



Manor Primary School

2016 RAISEonline

Summary report analysis for School
Leaders



KS2 Summary overall and by low, middle and high prior attainment 2016 for all and disadvantaged pupils

Progress

Shading codes

2.22	Sig+ and top 10%
1.11	Sig+ not top 10%
-1.11	Sig- not bottom 10%
-2.22	Sig- and bottom 10%

Significance tests for overall progress scores of *All* and *Disadvantaged* pupils compare them with the national figure for *All* pupils, which is 0

Rank is shown for the **top and bottom 15%** of all schools

Progress - Reading		
	All	Dis
cohort	59	21
Score	4.23	4.20
Rank	7	8

Progress - Reading						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
cohort	2	2	37	13	20	6
School %	13.74	13.74	4.36	3.82	3.02	1.84
National %	0	0.36	0	0.35	0	0.30
Diff %	13.74	13.38	4.36	3.47	3.02	1.55
Rank	2	2	9	11		

Progress - Writing		
	All	Dis
cohort	59	21
Score	6.20	6.15
Rank	2	2



Progress - Writing						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
cohort	2	2	37	13	20	6
School %	13.86	13.86	6.70	6.38	4.52	3.08
National %	0	0.34	0	0.10	0	0.11
Diff %	13.86	13.52	6.70	6.28	4.52	2.98
Rank						

Progress - Maths		
	All	Dis
cohort	59	21
Score	0.84	1.28
Rank		

Progress - Maths						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
cohort	2	2	37	13	20	6
School %	5.89	5.89	0.65	0.56	0.69	1.29
National %	0	0.45	0	0.26	0	0.17
Diff %	5.89	5.44	0.65	0.30	0.69	1.12
Rank	12	12				

Scrutiny

In the context of very good progress scores – Maths is **above** average in all areas but behind that of Reading and Writing



Attainment

Shading codes

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

Attainment shading is displayed for prior attainment groups only. It is applied where the percentage difference from national is equivalent to one or more pupils – ie if a cohort has 5 pupils, each pupil = 20%. If school figure was 90% against national figure of 69% - this would equate to a difference of 21% - and 1 pupil above national.

Key Stage 2 Attainment - Reading					
Expected or above			high		
	All	Dis		All	Dis
cohort	60	22	cohort	60	21
Diff %	31	29	Diff %	11	1

Expected or above						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
cohort	2	2	37	13	20	6
Diff %	83	82	34	33	5	4
Diff pupils	1	1	12	4	0	0

High						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
cohort	2	2	37	13	20	6
Diff %	-1	-1	-1	-3	29	18
Diff pupils	0	0	0	0	5	1



Key Stage 2 Attainment - Writing					
Expected or above			High		
	All	Dis		All	Dis
cohort	60	21	cohort	60	21
Diff %	24	21	Diff %	44	30

Expected or above						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
cohort	2	2	37	13	20	6
Diff %	80	78	24	22	3	2
Diff pupils	1	1	9	2	0	0

High						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
cohort	2	2	37	13	20	6
Diff %	0	0	40	31	51	43
Diff pupils	0	0	14	4	10	2

Key Stage 2 Attainment - Maths					
Expected or above			high		
	All	Dis		All	Dis
cohort	60	21	cohort	60	21
Diff %	10	-9	Diff %	2	4

Expected or above						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
cohort	2	2	37	13	20	6
Diff %	-19	-21	8	-10	3	3
Diff pupils	0	0	2	-1	0	0

High						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
cohort	2	2	37	13	20	6
Diff %	-1	-1	-7	-8	12	38
Diff pupils	0	0	-2	-1	2	2



Key Stage 2 Attainment – Reading, Writing, Maths					
Expected or above			High		
	All	Dis		All	Dis
cohort	60	21	School %	60	21
Diff %	22	7	Diff %	8	7

Expected or above						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
cohort	2	2	37	13	20	6
Diff %	-6	-6	29	12	9	8
Diff pupils	0	0	10	1	0	0

High						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
cohort	2	2	37	13	20	6
Diff %	0	0	-1	-1	23	31
Diff pupils	0	0	0	0	4	1

Key Stage 2 Attainment – E,G,P,S					
Expected or above by %			high by %		
	All	Dis		All	Dis
cohort	60	21	cohort	60	21
Diff %	21	13	Diff %	1	-3

Expected or above						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
cohort	2	2	37	13	20	6
Diff %	33	31	22	17	2	1
Diff pupils	0	0	8	2	0	0

High						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
cohort	2	2	37	13	20	6
Diff %	-1	-1	-9	-5	10	10
Diff pupils	0	0	-3	0	1	0



