

# A Complete Route Through RAISE

NB: *Care should be taken with the interpretation of any statistical information where cohort or group sizes fall below ten.*

# How to use this interactive document:

This interactive document is intended to be used alongside the main explanatory (and supplied) commentary: RAISE EXPECTATIONS: GREAT EXPECTATIONS.

***RAISE Expectations: Great Expectations*** explains each table and graph, in the order of the RAISE Report. Work step by step through the ***Route*** interactive document, turning to the explanations wherever necessary – it can be useful to read the main book first before beginning, but this is not essential.

### Number on Roll …. *This title explains what you will be analysing*

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| *State the school’s name …..* ***A summary of what might be written in a SEF*** |
| **Key Questions from RAISE:** * How stable is our school?

***The Key Question: Key Questions can always be answered through the RAISE Statistics*** | **Sample School Key Questions** * Why are our numbers unstable? Might parents be choosing other schools?

***These questions cannot be answered by RAISE and depend on the school’s own knowledge through monitoring and analysis of internal data. The school should supplement these questions with its own.*** |
| **Example Analytical Commentary: *An example of an analytical commentary which combines the RAISE Key Questions with the school’s monitoring and evaluation.***  |
| **School Analytical Commentary: *Space for the school’s own analysis.***  |

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## SCHOOL ACHIEVEMENT

**Whole School Achievement: Use KS2 and KS1 Tables, for individual subjects and combined subjects.**

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| *Evaluate achievement, in terms of children who meet or exceed expectations (ARE/GD) and the progress they make against the average of ZERO.* |
| **Key Questions from RAISE:** * What proportion of children reach or exceed ARE? Is this at least above the national floor threshold? Are there any positive or negative significances as shown by coloured outlines or boxes?
* What proportion of children reach GD? How does this compare with national proportions? Are there any positive or negative significances? How does this compare with the proportion of children who entered KS2 as high attaining pupils?
* How many children were in the Y6 SATs cohort, and what percentage does one child account for? Can comparisons be reasonable?
* How many children were working at P levels?
* How good is progress across KS2 in terms of the difference from Zero? Is the school in the bottom or top 10% of schools? Is this progress enough to raise attainment to at least national levels from low baselines?
* What proportion of children make better than zero progress? What are the main starting points for these children?
* How many children were in the Y2 SATs cohort, and what percentage does one child account for? Can comparisons be reasonable?
* What are levels of attainment at KS1, including any statistical significance?
 | **Sample School Key Questions:*** What is the school’s evaluation of achievement – across each key stage and the school as a whole? Do children make enough progress in KS1?
* Is this year typical for the school, even bearing in minds new ways of evaluating achievement?
* What evidence does the school have that any recent improvements can be sustained?
* Is progress consistent through school, including non SATs cohorts?
* Do the statistics compare accurately with the school’s monitoring information?
* When group achievement is analysed do any of the lower achieving groups have other characteristics? For example, are SEN children mainly boys?
* How much are levels of achievement due to aspects of our provision – for example, the way we organise our curriculum?
* How well is planning, teaching and assessment adapted to meet need?
* How high are teacher expectations?
* How effectively used is assessment information passed on from class to class?

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| **Example Commentary:** *Achievement is currently requiring improvement. There have been recent strong improvements, and school monitoring data shows that these are likely to be sustained.* *A lower than average proportion of children attain at ARE in combined subjects despite most children making positive (ie above zero) progress. Progress through KS2 begins to narrow the gap, as an above average proportion of children make better than average progress, and many children make significantly good progress through KS2. However, due to significantly low levels of attainment at the end of KS1 in the recent past, and inconsistencies in progress across the years and from subject to subject, this is still not enough to raise attainment sufficiently for some groups of children, especially the most vulnerable. Children enter school with well below average levels of attainment, and they leave school with just below average levels of attainment; however progress throughout the school has been inconsistent, especially in KS1.* *In 2016, fewer children reached ARE in combined subjects than the national average, although proportions were above the national floor threshold. A below average proportion reached GD overall, leading to a below average scaled score this year. There are very clear indications of differences in attainment between different groups of children and between different core subjects.* *Progress through KS1 from well below average starting points to significantly low attainment at the end of KS1 has been inadequate in recent years, although the significant rise in attainment this year is the start of a rising trend. This underpins the school’s capacity to improve, but should be evidenced through the school’s own data systems.* *The school’s monitoring indicates that the statistical data is very much in line with the progress seen in lessons and in children’s books.* |
| **School Commentary:** |

