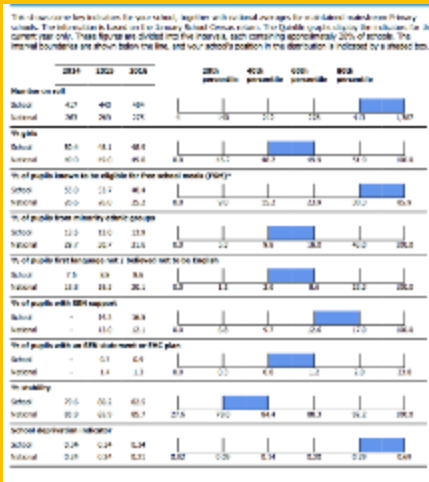


Context Tables
 Pages 59 – 63
Page 59:
Basic
Characteristics

Schools nationally are divided into *quintiles* with around 20% of all schools in each separate quintile. Schools which are broadly *average* (in terms of *median* average, rather than *mean*) in any contextual factor will be in the middle quintile.

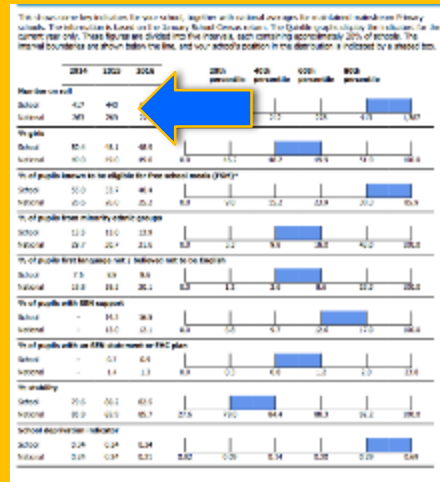
THE CONTEXT TABLES

Context Tables
 Pages 59 – 63
Page 59:
Basic
Characteristics



The information for this table is gathered from SLASC and PLASC and is described as **key indicators**. Not all the contextual factors which affect your school will be included. As a general rule of thumb, the greater the contextual issue, the further to the right will be the indicator. Contextual data included in the 2016 RAISE is taken from the school's 2015 School Census Return.

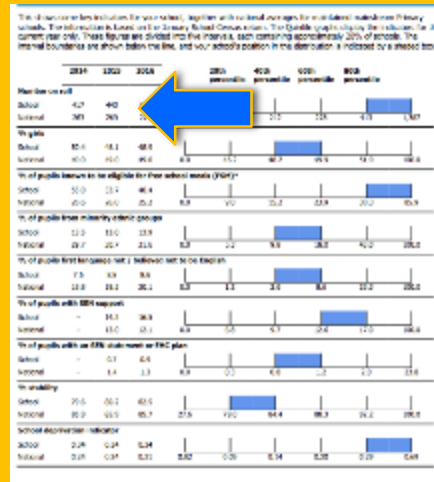
THE CONTEXT TABLES



Number on Roll: This includes all the children in the school, including those in the Early Years Foundation Stage. Look for any trend in overall numbers – rising or falling. Either could indicate the popularity of the school, the demographics of the area (for example a factory closing), or the age of parents (houses in the area being more suitable to young families).

Context Tables
Pages 59 – 63
Page 59:
Basic
Characteristics

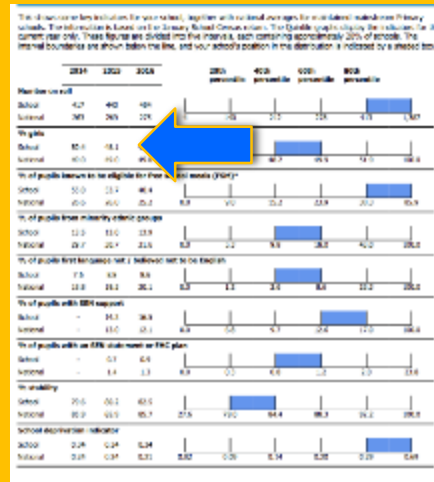
THE CONTEXT TABLES



Context Tables
 Pages 59 – 63
Page 59:
Basic
Characteristics

Number on Roll: Case Study: Anyplace Primary has a rising roll. This could be because parents like the school, because a new estate has been built next door, or because it has raised its PAL to become a bigger school. Falling rolls can indicate parents voting with their feet, an aging local population, or a closed factory, with families moving away.

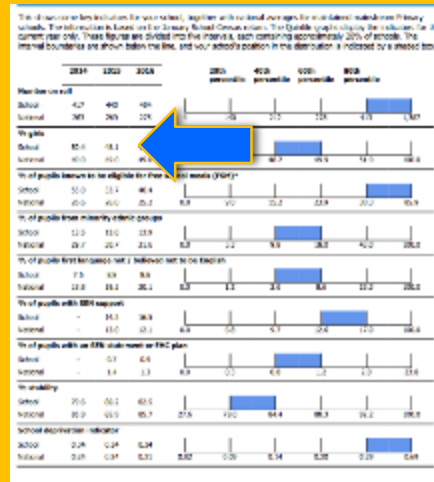
THE CONTEXT TABLES



Gender: Shows the gender balance in the school overall. Most schools are fairly evenly weighted between the genders, but some cohorts may be in significant imbalance - check the next RAISE table for further information. Gender proportions may have an impact on the achievement of different cohorts in the school for different subjects.

Context Tables
 Pages 59 – 63
Page 59:
Basic Characteristics

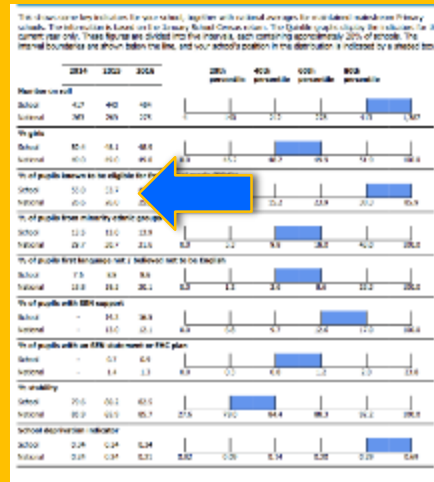
THE CONTEXT TABLES



Context Tables
 Pages 59 – 63
Page 59:
Basic
Characteristics

Gender: Case Study: *Boyzone Primary has average overall gender weighting, but in the current Y6 there are 75% boys. The school has done very well in maths, but much poorer than previous years in reading, writing and EGPS. This effect can, of course, work the **other** way, if there is a large cohort of girls! More successful schools may well negate the impact of large groups of boys/girls.*

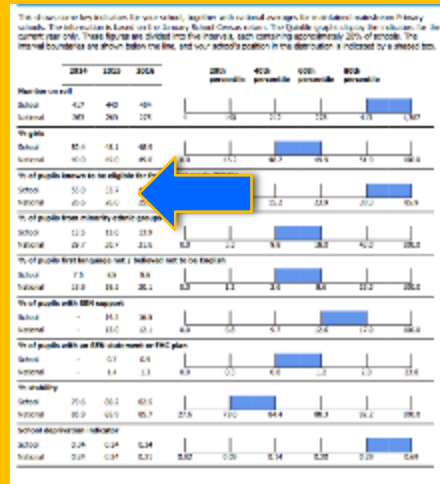
THE CONTEXT TABLES



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Free School Meals: This is the % of children *known* to have been eligible for FSM at any time in the last 6 years. Take up may be low for a range of reasons – eg parents who do not claim until KS2 can hide a greater level of deprivation than the % of FSM might indicate. However, as this happens in most schools nationally, schools may need to show further evidence of family deprivation.

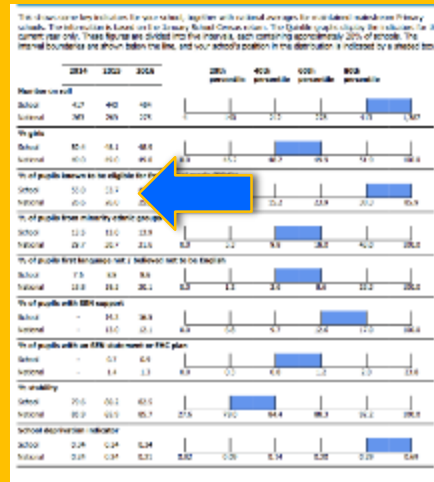
THE CONTEXT TABLES



Context Tables
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Free School Meals: Compare the *National Average* for Free School Meals, which is a *Mean*, against the quintile where the school lies, which is a distribution. Consider what percentage of schools is to the left of the school's blue bar position. In the example, although there are “only” around 48% of FSM children, this is *more than at least 80% of schools nationally*.