Key Stage 2 Attainment - Science		
	All	Dis
cohort	60	21
Diff %	17	14

All pupils						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
cohort	2	2	37	13	20	6
Diff %	71	67	16	13	1	1
Diff pupils	1	1	5	1	0	0

Summary

The following groups are 2+ pupils above national

<p>Reading – expected or above Middle, All Middle, Disadvantaged</p> <p>Writing – expected or above Middle, All Middle, Disadvantaged</p> <p>Maths – expected or above Middle, All</p> <p>R,W,M – expected or above Middle, All</p> <p>EGPS – expected or above Middle, All Middle, Disadvantaged</p> <p>Science Middle, All</p>	<p>Reading – High High, All</p> <p>Writing – High Middle, All Middle, Disadvantaged High, All High, Disadvantaged</p> <p>Maths – High High, All High, Disadvantaged</p> <p>R,W,M – High High, All</p>
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The following categories are 1 pupil above national

<p>Reading – expected or above Low, All Low, Disadvantaged</p> <p>Writing – expected or above Low, All Low, Disadvantaged</p> <p>R,W,M – expected or above Middle, Disadvantaged High, All</p> <p>Science Low, All Low, Disadvantaged Middle, Disadvantaged</p>	<p>Reading – High High, Disadvantaged</p> <p>R,W,M – High High, Disadvantaged</p> <p>EGPS – High Middle, All</p>
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The following groups are 1 pupil below national

<p>Maths – expected or above Middle, Disadvantaged</p>	<p>Maths – High Middle, Disadvantaged</p>
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The following categories are 2+ pupils below national

	<p>Maths – High Middle, All</p> <p>EGPS – High Middle, All</p>
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Reading test 2016		
Progress	Number of groups on or above 0.0	38
	Number of groups below 0.0	0
	Groups below 0.0 <i>No groups</i>	
Attainment Scaled score 100+	Number of groups on or above national average %	38
	Number of groups below national average %	1
	Groups below national average % <i>Any other White Backd</i>	
Attainment High scaled score	Number of groups on or above national average %	25
	Number of groups below national average %	14
	Groups below national average % <i>Looked After SEN Support EAL Overall Low Overall Middle Reading Low Reading Middle Writing Low Maths Low</i>	<i>Any other White Backd Black or Black British Black Caribbean Black African Unclassified - refused</i>
Attainment Average score	Number of groups on or above national average %	38
	Number of groups below national average %	0
	Groups below national average % <i>No groups</i>	



Writing teacher assessment 2016		
Progress	Number of groups on or above 0.0	38
	Number of groups below 0.0	0
	Groups below 0.0 <i>No groups</i>	
Attainment Expected stand +	Number of groups on or above national average %	36
	Number of groups below national average %	2
	Groups below national average % <i>EAL</i>	<i>Any other White Backd</i>
Attainment Greater depth	Number of groups on or above national average %	30
	Number of groups below national average %	5
	Groups below national average % <i>Looked After SEN Support</i>	<i>Gypsy/ Roma Any other White Backd Black Caribbean</i>



Maths Test 2016		
Progress	Number of groups on or above 0.0	33
	Number of groups below 0.0	5
	Groups below national average % <i>SEN Statement</i>	<i>Gypsy/ Roma</i> <i>Any other White Backd</i> <i>Black Caribbean</i> <i>Any other Black Backd</i>
Attainment Scaled score 100+	Number of groups on or above national average %	25
	Number of groups below national average %	14
	Groups below national average % <i>Disadvantaged</i> <i>FSM</i> <i>SEN Statement</i> <i>SEN Support</i> <i>EAL</i> <i>Overall Low</i> <i>Reading Low</i> <i>Writing Low</i> <i>Maths Low</i>	<i>Any other White Backd</i> <i>Mixed</i> <i>White and Black Caribbean</i> <i>Black or Black British</i> <i>Black Caribbean</i>
Attainment High scaled score	Number of groups on or above national average %	18
	Number of groups below national average %	20
	Groups below national average % <i>Other</i> <i>Looked After</i> <i>SEN Statement</i> <i>SEN Support</i> <i>EAL</i> <i>Overall Low</i> <i>Overall Middle</i> <i>Reading Low</i> <i>Reading Middle</i> <i>Writing Low</i> <i>Writing Middle</i> <i>Maths Middle</i>	<i>White</i> <i>British</i> <i>Gypsy/ Roma</i> <i>Any other White Backd</i> <i>White and Black Caribbean</i> <i>Black African</i> <i>Any other Black Backd</i> <i>Unclassified - refused</i>
Attainment Average score	Number of groups on or above national average %	32
	Number of groups below national average %	7
	Groups below national average % <i>Looked after</i> <i>SEN Statement</i> <i>SEN Support</i>	<i>Gypsy/ Roma</i> <i>Any other White Backd</i> <i>White and Black Caribbean</i> <i>Black Caribbean</i>