**Subject Achievement: Use KS2 and KS1 Tables, for individual subjects and combined subjects.**

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| ***Evaluate relative achievement between the subjects*** |
| **Key Questions from RAISE:** * How does the proportion of children reaching ARE compare across the subjects? Does any individual subject have an impact on the combined subject outcomes? What are the in school and national comparisons? Are there any statistical significances?
* How do subjects compare at GD? Is there the same pattern of achievement as at ARE?
* What differences are there in progress between subjects? Are all subjects at least above Zero?
* What proportion of children make significantly good progress, and how does this compare across the subjects?
* What are the differences in subjects at KS1? Are there emerging strengths or weaknesses?
* How do strengths or weaknesses in reading and writing compare to levels of success in the Y1 phonics test?
 | **Sample School Key Questions:*** Is the Teacher Assessment in writing accurate?
* Which subject stands out as a strength? Is this the same across all key stages? Does this match the school’s monitoring information?
* What is the weakest subject? Is this the same across all key stages? Does this match the school’s monitoring information?
* Are there any indications of gender expectations – boys in maths, girls in English?
* How does subject achievement compare with our evaluation of subject leadership?
* Are there any implications on teacher subject knowledge?
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| **Example Commentary:** *Writing emerges as slightly the weakest subject, although there is no strong pattern of strengths across the years. Phonics outcomes are strongly positive, although children have poor outcomes in EGPS at the end of KS2. The fluctuations in subject outcomes are sometimes due to relatively small cohort numbers, but the school is investigating possible inconsistencies in monitoring and the use of data to inform teaching.*  |
| **School Commentary:** |

**Socio Economic Achievement: Use KS2 and KS1 Tables, for individual subjects and combined subjects. It may be useful to refer to the Context Section.**

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| ***Evaluate achievement for the FSM/Disadvantaged group of children*** |
| **Key Questions from RAISE:** * What proportion of children are known to be eligible for FSM?
* Are there any differences between the Disadvantaged group and the FSM group?
* Do the FSM and IDACI agree?
* Are proportions of socio economic disadvantage consistent across school?
* What are proportions of Disadvantaged and other children in the Y6 SATs cohort? Can comparisons be reasonable?
* How good is the level of ARE attainment when disadvantaged children are compared to other children in the school, and other children nationally? Are there any noticeable differences between subjects?
* Are there any differences between the disadvantaged and non disadvantaged group at GD, both in school and nationally?
* Is there any pattern between attainment at ARE and GD?
* How does progress compare between the disadvantaged and non disadvantaged children, in school and nationally? Are there any significances in this?
* Are there any relevant subject differences?
* Do Disadvantaged children make better than Zero progress from a range of starting points? Do they have a lower starting point than many of their peers?
* Is progress good enough for the disadvantaged children to raise overall attainment to within national norms?
* What is the proportion of disadvantaged children at KS1? Can comparisons be statistically sound?
* What proportion of disadvantaged children reach ARE and GD at KS1? How does this compare with other children in school and those nationally?
* How do disadvantaged children at KS1 compare with other children in the school and disadvantaged children nationally in terms of APS? Are there any subject differences?
* How do the disadvantaged children compare with non disadvantaged children and non disadvantaged children nationally at the Y1 phonics test?
* Are disadvantaged children over represented in the Y2 retake test? How well do they fare this time?
 | **Sample School Key Questions:*** Does the statistical information agree with the school’s own monitoring information?
* Are there any signs of a changing socio economic demographic?
* What might reasons be for a difference between the disadvantaged children, the FSM children, and the deprivation index?
* Are there pockets of relative affluence or deprivation in the local area?
* What do the socio economic indicators for the school mean in practice – for example, experiential deprivation, children who rarely see parents, single parent families, transitional families, parental support?
* How can the school both evaluate and evidence the impact of any of the above contextual factors on levels of achievement?
* Are these factors being over emphasised, leading to lower expectations?
* How effective is our pastoral and welfare leadership?
* How effective are measures to limit the impact of contextual factors?
* How well do we work with parents, especially the hard to reach?
* How well do we work with outside agencies?
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| **Example Commentary:** *The 2014 data indicates that the gap between the Disadvantaged group of children and other children in the school is not sufficiently widening, despite some very rapid progress for this group in KS2. Gaps are very wide by the end of KS1, and although they narrow somewhat through KS2, by the end of Y6 the FSM children remain around a year behind other children in the school. This is because …* |
| **School Commentary:** |