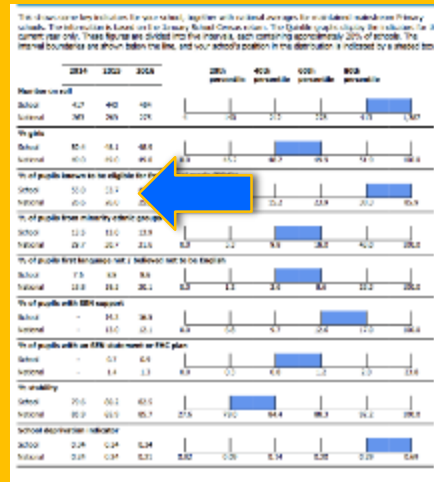
THE CONTEXT TABLES



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Free School Meals: This table can be used to help determine the level and extent of any socio economic factors. It is not infallible, and should be used by the school against other indicators. Always compare it to the IDACI – the bottom row of this table; often they are the same, but sometimes they are not.

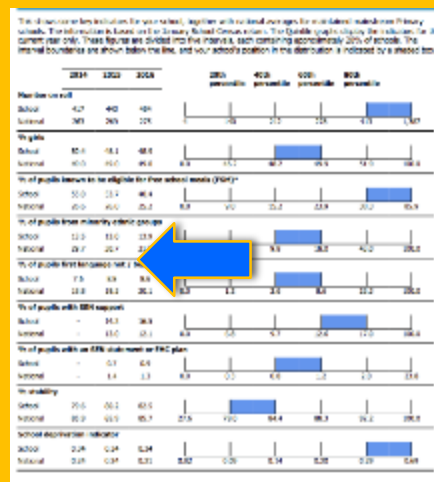
THE CONTEXT TABLES



Context Tables
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Basic
Characteristics

Free School Meals Case Study: City View Primary has FSM of 19%. The Ofsted team insist that the school has average levels of deprivation, but the school is able to use the statistics to show that these levels are actually above average. The Ofsted team then compares FSM with other indicators, and agrees that many children will enter school with attainment which is below average.

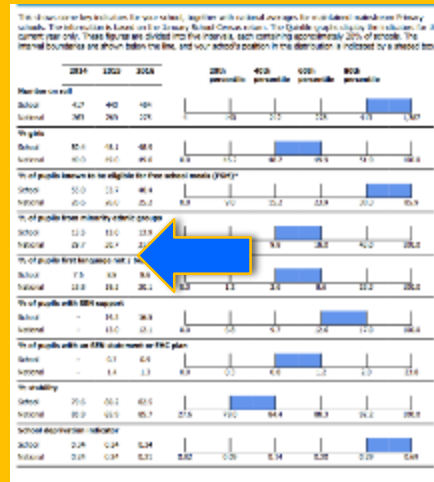
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Context Tables
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Characteristics

Ethnicity and EAL: The ethnicity of the child must be whatever the parent indicates, even if the school considers this to be erroneous. If a parent chooses not to state ethnicity, then this is stated in the statistics as *refused*. Nationally, pupils with EAL progress better than their peers, because their increasing competency in English supports better progress.

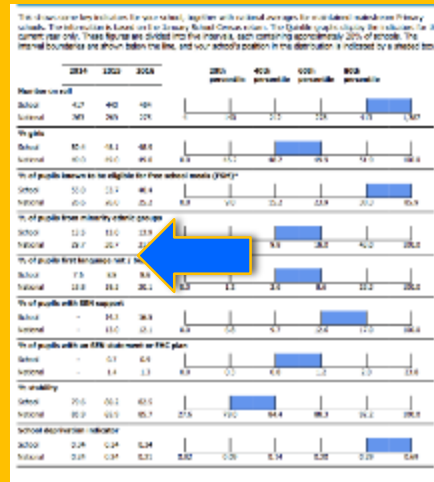
THE CONTEXT TABLES



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Ethnicity and EAL: As with FSM, compare the school with the distribution, rather than the overall national proportion. National minority ethnicity is rising steadily, but the concentration is in around 40% of schools. This means that the above school is broadly similar to other schools nationally. If EAL % is very similar to minority ethnic % it could be evidence of a high proportion of first generation immigration.

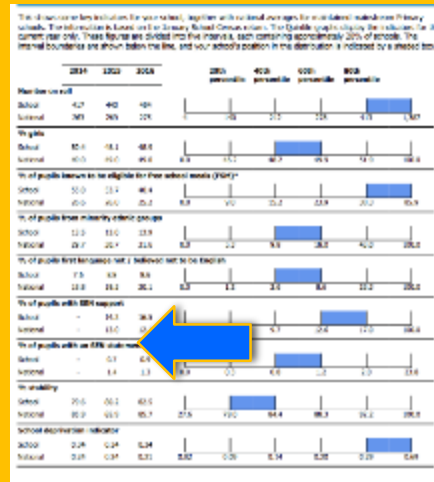
THE CONTEXT TABLES



Context Tables
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Characteristics

Ethnicity and EAL Case Study: Diversity Primary enrolls twins from the same family. One child appears to be white, the other appears to be black. The parents want one child to be recorded as white UK, and the other one as African. The school insists that both children are of the same (African) nationality, leading eventually to a court case, which is won by the parents. (From a real life case)

THE CONTEXT TABLES

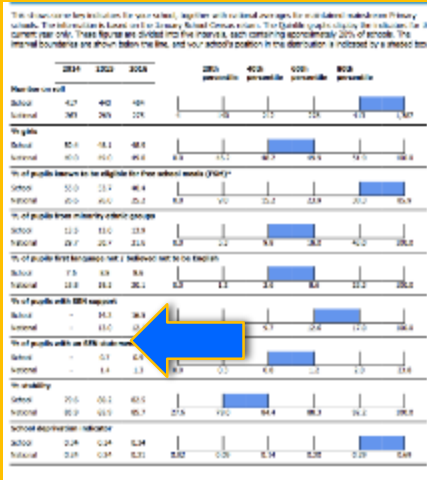


Context Tables
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Special Educational Needs: In many schools there is some correlation between % SEN and % FSM. Where this is not the case, the school needs to consider whether it includes enough or too many children on the SEN register, or to evaluate its criteria for identification. It is important to recognise the impact of different types of SEN on progress and attainment.

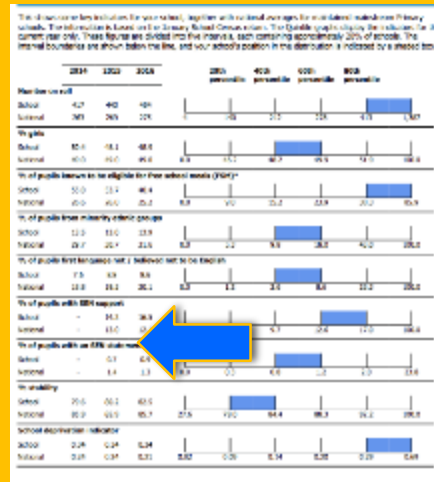
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Context Tables
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Special Educational Needs: National percentages include children of a wide spectrum of SEN. Lamb (Dec 2009) reported that “SEN can sometimes be unhelpfully collated with falling behind, which may have contributed to historically high levels of SEN.”