Reading, Writing, Maths 2016		
Attainment Expected stand+	Number of groups on or above national average %	30
	Number of groups below national average %	9
	Groups below national average % <i>SEN Statement</i> <i>SEN Support</i> <i>Overall Low</i> <i>Reading Low</i> <i>Maths Low</i>	<i>Any other White Backd</i> <i>White and Black Caribbean</i> <i>Black or Black British</i> <i>Black Caribbean</i>
Attainment High standard	Number of groups on or above national average %	20
	Number of groups below national average %	14
	Groups below national average % <i>Looked After</i> <i>SEN Statement</i> <i>SEN Support</i> <i>EAL</i> <i>Overall Middle</i> <i>Reading Middle</i>	<i>Gypsy/ Roma</i> <i>Any other White Backd</i> <i>White and Black Caribbean</i> <i>Black or Black British</i> <i>Black Caribbean</i> <i>Black African</i> <i>Any other Black Backd</i> <i>Unclassified - refused</i>



EGPS test 2016		
Attainment Scaled score 100+	Number of groups on or above national average %	37
EGPS	Number of groups below national average %	2
	Groups below national average %	
	<i>EAL</i>	<i>Any other White Backd</i>
Attainment High scaled score	Number of groups on or above national average %	16
EGPS	Number of groups below national average %	23
	Groups below national average %	
	<i>Female</i>	<i>White</i>
	<i>Disadvantaged</i>	<i>British</i>
	<i>Other</i>	<i>Gypsy/ Roma</i>
	<i>FSM</i>	<i>Any other White Backd</i>
	<i>Looked After</i>	<i>Black or Black British</i>
	<i>SEN Statement</i>	<i>Black African</i>
	<i>SEN Support</i>	<i>Any other Black Backd</i>
	<i>Overall Low</i>	<i>Unclassified - refused</i>
	<i>Overall Middle</i>	
	<i>Reading Low</i>	
	<i>Reading Middle</i>	
	<i>Writing Low</i>	
	<i>Writing Middle</i>	
	<i>Maths Low</i>	
	<i>Maths Middle</i>	
Attainment Average score	Number of groups on or above national average %	35
EGPS	Number of groups below national average %	3
	Groups below national average %	
	<i>Looked After</i>	<i>Gypsy/ Roma</i>
	<i>SEN Support</i>	
Average spelling mark	Number of groups on or above national average %	37
EGPS	Number of groups below national average %	1
	Groups below national average %	
	<i>Looked After</i>	



EGPS test 2016			
Spelling mark 5+	Number of groups on or above national average %		38
EGPS	Number of groups below national average %		0
	Groups below national average % <i>No groups</i>		
Spelling mark 10+	Number of groups on or above national average %		38
EGPS	Number of groups below national average %		0
	Groups below national average % <i>No groups</i>		
Spelling mark 15+	Number of groups on or above national average %		36
EGPS	Number of groups below national average %		2
	Groups below national average % <i>Looked After SEN Support</i>		
Spelling mark 20	Number of groups on or above national average %		23
EGPS	Number of groups below national average %		14
	Groups below national average % <i>Looked After SEN Statement SEN Support Overall Low Reading Middle Writing Low Writing Middle Maths Low</i>	<i>White British Cypsy/Roma White and Black Caribbean Any other Black Backed Unclassified - refused</i>	



Science teacher assessments 2016		
Expected standard	Number of groups on or above national average %	37
	Number of groups below national average %	1
	Groups below national average %	<i>Any other White Backd</i>

Scrutiny

Maths and consistently below average pupil groups

Do a number of pupils crossover these groups – what is their story?

KS2 Scatterplots – progress and prior attainment.