**Gender Achievement: Use KS2 and KS1 Tables, for individual subjects and combined subjects. It may be useful to refer to the Context Section.**

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| ***Evaluate relative achievement for boys and girls*** |
| **Key Questions from RAISE:** * What is the proportion of girls and boys in the school? Is this consistent across the cohorts?
* What is the proportion of boys and girls in last year’s Y6 SATs cohort?
* What was the ARE/GD percentage at the end of Y6 for each gender, with any significant subject differences? How does the gender gap relate to any differences at ARE/GD?
* How does this compare between boys and boys nationally, girls and girls in school? Are there any significant differences?
* Are any of these differences due to relative strengths, rather than weaknesses? Is there any apparent gender stereotyping?
* Which gender makes the best progress, and how does this compare to national statistics? Is this subject related?
* What are gender proportions at KS1? What gender differences can be seen – in school, nationally, subject to subject? Are there any significant differences?
* What are gender proportions at the Y1 phonics check and are there any significant differences in attainment?
* At the Y2 phonics retake is there over representation of either boys or girls? How did they fare this time?
 | **Sample School Key Questions:*** If there are any significant differences between the two genders, is this because of any additional contextual feature – eg boys are mainly White British?
* Does our monitoring show higher expectations for either boys or girls?
* What does in class grouping tell us about teacher expectations?
* In classes with gender imbalance does one group overshadow the other?
* Are learning environments appropriate for both genders?
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| **Example Commentary:** *There are very strong indications of differences in the achievement of girls and boys within the statistics, sometimes with very large gaps between the two groups, and with the boys’ achievement being in most cases much better than the girls, bucking the national trend. At KS2, the gender differences are mainly due to relative strengths for the boys, rather than necessarily weaknesses for the girls, who tend to be above girls nationally. At KS1 the gender balance is reversed, indicating that gender differences may well be cohort related. There is clear evidence of some leaning towards gender stereotypical strengths – boys do better in maths, and the girls do better in reading and**writing****.*** *Both groups are far behind their relative national group. Girls appear to be significantly underachieving, against the boys in school and against girls nationally. Gaps are apparent very early on in the school, and with stronger progress for the boys, these gaps tend to widen – sometimes dramatically – by the time the children leave school at the end of Y6.*  |
| **School Commentary:** |

**Ethnic Minority Achievement: Use KS2 and KS1 Tables, for individual subjects and combined subjects. It may be useful to refer to the Context Section.**

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| ***Evaluate achievement for Ethnic Minority groups and those with EAL*** |
| **Key Questions from RAISE:** * What is the proportion of ethnic minority children?
* How does this compare across the cohorts?
* Are there any relatively large groups? Are any large enough for sensible comparisons?
* Is there a large enough group for EAL comparisons, overall and in each cohort?
* What is the proportion of different ethnic groups in last year’s Y6 SATs cohort?
* What was the ARE/GD at the end of Y6 for different ethnic groups, with any significant subject differences?
* How does this compare between different ethnic groups nationally, different ethnic groups in school?
* Are there any significant differences? Are any of these differences due to relative strengths, rather than weaknesses? Is there any apparent racial stereotyping?
* Are there any differences between different ethnic groups– in school and nationally?
* Which ethnic groups makes the best progress, and how does this compare to national statistics?
* Is this subject related?
* Compare the different ethnic groups in terms of progress, as above.
* What are different ethnic groups proportions at KS1? What ethnic groups differences can be seen – in school, nationally, subject to subject? Are there any significant differences?
* What are different ethnic groups proportions at the Y1 phonics check and are there any significant differences in attainment?
* At the Y2 phonics retake is there over representation of different ethnic groups? How did they fare this time?