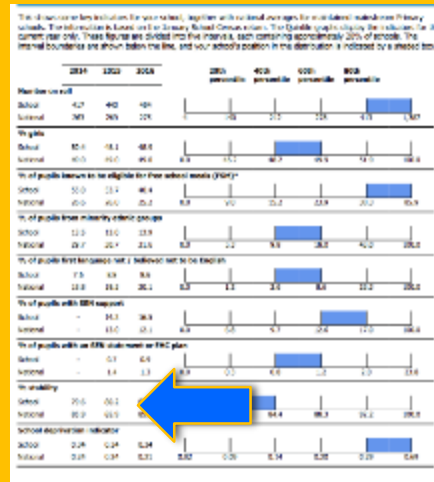
THE CONTEXT TABLES



Context Tables
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Special Educational Needs: This effect may be evident in the over-representation of groups such as summer-born pupils in the SEN register. Ofsted (2010): *“At the end of Key Stage 2, August-born pupils are 60 per cent more likely to be identified as having SEN than September-born pupils. This relationship is strongest for School Action, and weakest for pupils with statements.”*

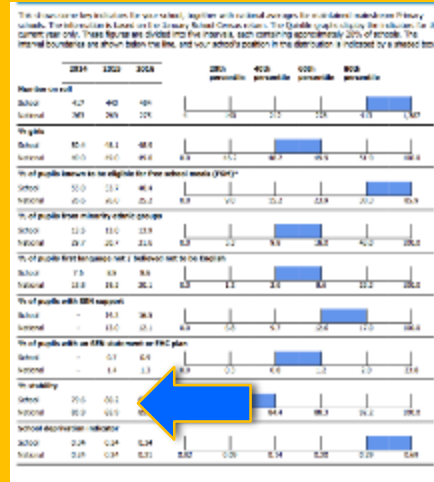
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Context Tables
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Stability: *Stability* and *mobility* are not necessarily the same thing. *Stability* refers to the so called constant cohort – the children who have always been at the school, in any year group. Other children outside of this are *mobile* but may have been backwards and forwards over the years. The stability statistics do not take this into account.

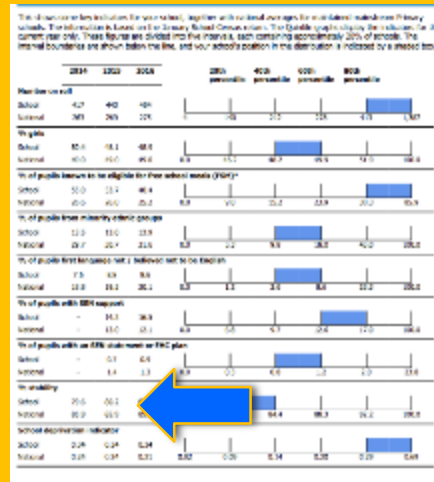
THE CONTEXT TABLES



Stability: This indicator breaks the general rule of thumb – the further to the *left* the indicator, the greater impact it is likely to have on the school. (For most other rows, the further to the *right* the greater the likely impact.)

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THE CONTEXT TABLES

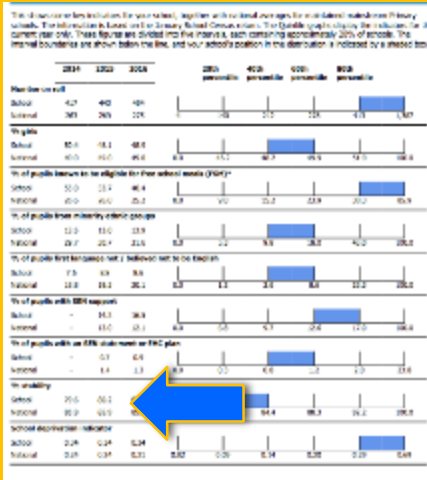


Stability: High levels of *mobility* have a potential impact on attainment and progress. Many schools state, often without supporting evidence, that those who leave are “better” than those who arrive. (One wonders where all these children *go*?) Schools would be wise to keep attainment on entry records for incoming children to evidence a downwards demographic shift.

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THE CONTEXT TABLES

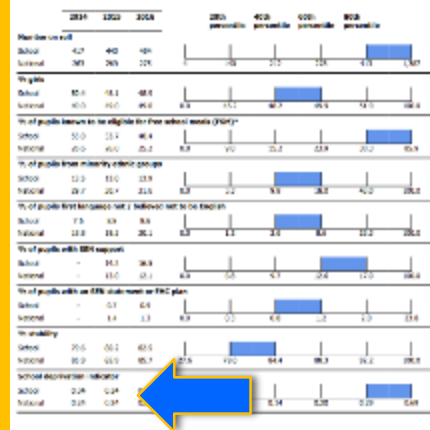
Context Tables
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Stability: Case Study: Everyman Infants has high mobility, compounded by inward mobility of EAL children. It keeps records from a range of baseline indicators, including non verbal and demographic descriptors. As a result it can show progress for individual children /groups, and identify the impact of a range of factors.

THE CONTEXT TABLES

This document contains information for your school, aligned with the data ranges for each indicator, subsection Primary schools. The information is based on the Primary School Context tables. The Quality Standard for the indicator for the current year only. These figures are divided into five brackets, each comprising approximately 20% of schools. The minimal boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded bar.

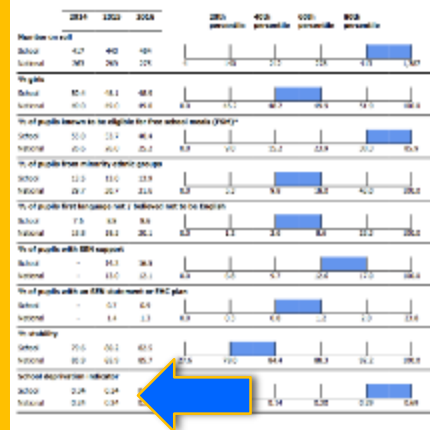


Deprivation Indicator: This indicator is called the *IDACI*, standing for the **I**ncome **D**eprivation **A**ffecting **C**hildren **I**ndex. It is only a *part* of deprivation evidence, and should be used alongside other indicators, including levels of PP, CLA and FSM.

Context Tables
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Page 59:
Basic
Characteristics

THE CONTEXT TABLES

The deprivation tables include, for each school, a range of indicators for each of the following Primary 5 schools. The indicators include, but are not limited to, the following: School Characteristics, The Quality of the Learning Environment, the Current Rate of Progress, and the School's Position in the Distribution. The indicators are divided into five groups, each comprising approximately 20% of schools. The marginal boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded bar.



Deprivation Indicator: Some Local Authorities publish a range of other data which can be used by schools to evidence the nature of deprivation. These include Acorn statistics, and super output areas, and can use apparently subjective phrases such as “hard pressed” and “struggling families and burdened singles”.

Context Tables
 Pages 59 – 63
Page 59:
Basic
Characteristics

THE CONTEXT TABLES

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
Pre-Compulsory	128	54.7 / 45.3	-	-	-	8.6	2
1	59	49.2 / 50.8	39.0	16.9	15.3	13.6	1
2	50	50.0 / 50.0	48.3	10.3	6.7	15.0	1
3	50	51.7 / 48.3	53.3	11.7	6.7	18.3	1
4	51	54.9 / 45.1	66.7	13.7	9.8	27.5	1
5	49	53.1 / 46.9	55.1	16.3	8.2	26.5	2
6	47	38.3 / 61.7	51.1	14.9	4.3	27.7	1

This table shows some key indicators for the school, broken down by National Curriculum Year Group. All the children in the PLASC are included, from the very youngest pre compulsory age groups. This means that sometimes the percentages might differ from other published figures, including the previous page.

Context Tables
Pages 59 – 63
Page 60:
Basic
Characteristics
by Year Group

THE CONTEXT TABLES

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
Pre-Compulsory	128	54.7 / 45.3	-	-	-	8.6	2
1	59	49.2 / 50.8	39.0	16.9	15.3	13.6	1
2	50	50.0 / 50.0	48.3	10.3	6.7	15.0	1
3	50	51.7 / 48.3	53.3	11.7	6.7	18.3	1
4	51	54.9 / 45.1	66.7	13.7	9.8	27.5	1
5	49	53.1 / 46.9	55.1	16.3	8.2	26.5	2
6	47	38.3 / 61.7	51.1	14.9	4.3	27.7	1

Use this table to identify demographic change within the school and different cohorts and to give a clear overview of the differences between cohorts across the school. Highlight the potentially vulnerable cohorts by identifying which columns have the highest number of potentially negative contextual factors.