Prior attainment is shown as KSI point scores

Reading

Pupil progress in Reading and prior attainment overall (p21)						
P/A 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
Disadvantaged compared with national Other	-	13.40	3.75	6.31	0.48	1.55

Pupil attainment in Reading and prior attainment overall (p22)						
P/A 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
Disadvantaged compared with national Other	-	12.06	4.24	5.64	1.18	3.48

Pupil progress in Reading and prior attainment in Reading (p27)						
P/A 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
Disadvantaged compared with national Other	-	13.87	5.62	7.75	-0.28	1.17



Pupil attainment in Reading and prior attainment in Reading (p28)						
P/A 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
All pupils attainment score	-	104.50	104.00	106.20	105.71	113.18
Other pupils attainment score	-	-	105.33	106.00	106.44	113.53
Disadvantaged pupils attainment score	-	104.50	102.67	106.75	104.40	112.43

Writing

Pupil progress in Writing and prior attainment overall (p23)						
P/A 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
Disadvantaged compared with national Other	-	13.56	6.17	7.28	5.34	2.98

Pupil attainment in Writing and prior attainment overall (p24)						
P/A 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
Disadvantaged compared with national Other	-	12.06	6.95	6.62	5.80	4.58

Pupil progress in Writing and prior attainment in Writing (p29)						
P/A 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
Disadvantaged compared with national Other	-	11.65	5.68	9.55	1.15	1.80



Pupil attainment in Writing and prior attainment in Writing (p30)						
P/A 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
All pupils attainmt score	-	103.00	104.11	109.67	110.33	111.46
Other pupils attainmt score	-	103.00	105.00	108.83	111.33	111.75
Disadvantaged pupils attainmt score	-	103.00	103.00	111.33	106.33	111.00

Maths

Pupil progress in Maths and prior attainment overall (p25)						
P/A 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
Disadvantaged compared with national Other	-	5.46	1.03	-0.44	0.59	1.12

Pupil attainment in Maths and prior attainment overall (p26)						
P/A 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
Disadvantaged compared with national Other	-	3.87	1.23	-0.89	0.93	2.77

Pupil progress in Maths and prior attainment in Maths (p31)						
P/A 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
Disadvantaged compared with national Other	-	6.15	-0.17	0.80	0.46	0.74



Pupil attainment in Maths and prior attainment in Maths (p32)						
P/A 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
All pupils attainmt score	-	98.00	98.67	102.67	104.94	111.06
Other pupils attainmt score	-	-	99.00	103.15	104.64	110.73
Disadvantaged pupils attainmt score	-	98.00	98.33	101.40	105.60	111.67

Scrutiny

Disadvantaged pupils compared with National *Other* pupils across the core subject range

KS1-2 transition, Reading, Writing, Maths

- BLW – Below Pre KS2 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

Key Stage 2 Reading outcome – All pupils									
		TA below test				Test score			
KSI Reading teacher assessment	No KS2	BLW	PKF	PKE	PKG	, <100	100+ Not high	high	total
Total	1	0	0	0	0	1	40	18	60

Key Stage 2 Reading outcome – Disadvantaged pupils									
		TA below test				Test score			
KSI Reading teacher assessment	No KS2	BLW	PKF	PKE	PKG	, <100	100+ Not high	high	total
Total	0	0	0	0	0	0	16	5	21



Key Stage 2 Writing outcome – All pupils									
		Pre Key Stage				Key Stage			
KSI Maths teacher assessment	No KS2	BLW	PKF	PKE	PKG	WTS	EXS	GDS	total
Total	1	0	0	0	0	0	24	35	60

Key Stage 2 Writing outcome – Disadvantaged pupils									
		Pre Key Stage				Key Stage			
KSI Maths teacher assessment	No KS2	BLW	PKF	PKE	PKG	WTS	EXS	GDS	total
Total	0	0	0	0	0	0	11	10	21

Key Stage 2 Maths outcome All pupils									
		TA below test				Test score			
KSI Maths teacher assessment	No KS2	BLW	PKF	PKE	PKG	, <100	100+ Not high	high	total
Total	0	0	0	0	0	12	37	11	60
Key Stage 2 Maths outcome – Disadvantaged pupils									
		TA below test				Test score			
KSI Maths teacher assessment	No KS2	BLW	PKF	PKE	PKG	, <100	100+ Not high	high	total
Total	0	0	0	0	0	7	9	5	21

P Scales – No data issues

Scrutiny

Pupils attaining less than 100 (Maths v Reading and Writing) – are these results in line with assessment forecasts?



KSI Summary overall and by low, middle and high prior attainment 2016 for all and disadvantaged pupils

Attainment

Shading codes

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

Attainment shading is displayed for prior attainment groups only. It is applied where the percentage difference from national is equivalent to one or more pupils – ie if a cohort has 5 pupils, each pupil = 20%. If school figure was 90% against national figure of 69% - this would equate to a difference of 21% - and 1 pupil above national.