**Overall:** What is the comparison – as above – for children with EAL to other children? | **Sample School Key Questions:*** Are any ethnic groups overbalanced by any other contextual feature?
* How well are ethnic groups represented in any ability group across school?
* If there are subject differences are these potentially cultural?
* How much does EAL affect attainment in different subjects?
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| **Example Commentary:** *There is little pattern in any differences between the various ethnic groups within the school. At KS1, there are some significant differences and variation in attainment, but groups are too small for this to be fully relevant. All groups make good or very good progress in KS2. EFL speakers achieve well. At KS2, children from White British extraction, appear to be achieving in line with their own counterpart groups, and better than children from minority ethnic groups. This is not consistent, however, across the cohorts, and so is being monitored carefully. Their progress is often better than their national groups, with swift narrowing of attainment gaps.*  |
| **School Commentary:** |

**Term of Birth Achievement: Use KS2 and KS1 Tables, for individual subjects and combined subjects.**

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| ***Evaluate achievement for children born at different times of the year*** |
| **Key Questions from RAISE:** * What are the proportions of children born at each time of the year? Does attainment mirror the national gaps for these groups, or are there significant positive or negative differences?
* What are the proportions at the Y1 phonics test, and are there any relevant differences in attainment?
* Can you see any greater representation of any birth group at the Y2 retake test?
 | **Sample School Key Questions:*** Might any term of birth differences be related to other contextual factors?
* Is there a pattern within non SATs cohorts?
* Is there any evidence that this is connected to term of starting school?
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| **Example Commentary:** *There appears to be little pattern of levels achievement for children born at different times of the year, although this will now be analysed more carefully by the school, to check for future patterns and potential causality factors.*  |
| **School Commentary:** |

**Ability Group Achievement: Use KS2 and KS1 Tables, for individual subjects and combined subjects.**

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| ***Evaluate achievement for different ability groups of children.*** |
| **Key Questions from RAISE:** * What is the statistical level of AOE?
* How does inward mobility from children with no matched data affect the attainment profile?
* What is the profile of attainment into KS2? What are proportions at different levels of prior attainment?
* What are proportions of children at the different levels of prior attainment? Do this for KS1 and KS2.
* How well have the individual prior attainment groups progressed? Has this raised the profile since KS1 or EYFS?
* Is there any pattern of strength in progress from any particular starting point?
* What proportion of each prior attaining group reaches ARE and GD? Are there any subject variations?
 | **Sample School Key Questions:*** Do any ability groups have an over representation of other contextual factors – for example a weighting of boys in the lower groups?
* Is this real, or due to teacher expectations?
* Do ability groups change with the subject?
* Again, is this teacher expectation?
* Are any children in the lower ability groups under achieving, or is this related to actual ability?
* How well are our intervention and support systems working?
* How well is planning differentiated?
* Do we give enough challenge to all ability groups or just to the higher ability?
* Can all children access learning?
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| **Example Commentary:** *It is apparent from 2016 data, and from recent trends, that those with low and high prior attainment make the speediest progress, although numbers in the latter group can be too low to make meaningful comparisons. Progress is above average for children with mid levels of prior attainment. Trends show little pattern in relative progress for different prior attainment groups, but in 2016 gaps between ability groups appear to have narrowed somewhat. This could indicate the possibility of high expectations for children of different abilities, although there is also the possibility also of over compensation towards those with low prior attainment.* |
| **School Commentary:** |

**SEN Achievement: Use KS2 and KS1 Tables, for individual subjects and combined subjects. It may be useful to refer to the Context Section.**