Context Tables
Pages 59 – 63
Page 60:
Basic
Characteristics
by Year Group

THE CONTEXT TABLES

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
Pre-Compulsory	128	54.7 / 45.3	-	-	-	8.6	2
1	59	49.2 / 50.8	39.0	16.9	15.3	13.6	1
2	50	50.0 / 50.0	48.3	10.3	6.7	15.0	1
3	50	51.7 / 48.3	53.3	11.7	6.7	18.3	1
4	51	54.9 / 45.1	66.7	13.7	9.8	27.5	1
5	49	53.1 / 46.9	55.1	16.3	8.2	26.5	2
6	47	38.3 / 61.7	51.1	14.9	4.3	27.7	1

Look also for cohorts which are significantly out of balance – gender, for example – and those with high deprivation indicators, including children looked after (LAC). Look for any pattern in SEN – especially a pattern which appears to increase towards Y6, which could indicate late identification.

Context Tables
Pages 59 – 63
Page 60:
Basic
Characteristics
by Year Group

THE CONTEXT TABLES

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
Pre-Compulsory	128	54.7 / 45.3	-	-	-	8.6	2
1	59	49.2 / 50.8	39.0	16.9	15.3	13.6	1
2	50	50.0 / 50.0	48.3	10.3	6.7	15.0	1
3	50	51.7 / 48.3	53.3	11.7	6.7	18.3	1
4	51	54.9 / 45.1	66.7	13.7	9.8	27.5	1
5	49	53.1 / 46.9	55.1	16.3	8.2	26.5	2
6	47	38.3 / 61.7	51.1	14.9	4.3	27.7	1

Identify whether most children in EYFS go on to Y1. If they do not, how might this affect the attainment profile of that cohort? (For example, the more aspirational parents may send their children to your Nursery, but send them to another school in a more prosperous part of town by Y1.)

Context Tables
Pages 59 – 63
Page 60:
Basic
Characteristics
by Year Group

THE CONTEXT TABLES

Ethnic group	School %			National %
	2014	2015	2016	2016
White				
British	86.5	86.5	85.6	89.3
Irish	0.0	0.0	0.0	0.3
Traveller of Irish heritage	1.0	0.0	0.0	0.1
Romany or Gypsy	1.0	1.6	1.2	0.3
any other White background	3.5	5.0	5.5	5.6
Mixed				
White & Black Caribbean	0.3	0.3	0.0	1.5
White & Black African	0.0	0.0	0.3	0.7
White & Asian	0.0	0.0	0.0	1.2
any other mixed background	1.7	1.6	1.5	1.9

First language				
English	94.1	93.2	93.1	85.8
Other	7.6	3.8	3.6	14.0
Unrecorded	0.0	0.0	0.0	0.2

Context Tables
Pages 59 – 63
Page 61:
**Ethnicity and
EAL**

This table shows the overall ethnic composition of the school and first language of children at the school, against national averages for mainstream Primary schools, broken down into distinct and varied ethnic groups. The information is derived from the ethnic categories which your school used to complete the School Census, and uses the ethnic categories from the PLASC. The figures are rounded, and so might not add up to 100%.

THE CONTEXT TABLES

Ethnic group	School %			National %
	2014	2015	2016	2016
White				
British	86.5	86.5	85.6	89.3
Irish	0.0	0.0	0.0	0.3
Traveller of Irish heritage	1.0	0.0	0.0	0.1
Romany or Gypsy	1.0	1.6	1.2	0.3
any other White background	3.5	5.0	5.5	5.6
Mixed				
White & Black Caribbean	0.3	0.3	0.0	1.5
White & Black African	0.0	0.0	0.3	0.7
White & Asian	0.0	0.0	0.0	1.2
any other mixed background	1.7	1.6	1.5	1.9

First language				
English	92.1	92.2	92.1	85.8
Other	7.6	7.8	7.6	14.0
Unspecified	0.0	0.0	0.0	0.2

As one of the more straightforward tables in RAISE, this table is a simple breakdown of the different ethnic backgrounds of the children in the school. It allows schools to compare their ethnic makeup, and percentage of English spoken with that seen nationally, and to identify significant groups.

Context Tables
 Pages 59 – 63
Page 61:
Ethnicity and
EAL

THE CONTEXT TABLES

Ethnic group	School %			National %
	2014	2015	2016	2016
White				
British	86.5	86.5	85.6	69.3
Irish	0.0	0.0	0.0	0.3
Traveller of Irish heritage	1.0	0.0	0.0	0.1
Romany or Gypsy	1.0	1.6	1.2	0.3
any other White background	3.5	5.0	5.5	5.6
Mixed				
White & Black Caribbean	0.3	0.3	0.0	1.5
White & Black African	0.0	0.0	0.3	0.7
White & Asian	0.0	0.0	0.0	1.2
any other mixed background	1.7	1.6	1.5	1.9

First language				
English	94.1	93.2	93.1	85.8
Other	7.6	3.8	3.6	14.0
Unrecorded	0.0	0.0	0.0	0.2

Context Tables
Pages 59 – 63
Page 61:
**Ethnicity and
EAL**

The table can also be used to identify and evidence demographic change. In the school shown here, around 15% of children are not White British. As the remainder don't come from any single ethnicity, they should be grouped together as **other** for the purposes of any data analysis.

The data on ethnicity does not give any information for children younger than statutory school age, but rather relates to children of compulsory school age only.

THE CONTEXT TABLES

Ethnic group	School %			National %
	2014	2015	2016	2016
White				
British	86.5	86.5	85.6	89.3
Irish	0.0	0.0	0.0	0.3
Traveller of Irish heritage	1.0	0.0	0.0	0.1
Romany or Gypsy	1.0	1.6	1.2	0.3
any other White background	3.5	5.0	5.5	5.6
Mixed				
White & Black Caribbean	0.3	0.3	0.0	1.5
White & Black African	0.0	0.0	0.3	0.7
White & Asian	0.0	0.0	0.0	1.2
any other mixed background	1.7	1.6	1.5	1.9

First language				
English	50.1	50.2	50.1	55.8
Other	7.6	8.8	8.6	18.0
Unknow/decl	0.0	0.0	0.0	0.2

Context Tables
Pages 59 – 63
Page 61:
**Ethnicity and
EAL**

It is important not to confuse high levels of minority ethnicity with barriers to learning, or deprivation. Some schools may well have high levels of minority ethnicity with very positive contextual circumstances; some children may have travelled thousands of miles through seeking asylum, and may come from very aspirational families. It is also sometimes useful to look at other contextual features alongside the ethnicity – for example, SEN, gender and ethnicity.

THE CONTEXT TABLES

Main SEN	SEN support			Statements/EHC plan		
	2014	2015	2016	2014	2015	2016
Specific Learning Difficulty	-	1	1	0	0	0
Moderate Learning Difficulty	-	27	21	1	1	1
Severe Learning Difficulty	-	0	1	0	0	0
Profound & Multiple Learning Difficulty	-	0	0	1	0	0
Social, Emotional and Mental Health	-	12	12	0	1	1
Speech, Language and Communication Needs	-	5	7	0	0	0
Hearing Impairment	-	1	1	1	0	0
Visual Impairment	-	1	0	0	0	0
Multi-Sensory Impairment	-	0	0	0	0	0
Physical Disability	-	1	3	0	0	0
Autistic Spectrum Disorder	-	1	1	0	1	2
SEN support but no Specialist Assessment of type of need	-	10	25	-	0	0
Other Difficulties/Disability	-	0	0	0	0	0
School total		63	75	3	3	4
Percentage of school roll		14.2	16.3	0.7	0.7	0.9

This table should be looked at alongside the information given in previous contextual tables. SEN trends only began in 2015, due to new legislation. Compare the proportions of SEN SA and those with Statements. Look for any rising or falling trends. Consider the main SEN type, if that can be identified. Compare proportions of SEN with levels of achievement by the end of KS2. Is there an appropriate correlation?

Context Tables
Pages 59 – 63
Page 62:
SEN

THE CONTEXT TABLES

Average points score at KS1					
KS1 Year starting Sept 2016	School	National	Difference	Sig	% Coverage
Year 6	16.0	15.7	0.3		98.7
Year 5	15.0	15.0	0.0		98.0
Year 4	15.1	12.1	-1.0	Sig	96.1
Year 3	16.1	16.3	-0.2		98.3

% by Prior Attainment Band						
	School			National		
	Low	Middle	High	Low	Middle	High
Year 6	6.7	27.1	28.3	11.1	53.8	28.9
Year 5	25.0	45.8	29.2	10.1	59.2	30.7
Year 4	23.4	46.9	32.7	8.1	59.4	32.5
Year 3	20.2	36.9	38.9	8.2	57.1	34.7

Upper Table:

Each year group is a year out of date – so the Y6 group above has now left. These tables show levels of prior attainment for the cohorts now in KS2, as determined by their attainment at the end of KS1, broken down by year group. They do **not** show current progress.