Key Stage 1 Attainment - Reading					
Expected or above			Greater depth		
	All	Dis		All	Dis
cohort	61	13	cohort	61	13
Diff %	18	14	Diff %	37	12

Expected or above						
	Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis
cohort	8	2	35	11	16	0
Diff %	52	11	9	13	1	-
Diff pupils	4	0	3	1	0	-

Greater depth						
	Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis
cohort	8	2	35	11	16	0
Diff %	-2	-2	40	24	35	-
Diff pupils	0	0	14	2	5	-



Key Stage 1 Attainment - Writing					
Expected or above			Greater depth		
	All	Dis		All	Dis
cohort	61	13	cohort	61	13
Diff %	25	23	Diff %	39	15

Expected or above						
	Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis
cohort	15	8	33	5	11	0
Diff %	50	55	15	17	2	-
Diff pupils	7	4	5	0	0	-

Greater depth						
	Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis
cohort	15	8	33	5	11	0
Diff %	6	12	48	46	48	-
Diff pupils	0	0	15	2	5	-

Key Stage 1 Attainment - Maths					
Expected or above			Greater depth		
	All	Dis		All	Dis
cohort	61	13	cohort	61	13
Diff %	21	16	Diff %	46	18

Expected or above						
	Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis
cohort	9	3	34	9	16	1
Diff %	42	27	14	13	1	1
Diff pupils	3	0	4	1	0	0

Greater depth						
	Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis
cohort	9	3	34	9	16	1
Diff %	10	-2	46	24	41	39
Diff pupils	0	0	15	2	6	0



Key Stage 1 Attainment - Science		
	All	Dis
cohort	61	13
Diff %	17	15

All pupils						
	Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis
cohort	0	0	48	13	11	0
Diff %	-	-	12	9	2	-
Diff pupils	-	-	5	1	0	-

Summary

The following categories are 2+ pupils above national

<p>Reading – expected or above Emerging, All Expected, All</p> <p>Writing – expected or above Emerging All Emerging, Disadvantaged Expected, All</p> <p>Maths – expected or above Emerging, All Expected, All</p> <p>Science Expected, All</p>	<p>Reading – Greater Depth Expected, All Expected, Disadvantaged Exceeding, All</p> <p>Writing – Greater Depth Expected, All Expected, Disadvantaged Exceeding, All</p> <p>Maths – Greater Depth Expected, All Expected, Disadvantaged Exceeding, All</p>
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The following categories are 1 pupil above national

<p>Reading – expected or above Expected, Disadvantaged</p> <p>Maths – expected or above Expected, Disadvantaged</p> <p>Science Expected, Disadvantaged</p>	<p>Writing – Greater Depth Exceeding, All</p> <p>Maths – Greater Depth Expected, All</p>
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Reading teacher assessment 2016		
Attainment Expected stand +	Number of groups on or above national average %	33
At least expected standard	Number of groups below national average %	4
	Groups below national average % <i>SEN Statement</i>	<i>Any other White Backd Black or Black British Black African</i>
Attainment Greater depth	Number of groups on or above national average %	29
At least expected standard	Number of groups below national average %	8
	Groups below national average % <i>Looked After SEN Statement SEN Support Reading Emerging Maths Emerging</i>	<i>Any other White Backd Black or Black British Black African</i>
Attainment Below pre KSI	Number of groups on or above national average %	0
< expected stand in Reading	Number of groups below national average %	37
	Groups below national average % <i>All groups</i>	
Attainment Foundations	Number of groups on or above national average %	0
< expected stand in Reading	Number of groups below national average %	37
	Groups below national average % <i>All groups</i>	
Attainment Working towards	Number of groups on or above national average %	3
< expected stand in Reading	Number of groups below national average %	34
	Groups above national average % <i>SEN Statement</i>	<i>Black or Black British Black African</i>



Writing teacher assessment 2016		
Attainment Expected stand + At least expected standard	Number of groups on or above national average %	34
	Number of groups below national average %	3
	Groups below national average % <i>SEN Statement</i>	<i>Any other White Backed Black African</i>
Attainment Greater depth At least expected standard	Number of groups on or above national average %	30
	Number of groups below national average %	7
	Groups below national average % <i>Looked After SEN Statement SEN Support Reading Emerging Maths Emerging</i>	<i>Any other White Black Black African</i>
Attainment Below pre KSI < expected stand in Reading	Number of groups on or above national average %	0
	Number of groups below national average %	37
	Groups below national average % <i>All groups</i>	
Attainment Foundations < expected stand in Reading	Number of groups on or above national average %	0
	Number of groups below national average %	37
	Large cohort Groups below national average % <i>All pupils (89) Female (47) No SEN (81) FL English (89) Reading Expected (52) Writing Expected (59) Maths Expected (64)</i>	<i>White (83) British (79)</i>
Attainment Working towards < expected stand in Reading	Number of groups on or above national average %	3
	Number of groups below national average %	34
	Groups above national average % <i>SEN Statement</i>	<i>Black or Black British Black African</i>