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| ***Evaluate achievement for SEN children*** |
| **Key Questions from RAISE:** * What is the proportion of SEN children and those with an EHC plan? What is the main area of need?
* How are SEN children distributed across school? Is there any noticeable pattern?
* What are the SEN proportions at KS2? How does this compare to proportions of children who entered KS2 with low prior attainment?
* How many children are working at P Levels?
* What ARE comparisons can reasonably be made? (Do any SEN children reach national levels of attainment?)
* Do any SEN children reach GD?
* How good is the comparable progress of SEN children – against SEN groups in school, against SEN nationally and against non SEN in school?
* What are the proportions of SEN at KS1, and how does the APS compare with SEN nationally and other children in the school?
* What are the proportions of SEN at the Y1 phonics test, and how do levels of success compare with SEN nationally and other children in the school?
* What was the representation of SEN children at the Y2 retake test?
 | **Sample School Key Questions:**Is there an overweighting of any contextual group within the SEN groups?* Is this real, or due to teacher expectations?
* How well are our intervention and support systems working?
* How well is planning differentiated?
* Do we confuse underachievement with SEN?
* Do we identify SEN early enough?
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| **Example Commentary:** *It is apparent from 2016 data that some SEN children make good progress, although this is not always as rapid as some other children in the school. Some go on to reach national levels. This underlines our good strategies of intervention and support for this group. However there is a range of evidence that too few children are supported through SEN strategies, as those with low prior attainment make very slow progress. This will be further investigated by the school.* |
| **School Commentary** |

## **The School Context**

### **Number on Roll, Stability and Trends**

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| ***State the school’s name, any Faith allegiance, its main phase, and its comparative size. Where relevant indicate the trend in Number on Roll.*** |
| **Key Questions from RAISE:** * Are numbers throughout school large enough for meaningful statistical comparisons?
* If there is a falling trend, is this due to external factors, or the way our provision is perceived from outside, especially by parents?
 | **Sample School Key Questions:*** Do we reach our PAL limit?
* Is our school popular with parents?
* With significantly small or significantly large cohorts of children, does our tracking system allow for clear analysis of data, and is this data likely to have statistical significance and accuracy?
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| **Example Commentary:** *Scuttle Street Primary School is a larger than average school, with a significantly rising* *trend in the number of children on roll. Parents often make a positive choice for their children to attend here. There are relatively low levels of stability, largely caused by significant movement of families across the local authority estate.*  |
| **School Commentary:** |

### **School Organisation**

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| ***Describe EYFS provision and the impact this might have. Describe the make up of classes.*** |
| **Key Questions from RAISE:** * Has the school got Nursery provision?
* Do all children who attend Nursery go on to the main school?
* How is the school organized?
* Do any year groups stand out as more vulnerable in terms of statistical context?
 | **Sample School Key Questions:*** How well does the school track through the impact of mobility between EYFS and Y1?
* How effectively do we cater for mixed age classes? Is our organization of these classes the most effective:age, ability?
* What is the impact of imbalanced cohorts? How well does teaching respond to any contextual, age or ability in-class imbalance?
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| **Example Commentary:** *The school does not have nursery provision, meaning that some children do not have a settled start to their full time education. Not all children who attend EYFS then go on to Y1, and those that leave tend to be from the more affluent families. We can not always school is sustain single age classes across all year groups, as smaller cohorts in some year groups sometimes prevents this. Cohorts are often contextually very different, with the balance changing with almost every cohort. For example, the current Y4 is heavily weighted with girls.*  |
| **School Commentary:** |