Context Tables
Pages 59 – 63
Page 63:
Prior
Attainment

THE CONTEXT TABLES

Average points score at KS1					
KS1 Year starting Sept 2016	School	National	Difference	Sig	% Coverage
Year 0	16.0	15.7	0.3		96.7
Year 1	15.0	15.0	0.0		98.0
Year 4	15.1	12.1	-1.0	0.0	96.1
Year 5	16.1	15.3	0.2		98.3

% by Prior Attainment Band						
	School			National		
	Low	Middle	High	Low	Middle	High
Year 0	6.7	97.1	28.3	11.1	53.8	28.9
Year 1	25.0	45.8	29.2	10.1	59.2	26.7
Year 4	23.4	46.9	32.7	8.1	53.4	22.5
Year 5	20.2	36.9	38.9	8.2	57.1	24.7

Upper Table:

This data is matched to any child who took KS1 SATs, whether at your school or not. Data cannot be matched up to children not taking either KS1 or KS2 tests, and so **coverage** should be taken into consideration. If the school has any level of mobility, then these profiles will be unlikely to match the school's data as the two sets will not show the same set of children.

Context Tables
 Pages 59 – 63
Page 63:
Prior
Attainment

THE CONTEXT TABLES

Average points score at KS1					
KS1 Year starting Sept 2016	School	National	Difference	Sig	% Coverage
Year 0	16.0	15.7	0.3		96.7
Year 1	15.0	15.0	0.0		98.0
Year 2	15.1	12.1	-1.0	5*	96.1
Year 3	16.1	15.3	-0.2		98.3

% by Prior Attainment Band						
	School			National		
	Low	Middle	High	Low	Middle	High
Year 0	6.7	97.1	28.3	11.1	53.8	28.9
Year 1	25.0	45.8	29.2	10.1	59.2	30.7
Year 2	23.4	46.9	32.7	1.1	53.4	32.5
Year 3	20.2	36.9	38.9	8.2	57.1	34.7

Upper Table:

The data in these tables changes for each year group from year to year, dependent on the prior attainment of those with inward or outward mobility. This means they can show the demographic impact of mobility. The graph for any cohort will not look the same if several children leave or enter the year group before next year, as the calculations are done from *the actual children*, using PLASC and UPN numbers.

Context Tables
Pages 59 – 63
Page 63:
Prior
Attainment

THE CONTEXT TABLES

Average points score at KS1					
HC Year starting Sept 2016	School	National	Difference	Sig	% Coverage
Year 6	16.0	15.7	0.3		98.7
Year 5	15.0	15.0	0.0		98.0
Year 4	15.1	12.1	-1.0	5*	96.1
Year 3	16.1	16.3	-0.2		98.3

% by Prior Attainment Band						
	School			National		
	Low	Mid	High	Low	Mid	High
Year 6	6.7	27.1	28.3	11.1	53.8	28.9
Year 5	25.0	45.8	29.2	10.1	59.2	28.7
Year 4	23.4	46.9	22.7	1.1	53.4	22.5
Year 3	23.2	36.9	28.9	8.2	57.1	29.7

Lower Table:

The lower table looks at the full spread of prior attainment for each cohort. Those with **low** prior attainment attained 12 or fewer points in the KS1 SATs in combined subjects, those with **mid** prior attainment attained 13 – 18 points inclusive, and those with **high** prior attainment attained 19 points or more in combined subjects.

Context Tables
Pages 59 – 63
Page 63:
Prior
Attainment

THE CONTEXT TABLES

Average points score at KS1					
KS1 Year starting Sept 2016	School	National	Difference	Sig	% Coverage
Year 0	16.0	15.7	0.3		98.7
Year 1	15.0	15.0	0.0		98.0
Year 2	15.1	12.1	-1.0	Sig	96.1
Year 3	16.1	15.3	-0.2		98.3

% by Prior Attainment Band						
	School			National		
	Low	Middle	High	Low	Middle	High
Year 0	6.7	97.1	28.3	11.1	53.8	28.9
Year 1	25.0	45.8	29.2	10.1	59.2	28.7
Year 2	23.4	46.9	32.7	8.1	53.4	32.5
Year 3	20.2	36.9	38.9	8.2	57.1	34.7

Lower Table:

The National picture is slightly above 55% of pupils in the middle ability range, with the remainder of children skewed towards the higher ability range – not quite a bell shaped curve. (Also known as a curve of equal distribution).

The spread of attainment, or **profile** of attainment has been used in several places in the RAISE report, when the attainment and progress of those with **low, mid** or **high** prior attainment is shown.

Context Tables
Pages 59 – 63
Page 63:
Prior
Attainment

“Facts do not cease to exist because they are ignored.”

Aldous Huxley

ACCOUNTABILITY MEASURES

ACCOUNTABILITY MEASURES

WHY REFORM?

- Allows schools in challenging circumstances to show their impact, and to be recognised
- Gives greater challenge to those with a high attaining intake

WHAT'S NEW?

- “Headline” measures for both progress and attainment
- New ways of measuring and evaluating both attainment and progress
- A new floor standard for all primary schools
- A new – and higher – expected standard
- Provisional progress scores from September, confirmed in December

ACCOUNTABILITY MEASURES

“HEADLINE” MEASURES

- The percentage of pupils achieving the ‘expected standard’ in English reading, English writing and mathematics at the end of key stage 2
- Children’s average scaled scores in reading and maths
- The percentage of children who achieve at a higher standard in reading, writing and maths
- Children’s average progress in reading, writing and maths
- A range of additional measures in individual subjects, including English Grammar, Punctuation and Spelling (EGPS, or SPAG)
- A range of additional measures for various contextual groups.

ACCOUNTABILITY MEASURES

TERMINOLOGY:

- **Expected Standard:** A combined measure across reading, writing and maths. Each child reaching the expected standard will have a scaled score of at least 100 in reading *and* a scaled score of at least 100 in maths *and* have been assessed by teachers as at least working at the expected standard in writing.
- **Higher Standard:** Also a combined measure across the three subjects. Each child reaching the higher standard will have a scaled score of 110 or more in reading *and* in maths, *and* have been teacher assessed in writing as working at a greater depth. (The 110 score mark was determined by this year's distribution of results, rather than by a committee).

ACCOUNTABILITY MEASURES

TERMINOLOGY:

- **Floor standard:** The minimum expectation threshold for either attainment or progress. (No school will be confirmed as being below this threshold until December each year). To be above the floor standard:
 - At least 65% of children will meet the expected standard – see above.
 - **OR** the school achieves sufficient progress in **each** of the three subjects of reading (at least -5) and maths (-7), and also in writing. If any school misses the progress threshold in any **one** subject, this must be **significantly below average** to count – this acts as a *get out of jail free* card. This means that the upper or lower band of the confidence interval is below zero. (There is more explanation of this in individual tables.)

ACCOUNTABILITY MEASURES

FLOOR STANDARD EXAMPLES (From the DfE)

- 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 English reading and -4.5 in English writing and - 3.1 mathematics. School B is above the floor.
- School C - 61% of pupils meet the 'expected standard' and the school has a progress score of -4.2 in English reading and -4.5 in English writing, but has a progress score of -6.0 mathematics. School C is below the floor.

ACCOUNTABILITY MEASURES

FLOOR STANDARD EXEMPTIONS:

- Infant schools
- Special schools
- Independent schools
- Pupil referral units
- Alternative provision, including hospital schools
- Schools with a Y6 cohort of 10 or fewer children
- Schools where fewer than 50% of children have matched data
Schools with fewer than 6 children with KS2 results for any particular cohort.
- Schools which closed during this academic year to reopen as a **sponsored** academy. This does not apply to **converter** academies.