Maths teacher assessment 2016		
Attainment Expected stand +	Number of groups on or above national average %	34
At least expected standard	Number of groups below national average %	3
	Groups below national average % <i>SEN Statement</i>	<i>Any other White Black Black African</i>
Attainment Greater depth	Number of groups on or above national average %	30
At least expected standard	Number of groups below national average %	7
	Groups below national average % <i>Looked After SEN Statement SEN Support</i>	<i>Any other White Backd Black or Black British Black Caribbean Black African</i>
Attainment Below pre KSI	Number of groups on or above national average %	0
< expected stand in Reading	Number of groups below national average %	37
	Groups below national average % <i>All groups</i>	
Attainment Foundations	Number of groups on or above national average %	0
< expected stand in Reading	Number of groups below national average %	37
	Groups above national average % <i>All groups</i>	
Attainment Working towards	Number of groups on or above national average %	2
< expected stand in Reading	Number of groups below national average %	35
	Groups above national average % <i>SEN Statement</i>	<i>Black African</i>



Science teacher assessments 2016		
Expected standard	Number of groups on or above national average %	36
	Number of groups below national average %	1
	Groups below national average %	<i>Any other white black</i>

Scrutiny

Excellent figures – have pupils within the consistent groups with negative averages achieved in line with expectations?

EYFS to KSI transition

Key Stage 1 Reading teacher assessment compared with EYFS

- BLW – Below Pre KSI standards
- PKF – Foundations for the expected standard
- WTS – Working towards the expected standard
- EXS – Working at the expected standard
- GDS – Working at greater depth within the expected standard

Key Stage 1 Reading - All pupils													
								Expectd standard +			Greater depth		
EYFS Reading	No data	BLW	PKF	WTS	EXS	GDS	TOT	No	Diff%	Diff no	No	Diff%	Diff no
Total	1	0	0	4	19	37	61	56	18	10	37	37	22

Key Stage 1 Reading - Disadvantaged pupils													
								Expectd standard +			Greater depth		
EYFS Reading	No data	BLW	PKF	WTS	EXS	GDS	TOT	No	Diff%	Diff no	No	Diff%	Diff no
Total	0	0	0	1	7	5	13	12	14	1	5	12	1

Key Stage 1 Writing - All pupils													
								Expectd standard +			Greater depth		
EYFS Writing	No data	BLW	PKF	WTS	EXS	GDS	TOT	No	Diff%	Diff no	No	Diff%	Diff no
Total	1	0	0	5	23	32	61	55	25	15	32	39	23



Key Stage 1 Writing - Disadvantaged pupils													
								Expectd standard +			Greater depth		
EYFS Writing	No data	BLW	PKF	WTS	EXS	GDS	TOT	No	Diff%	Diff no	No	Diff%	Diff no
Total	0	0	0	1	8	4	13	12	23	2	4	15	1

Key Stage 1 Mathematics - All pupils													
								Expectd standard +			Greater depth		
EYFS Maths	No data	BLW	PKF	WTS	EXS	GDS	TOT	No	Diff%	Diff no	No	Diff%	Diff no
Total	1	0	0	3	18	39	61	57	21	12	39	46	28

Key Stage 1 Mathematics - Disadvantaged pupils													
								Expectd standard +			Greater depth		
EYFS Maths	No data	BLW	PKF	WTS	EXS	GDS	TOT	No	Diff%	Diff no	No	Diff%	Diff no
Total	0	0	0	1	7	5	13	12	16	2	5	18	2

ATTAINMENT IN PHONICS

Phonics percentages attaining expected standard Years 1 and 2 trend

	Year 1						
	2014		2015		2016		trend
	School	National	School	National	School	National	
All pupils	97	74	97	77	98	81	Upward
Boys	100	70	96	73	100	77	Level
Girls	92	78	97	81	97	84	Upward
Disadvantaged	100	63	83	66	100	70	Level
Other	96	78	100	80	98	83	Upward

	Year 2 Cumulative						
	2014		2015		2016		trend
	School	National	School	National	School	National	
All pupils	-	-	100	90	98	91	Downward
Boys	-	-	100	88	100	89	Level
Girls	-	-	100	92	97	93	Downward
Disadvantaged	-	-	100	84	100	86	Level
Other	-	-	100	92	98	93	Downward