**What are Levels of Stability and Mobility?**

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| ***Compare levels of stability and evaluate the impact of mobility*** |
| **Key Questions from RAISE:** * What is the level of mobility?
* Do all children have matched data?
* How does the dynamic KS2 entry data compare with the static KS2 exit data?
* Did any children enter school during Y5 or Y6?
* How much did mobility impact on ARE/GD attainment this year?
* To what extent did mobility impact on progress this year?
 | **Sample School Key Questions:*** How does mobility affect – for example – behaviour and attitudes?
* What is the impact of mobility on the contextual profile of a year group?
* What is the general ability level of incomers against that of outgoers? Is there firm evidence of this?
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| **Example Commentary:** *There are below average levels of stability, although no children from the 2016 SATs cohort entered school during Y5 or Y6, representing little inward mobility for this cohort. All but one child in this cohort has matched data, giving a reasonable level of reliability within the progress data across KS2. There was some inward mobility in lower KS2 with 3 children who were all SEN.**All cohorts leaving KS1 before 2016 have historically had significantly low attainment, but with the impact of mobility, this is now only true for two of these cohorts, showing a slightly positive impact on the attainment profile in KS2. Mobility in upper KS2 had little impact on the attainment or progress of last year’s Y6.*  |
| **School Commentary:** |

**Attendance and Exclusions**

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| ***Evaluate attendance and exclusion*** |
| **Key Questions from RAISE:** * What was the level of absenteeism last year for Persistent Absentees when compared to national figures?
* Does this indicate more widespread absenteeism overall, rather than being specifically linked to a small group of persistent absentees?
* What is the level of exclusion?
 | **Sample School Key Questions:*** What is the up to date analysis of attendance?
* What are reasons for persistent absenteeism?
* What is the reason for more widespread absenteeism?
* Is there any pattern to absenteeism?
* Are the school’s strategies effective?
* What are our up to date figures on exclusion?
* How does this compare to the national?
* Is there a contextual pattern to exclusion?
* How effective is our behaviour policy?
 |
| **Example Commentary:** *The school has a broadly average proportion of persistent absentees when compared to national figures. The number of sessions missed through overall absence is above average when compared to the national average, but still compares favourably to the FSM benchmark trend. The school has a slightly more widespread absenteeism overall, often in KS1, linked to the very poor health of some of our children.* *There is little difference in the attendance patterns for boys and girls, but our FSM SEN children in KS1 and lower KS2 have a higher rate of absenteeism than other children.* *There were no permanent exclusions in 2014/15, although over the academic year two children were excluded on a fixed term basis. All of these incidents involved boys; they were within the non FSM group, and within the SEN SA and SEN statement groups.*  |
| **School Commentary:** |

**Socio Economic Context**

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| ***Describe the Socio Economic Context of the School, evaluating the impact this has on the children and their families. Evaluate attainment on Entry to the school.*** |
| **Key Questions from RAISE:** * Do the FSM and Deprivation indicators agree as socio economic indicators?
* What is the statistical level of socio economic deprivation, and attainment on entry?
* How do the numbers of children entering school with no matched data impact on statistical achievement?
* Does attainment in the phonics test agree with or support the statistical AOE level?
 | **Sample School Key Questions:*** How close is the statistical level of deprivation, and the actual AOE?
* What local evidence is there? – eg levels of unemployment, substance abuse, crime, children’s health and well being.
* Is AOE consistent for each cohort?
* How does EAL affect AOE?
* Do cultural expectations play a part?
* What are reasons for differences between AOE and the Y1 phonics test?
* What do the socio economic indicators for the school mean in practice – for example, experiential deprivation, children who rarely see parents, single parent families, transitional families, parental support?
* Are there any recent historical or political factors which should be taken into consideration – eg near army bases, high percentage of children from war torn areas or countries?
* How high are parental aspirations and their support of children’s learning?
 |
| **Example Commentary:** *Statistical information indicates that AOE is likely to be below average, despite the IDACI being slightly more positive than the FSM proportions. Although there are pockets of significant deprivation in the local area and many of our children come from these. Those children entering school with no matched data are often in need of significant support through EAL or SEN. Children progress well from entry, and often succeed at the Y1 phonics test due to our strong focus on this from the beginning. Parental aspirations are often low, as are their expectations of what their children can achieve, and their support for the children’s early learning. The area is high in terms of social and economic deprivation, in indicators such as levels of unemployment, substance abuse and crime, and also in other indicators such as children’s health and their general well being. The significant deprivation experienced by many of our children means that they often arrive at school presenting significant challenges to authority.* |
| **School Commentary:** |