ACCOUNTABILITY MEASURES

COASTING SCHOOLS

- A *Coasting School* has a three year data set which shows that the school has “failed to ensure that pupils reached their potential”.
- In 2016 this data will show a school to be coasting if:
 - In 2014 and 2015 fewer than **85%** of children (this is not a misprint, and should **not** read 65%) reached L4 in reading, writing and maths, **and** in these years was below the median percentage of expected progress in **each one** of reading, writing and maths
 - **AND** if it meets the 2016 definition for being below floor standard (see previous slides)
- The above measures are not either/or, but must be combined to define a coasting school
- The coasting measures are for **three consecutive years** so schools with a one year positive blip will gain time to further recover

ACCOUNTABILITY MEASURES

MEASURING ATTAINMENT:

- As stated, KS2 test results for reading and maths are reported as *scaled scores* with **100** being the “expected standard”
- KS2 writing results have been reported as teacher assessments, as in recent previous years. The interim framework for assessment puts children into one of three categories
 - working towards the expected standard
 - working at the expected standard
 - working at a greater depth within the expected standard.

ACCOUNTABILITY MEASURES

MEASURING PROGRESS

- This year, and for the next 3 years, progress will be measured from the old system of points, to the new system of scaled scores, as an interim measure
- The baseline this year uses the 2012 KSI results in reading, writing and maths
- The end measure is the 2016 KS2 results in English reading and mathematics tests, reported as scaled scores, and the English writing teacher assessments that took place in summer 2016.

ACCOUNTABILITY MEASURES

MEASURING PROGRESS

- In writing, scores have been allocated against each of the three possible outcomes; this is for progress purposes only, and will not be used for attainment in any way. The allocated points are:
 - Children working towards the standard: 91 points
 - Children working at the expected standard: 103 points
 - Children working at a greater depth within the expected standard: 113 points
- Children not meeting any of the above categories – mostly those working at P Levels – are given points scores between 70 and 79.

ACCOUNTABILITY MEASURES

MEASURING PROGRESS

- As in attainment, progress expectations are taken from the distribution of test scores.
- Progress measures are now seen as being a *value added* measure
 - Children's results are compared to the actual achievements of other pupils nationally, rather than against a pre-set or pre-conceived measure
 - The progress for each individual child is compared to other children from the same starting point, as opposed to comparisons with *all* other children
 - This “rewards” schools for making progress with all children, no matter what their starting point

ACCOUNTABILITY MEASURES

MEASURING PROGRESS

- Progress is now a school-level, rather than a pupil-level accountability measure.
 - There is no need for schools to share individual pupil progress scores with their pupils or parents.
 - School-level progress in individual subjects is the average of the progress scores of each individual child, in each individual subject
 - This allows for fairer comparisons between schools with vastly different and varying contexts

ACCOUNTABILITY MEASURES

MEASURING PROGRESS

- Pupil scores are calculated separately for English reading, English writing and mathematics.
- All children are assigned into prior attainment groups (PAGs) with other pupils nationally who had a similar starting point from their KS1 scores. (For PAG groupings, please see Word Document, as part of this publication package.)
- The average KS2 score for each prior attainment group is determined, as a mean average of the actual KS2 scores.
- The progress score for each prior attainment group is then calculated, by working out the difference between each child's **actual** KS2 outcome, and the **average** KS2 outcome for other children in this group.

ACCOUNTABILITY MEASURES

MEASURING PROGRESS

Each school will have three published progress scores:

- average progress in English reading
- average progress in English writing
- average progress in mathematics

ACCOUNTABILITY MEASURES

MEASURING PROGRESS

- Very importantly, the calculation for the KSI baseline is determined from the **average** of reading and writing, which is added to the maths score, and then further averaged. In other words, children stay in the **same prior attainment group**, which is based on their average point score at key stage 1, when progress is calculated for individual subjects.
- This can have a profound effect on this child's progress measure, as a very high prior performance in maths would place a child in a higher PAG than might be expected.

ACCOUNTABILITY MEASURES

INTERPRETING PROGRESS SCORES

- As individual pupil level progress scores are calculated in comparison to other pupils nationally, this means that the average progress score across the country will be zero.
- This in turn means that school level progress scores will be presented as positive and negative numbers either side of zero.
 - A score of 0 means that children in this school on average do about as well as those with similar prior attainment nationally
 - A positive score means that pupils in this school on average do better than those with similar prior attainment nationally
 - A negative score means pupils in this school on average do worse than those with similar prior attainment nationally.

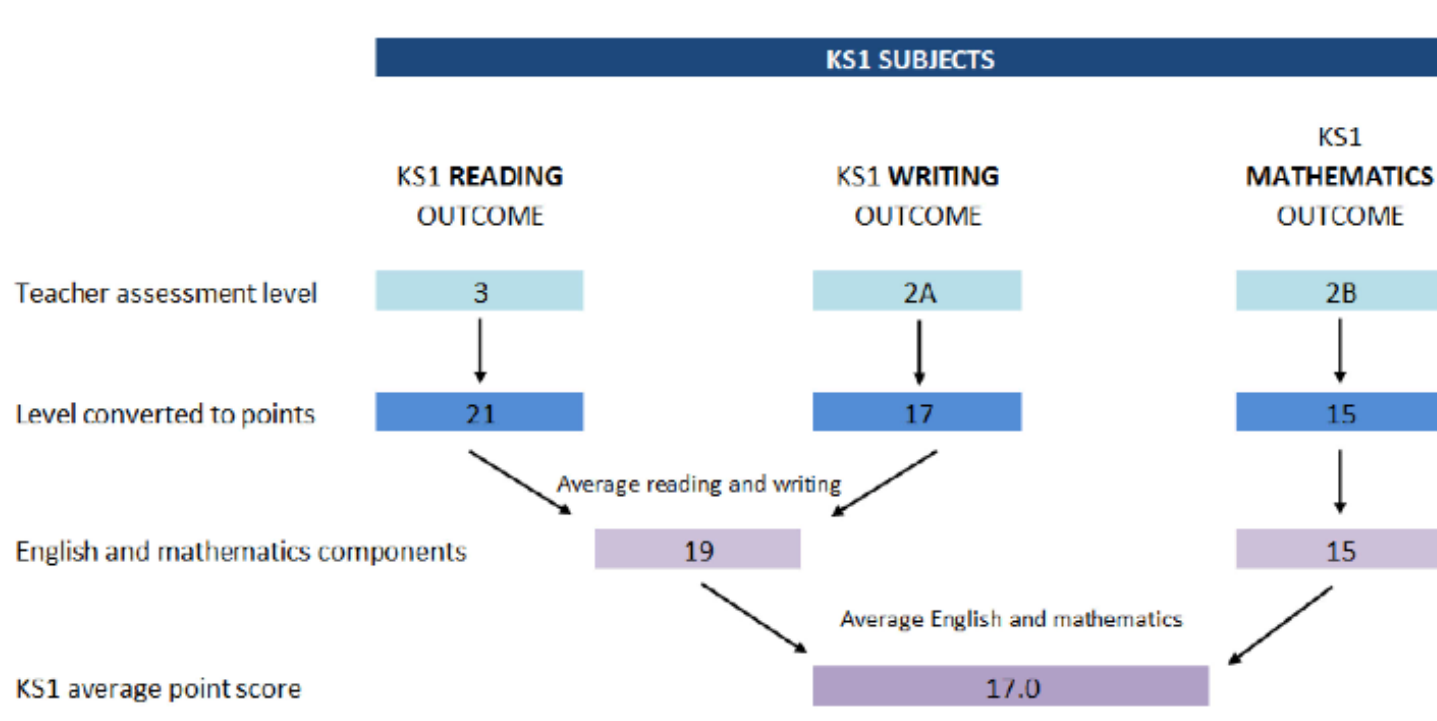
ACCOUNTABILITY MEASURES

INTERPRETING PROGRESS SCORES

- A negative score does not necessarily mean a school is below the floor.
- A negative score in any subject **does not** mean that children did not make any progress throughout KS2, but **does** mean that they made **less** progress than other pupils nationally with similar prior attainment.