Year 2 phonics mark compared with Year 1 2016

Total number of pupils	Number achieved expected standard	School % achieved expected standard	National % achieved expected standard
4	3	75	64



Year 1 Phonics percentages attaining expected standard 2016

Percentage of pupils meeting the expected standard in Y1 phonics screening check for each pupil group against national percentage for the same pupil group

Significances

23 groups meet the expected standard in 2016

1 group does not meet the expected standard in 2016

The following groups are highlighted as achieving a percentage **well above** average

- *Male*
- *Female*

Phonics by the end of Year 2 2016

Percentage of pupils meeting the expected standard in Y2 phonics screening check for each pupil group against national percentage for the same pupil group

Significances

22 groups meet the expected standard in 2016

2 groups do not meet the expected standard in 2016

The following groups are highlighted as achieving a percentage **well above** average

- *Male*
- *Disadvantaged*



Early Years Foundation Profile outcomes 2015 (data for 2016 available Spring 2017)

Percentage of Pupils achieving a good level of development		
	Cohort	Against National
All Pupils	60	Above
Male	25	Above
Female	35	Above
FSM	7	Above
Non FSM	53	Above

Percentage of Pupils achieving at least expected in Communication and Language			
	Listening & Attention	Understanding	Speaking
All Pupils	Above	Above	Above
Male	Above	Above	Above
Female	Above	Above	Above
FSM	Above	Above	Above
Non FSM	Above	Above	Above

Percentage of Pupils achieving at least expected in Literacy		
	Reading	Writing
All Pupils	Above	Above
Male	Above	Above
Female	Above	Above
FSM	Above	Above
Non FSM	Above	Above



Percentage of Pupils achieving at least expected in Mathematics		
	Numbers	Shape Space Measures
All Pupils	Above	Above
Male	Above	Above
Female	Above	Above
FSM	Above	Above
Non FSM	Above	Above

Percentage of Pupils achieving at least expected in Physical Development		
	Moving and handling	Health and self care
All Pupils	Above	Above
Male	Above	Above
Female	Above	Above
FSM	Above	Above
Non FSM	Above	Above

Percentage of Pupils achieving at least expected in Personal emotional and social development			
	Self confidence and self awareness	Managing feelings and behaviour	Making relationships
All Pupils	Above	Above	Above
Male	Above	Above	Above
Female	Above	Above	Above
FSM	Above	Above	Above
Non FSM	Above	Above	Above



Percentage of Pupils achieving at least expected in Understanding the world			
	People and communities	The World	Technology
All Pupils	Above	Above	Above
Male	Above	Above	Above
Female	Above	Above	Above
FSM	Above	Above	Above
Non FSM	Above	Above	Above

Percentage of Pupils achieving at least expected in Expressive art and design		
	Exploring and using media and materials	Being imaginative
All Pupils	Above	Above
Male	Above	Above
Female	Above	Above
FSM	Above	Above
Non FSM	Above	Above

Considerations

- *How well does the provision, including the quality of teaching, meets the needs of the range of children in the early years?*



Absence and exclusion data for 2016 is due to be released December 2016

Basic Characteristics trend 2014 - 2016

	3 year trend	2016
Number on roll	Rising	High
% Girls	Rising	
% FSM	Falling	
% Minority Ethnic	Rising	High
% FL Not English	Falling	
% SEN Support	Falling	
% Supported by Sch Action/ EHC Plan	Rising	
% Stability	Falling	High
School Deprivation Indicator	Level	High

Basic Characteristics by year group 2016

Pre Compulsory	
Year 1	<i>Girls</i> 64.4%
Year 2	<i>Girls</i> 57.4%, <i>SEN</i> 23.0%
Year 3	<i>Boys</i> 57.4%
Year 4	<i>SEN</i> 22.4%
Year 5	<i>Girls</i> 61.7%, <i>FSM</i> 30.0%
Year 6	<i>Boys</i> 56.7%, <i>FSM</i> 35.0%

Your *Minority Ethnic Group* percentages are **above** average in each year group.