ACCOUNTABILITY MEASURES

The DfE gives the following example:



ACCOUNTABILITY MEASURES

PROGRESS EXAMPLES (maths):

CHILD	KS1 POINTS SCORE (and PA GROUP)	ACTUAL KS2 SCALED SCORE	AVERAGE PAG SCALED SCORE	CALCULATED PROGRESS SCORE
Anne	6.0 (5)	94	90.1	+4
Billy	11.0 (7)	100	95.5	+4.5
Carly	15.0 (12)	103	101.5	-1.5
Darius	19.0 (18)	108	107.5	+0.5
Emily	21.0 (20)	108	110.6	-2.6

In this example, Emily has much higher attainment than Anne, but her progress is very much poorer. Billy has made the best progress, from a very low (L2c) starting point. Carly appears to be above average, but has made relatively slow progress against her own prior attainment group (PAG). All children other than Anne have met the expected standard, but not all have made positive progress.

ACCOUNTABILITY MEASURES

EXAMPLES (maths):

CHILD	KS1 POINTS SCORE (and PA GROUP)	ACTUAL KS2 SCALED SCORE	AVERAGE PAG SCALED SCORE	CALCULATED PROGRESS SCORE
Anne	6.0 (5)	94	90.1	+4
Billy	11.0 (7)	100	95.5	+4.5
Carly	15.0 (12)	103	101.5	-1.5
Darius	19.0 (18)	108	107.5	+0.5
+56 more children
School's Total Progress:				132.4
School's Average Progress (132.4/60)				+2.2

This process is then repeated for each subject, to give three separate progress scores.

ACCOUNTABILITY MEASURES

EXCEPTIONS

- In exceptional circumstances, schools may request that a pupil be omitted from performance measures:
 - Pupils who have recently arrived from overseas.
- Children who have no KSI data will be included in the attainment measure, but not the progress measure.
- On occasion a child's results may not be included in the progress measures, but **will** be included in the attainment measure as 'not meeting' the expected standard. These include:
 - Children who are working at the standard of the tests, but who have no test data – for example through absence
 - Children who are entered into the test, but gain too few marks to be allocated a scaled score

“Statistics are like bikinis. What they reveal is suggestive, but what they conceal is vital.”

Aaron Levenstein

USING THE ONLINE RAISE

USING THE ONLINE RAISE

The Online elements of RAISE allow schools to drill down deeper into the data, and to add more variables to questions they want to ask.

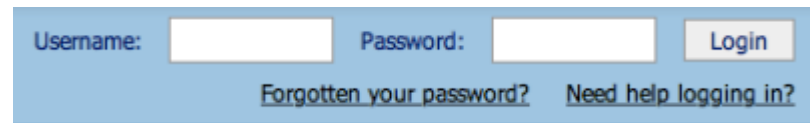
For example, the RAISE hard copy will allow schools to ask questions about subjects and groups – for example, ***How well do boys do in maths?***

By using the online elements, another variable can be added:
How well do free school meals boys do in maths?

USING THE ONLINE RAISE

STEP ONE: LOGIN

- Open the RAISE Online website:
<https://www.raiseonline.org> to get the Login page.
- Your username will be the school's DfE number, sometimes followed by SADMIN, and the password will be a jumble of letters, numbers and symbols.

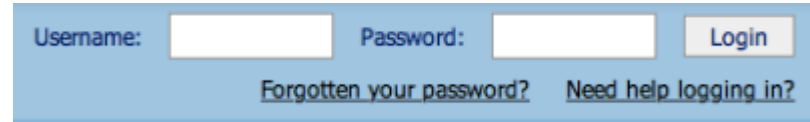


A screenshot of the RAISE Online login interface. It features a light blue background. On the left, the text "Username:" is followed by a white rectangular input field. To the right of this field, the text "Password:" is followed by another white rectangular input field. Further to the right is a grey button with the text "Login" in white. Below these fields and the button, there are two links: "Forgotten your password?" and "Need help logging in?", both in a smaller, lighter blue font.

USING THE ONLINE RAISE

STEP ONE:

- You will need to login under SADMIN if you want to make certain administrative changes, including changing the password to something which you can remember more easily.
- **Remember!!** You have only 3 login attempts before you are temporarily locked out of the RAISE site.
- On the login page you will also be able to access the Library which gives lots of useful background information about how elements of RAISE work.



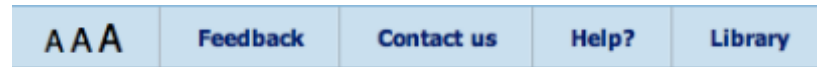
Username: Password:

[Forgotten your password?](#) [Need help logging in?](#)

USING THE ONLINE RAISE

STEP ONE: LOGIN

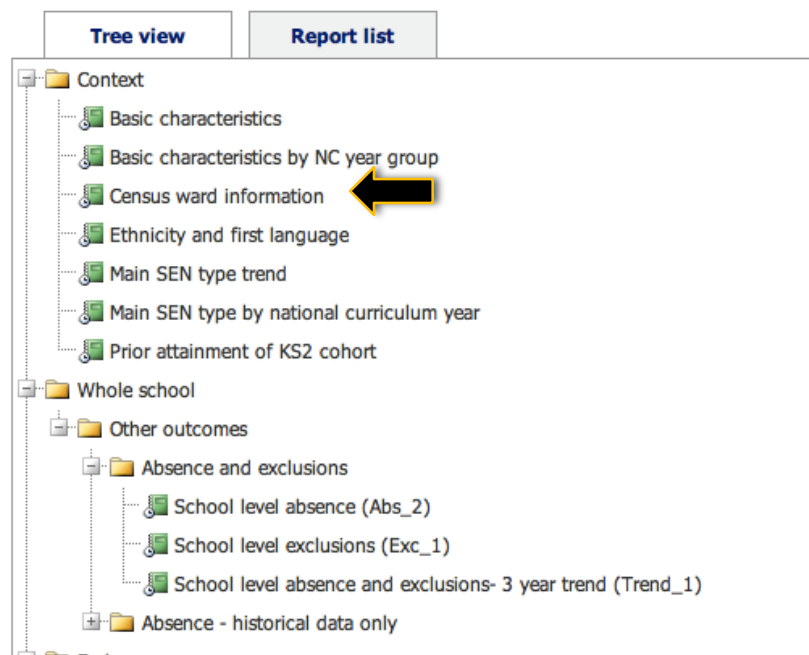
- The very top of the page gives Login details and some useful tabs which do what they say on the box:
- From this page you can access different elements of the Online RAISE.
- The *help* feature is very useful, as it always refers to the page currently being shown on screen.



USING THE ONLINE RAISE

STEP TWO: USING TABLES

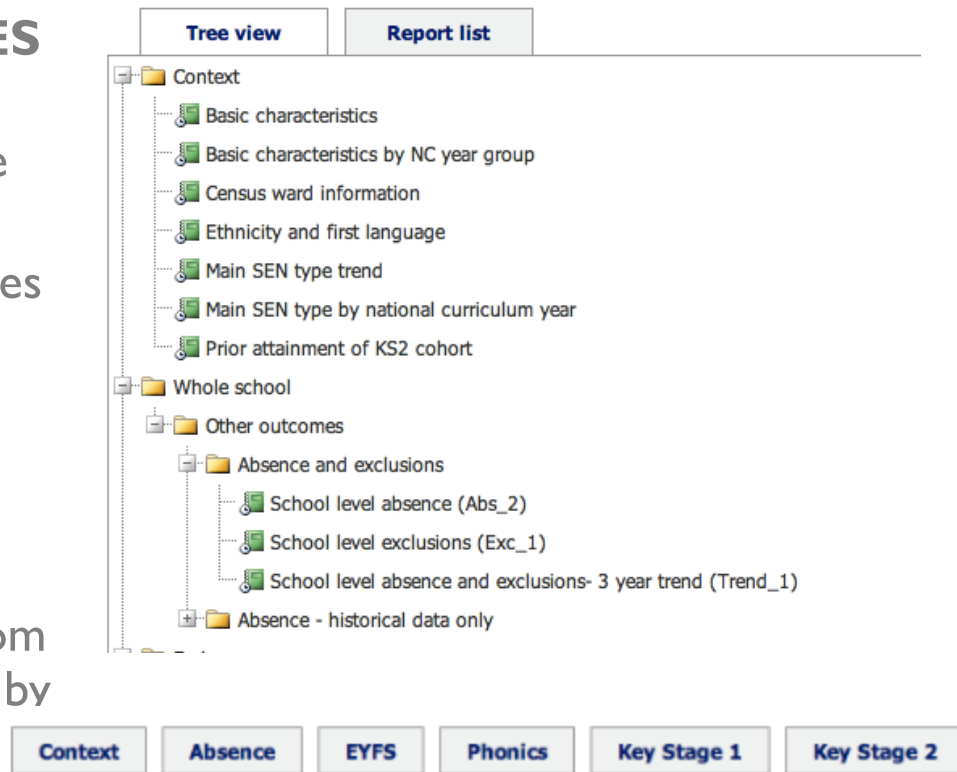
- There are very many different accessible tables in the Online RAISE.
- These are presented as a Tree View or a Report List.
- Some tables give extra information than the PDF report – for example, up to date ward information.



USING THE ONLINE RAISE

STEP TWO: USING TABLES

- The Tree View allows you to close off sections and reduce the options.
- The Report List gives all tables in alphabetical order.
- **Beware!** Not all tables have the same title as in the Summary PDF, and none are numbered.
- Access the tables directly from Tree View or Report List, or by clicking on any of the top boxes, which take you to a shorter tree view by filtering out unwanted information.



USING THE ONLINE RAISE

STEP TWO: USING TABLES

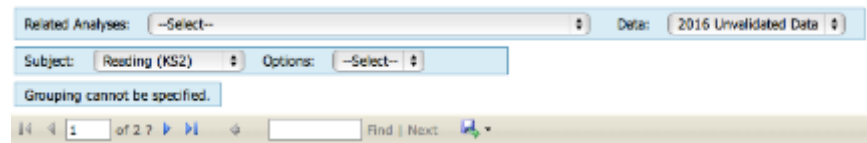
- Or use the drop down menus to do the same thing. You will need to use a Keyword (for example *summary*) and press SEARCH.
- You can look for the Published Data, or revert to your own data, if you have saved any reports at any stage. (Few schools use this option.)

The screenshot displays the online RAISE interface. At the top, there are three input fields: 'Key Stage' set to 'Key Stage One', 'Category' set to 'End of KS1', and 'Keyword' containing 'SUMMARY'. To the right, under 'Default to:', there are two radio buttons: 'Published data' (selected) and 'School's own data'. A 'Search' button is located to the right of the keyword field. Below these fields are two tabs: 'Tree view' and 'Report list'. The 'Report list' tab is active, showing a hierarchical tree structure with 'Key Stage 1' as the root, 'End of KS1' as a sub-item, and 'KS1 summary for all and disadvantaged pupils by prior attainment (KS1.Sum)' as a report under 'End of KS1'.

USING THE ONLINE RAISE

STEP THREE: SEARCH DEEPER

- When navigating to graphs and tables, you will be shown only those which are already within RAISE, giving you no extra information. Click on any of the options given in the new report view. Here we may be shown other useful tables related to our initial search – **Related Analyses**.
- We can change the subject, and by using the **options** tab it is possible to change the comparators for each group.



The screenshot shows a web interface for RAISE. At the top, there are two dropdown menus: 'Related Analyses' set to '--Select--' and 'Data' set to '2016 Unvalidated Data'. Below these is a 'Subject' dropdown set to 'Reading (KS2)' and an 'Options' dropdown set to '--Select--'. A blue message box below the options says 'Grouping cannot be specified.' At the bottom, there is a navigation bar with '1 of 27' and a 'Find | Next' button.

USING THE ONLINE RAISE

STEP FOUR: FILTER AND GROUP

- Some online reports allow you to **filter** or **group**.
- By using the filter and group options together you will be able to add extra variables, and drill down to new information.
- For example, you may **filter** to reduce the data to just one group – FSM children, perhaps.
- Then group the data to ask some questions – do FSM boys or girls make the better progress?



The screenshot shows a web-based reporting interface. At the top, there is a 'Related Analysis' dropdown menu set to '--select--' and a 'Data' dropdown menu set to '2016 Unpublished Data'. Below this, the 'Subject' is set to 'Reading (KS2)' and the 'Options' are set to '--none displayed--'. The 'Group' section has three dropdown menus, all set to '--select--', followed by an 'OK' button. On the right side of the interface, there are three buttons: 'Save Link to My Reports', 'Set Filters', and 'How to Print'.

USING THE ONLINE RAISE

STEP FOUR: FILTER AND GROUP

- Decide on the filtering criteria you want to use – you can apply one or more filters.
- Filtering includes term of birth at KS2, which is not available in the Summary PDF.
- Once you have finished with a filter don't forget to RESET all filters, or any filtering will remain and skew your results.



The screenshot shows a web interface for filtering data. It includes a 'Related Analysis' dropdown menu set to '--select--', a 'Data' dropdown menu set to '2016 Unpublished Data', and a 'Save Link to My Reports' button. Below these are 'Subject' and 'Orders' dropdown menus, with 'Subject' set to 'Reading (KS2)' and 'Orders' set to '--none available--'. At the bottom, there are three 'Group' dropdown menus, all set to '--select--', followed by an 'OK' button and a 'How to Print' button.

USING THE ONLINE RAISE

STEP FOUR: FILTER AND GROUP

- This is one of the most useful elements of RAISE. You will be offered up to three ways to group, but sometimes only one.
- Where more than one option for grouping is offered, then any groupings will be in the order you choose. For example, if you group by *gender*, *FSM* then *SEN*, then the results will give you *Boys who are FSM and SEN* then *Girls who are FSM* then *SEN*, and the data will miss out any *SEN* who are not *FSM*.



The screenshot shows the RAISE online interface. At the top, there is a 'Related Analysis' dropdown menu set to '--select--' and a 'Data' dropdown menu set to '2016 Unimodified Data'. Below this, there is a 'Subject' dropdown menu set to 'Reading (KS2)' and a 'Options' dropdown menu set to '--none enabled--'. At the bottom, there is a 'Group' dropdown menu set to '--select--' followed by three 'AND' operators and three more 'Group' dropdown menus, all set to '--select--'. To the right of the interface, there are three buttons: 'Save Link to My Reports', 'Set Filters', and 'How to Print'.

USING THE ONLINE RAISE

STEP FIVE: DEEPER STILL

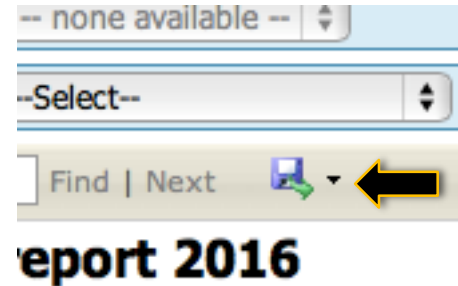
- Whenever the pointer icon turns into a little hand, further information can be found.
- Hover over numbers or percentages of children in the data – when the hand appears, click on that data to find much more information, pertaining to the children.
- This will include a great deal of very useful pupil information, although the amount will vary from table to table.



USING THE ONLINE RAISE

STEP FIVE: SAVE AND PRINT

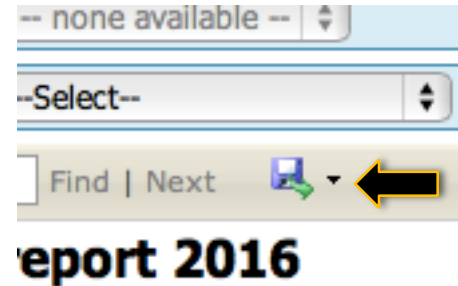
- Caution!! This is not as straightforward as you may think. You can save your data within the program, and online, but you may never find it again. You **cannot** print using the print icon on the screen, if it occurs.
- Instead, find this very tiny icon and click on the downward arrow.



USING THE ONLINE RAISE

STEP FIVE: SAVE AND PRINT

- This allows you to export your data. You will be given several options, but it is most useful to export as a PDF document. (You can also save in several excel formats, which can be useful if you need to make any changes or add children to the data).
- Once the PDF opens in a new screen you can then save it to a folder on your computer, and print it from this new PDF document.



USING THE ONLINE RAISE

SUMMARY

- It really is (almost!) as easy as that, and the easiest way to learn is to go ahead and do it ...
- Warning!!! Ask the right questions first:
 - *How do our FSM boys do in writing at KS1?*
 - *How well did our FSM Pakistani girls do in Maths at KS2?*
- This is much more helpful than going in without knowing what you want to seeAlthough this can also be great fun, if you are inclined to while away many hours

THE END