Ethnic Groups and English as a first language trend 2014 - 2016

Ethnic Group	National %	School %	Trend
White- British	69.3	58.5	Rising
White – Irish	0.3	0.3	
White – Traveller of Irish heritage	0.1	0.3	
White – Romany or Gypsy	0.3	0.6	
White – any other White background	5.6	0.8	
Mixed White and Black Caribbean	1.5	3.6	Level
Mixed White and Black African	0.7	0.8	
Mixed White and Asian	1.2	2.2	Rising
Mixed Any Other Mixed Background	1.9	1.4	Falling
Asian or Asian British - Indian	2.8	20.9	Falling
Asian or Asian British - Pakistani	4.2	0.6	
Asian or Asian British - Bangladeshi	1.7	0.6	
Asian or Asian British – Any other Asian Bkgd	1.7	0.6	
Black or Black British - Caribbean	1.2	4.7	Rising
Black or Black British - African	3.7	2.5	Level
Black or Black British – Any other Black Bkgd	0.7	0.8	
Chinese	0.4	0.0	
Any other ethnic group	1.7	0.3	
Parent / Pupil preferred not to say	0.5	0.6	
Ethnicity not known	0.5	0.0	
<i>First Language English</i>	<i>81.8</i>	<i>91.1</i>	<i>Rising</i>
<i>First Language Other</i>	<i>18.0</i>	<i>8.9</i>	<i>Falling</i>



<i>First Language Unclassified</i>	<i>0.2</i>	<i>0.0</i>	
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Main SEN Type – trend

Primary SEN	SEN support		SEN stat/EHC	
	2015	2016	2015	2016
Specific Learning Difficulty	44	44	1	2
Moderate Learning Difficulty	2	2	0	0
Severe Learning Difficulty	1	1	0	1
Profound & Multiple Learning Difficulty	0	0	0	0
Social, Emotional and Mental Health	3	3	0	0
Speech, Language & Communication Needs	11	8	0	0
Hearing Impairment	0	0	0	0
Visual Impairment	0	0	1	1
Multi Sensory Impairment	0	0	0	0
Physical Disability	3	3	0	0
Autistic Spectrum Disorder	4	1	1	1
SEN support but no Specialist Assessment of type of need	0	0	0	0
Other Difficulty /Disability	0	0	0	0
School Total	70	62	3	5
Percentage of School Roll	14.6	11.7	0.6	0.9

Considerations

- *Are resources for SEN pupils allocated to identified needs?*
- *Are outcomes benchmarked against resources allocation?*



The Prior attainment of pupils at KS2

Average Point Scores at KSI

NC Year starting September 2014	Difference against National
Year 6	1.1 Sig+
Year 5	0.9
Year 4	0.6
Year 3	0.7

% by Prior Attainment Band – Significances against National

	Low	Middle	High
Year 6	Well Below		Well Above
Year 5	Well Below		Well Above
Year 4	Well Below		Well Above
Year 3	Well Below		Well Above



RAISEonline Considerations 2016

Overall

1. Is there overall consistency of performance and, or outcomes throughout the school?
2. Are there trends of improvement or decline in performance and, or outcomes?
3. Are there differences in performance and, or outcomes between different groups?
4. Is the schools assessment of pupil progress and attainment accurate?
5. Is self evaluation robust and accurate on pupil outcomes, teaching, learning and assessment and behaviour?

Teaching and Learning

1. Have teachers and other staff consistently high expectations of what each pupil can achieve, including most able and disadvantaged pupils?
2. Do teachers have a secure understanding of the age group they are working with?
3. Do teachers have relevant subject knowledge that is detailed and communicated well to pupils?
4. Is assessment information used to plan appropriate teaching and learning strategies?
5. Does assessment information identify pupils who are falling behind in their learning or who need additional support?
6. Is support rapid and relevant?
7. Is work in all year groups demanding enough for pupils?
8. Is teaching leading to development in pupils knowledge, understanding and skills?
9. Is feedback from teachers leading to improvement in pupils knowledge, understanding and skills?
10. How well do teachers use assessment for establishing all pupils starting points, teacher assessment and testing to modify teaching - ensuring pupils achieve their potential by the end of a year or Key Stage?
11. How quickly and effectively is intervention provided to improve pupils literacy where needed?
12. How well do leaders and staff identify and tackle inconsistency in the quality of Maths teaching between different groups of: Pupils, Key Stages, Sets and classes



Leadership and Management

1. Have leaders and governors created a culture of high expectations, aspirations and scholastic excellence?
2. How rigorous and accurate is self evaluation?
3. How well does self evaluation lead to planning that secures continual improvement?
4. Does the design, implementation and evaluation of the curriculum ensure breadth and balance?
5. What is the impact of the curriculum on pupil outcomes?
6. How effective are actions taken by leaders to secure and sustain improvements to teaching, learning and assessment?
7. How effectively do leaders monitor the progress of groups of pupils to ensure that none falls behind or underachieves?
8. How effectively do leaders use additional funding, including pupil premium and measure its impact on outcomes for pupils?

Governance

1. Do governors understand the strengths and developmental issues requiring improvement?
2. Are governors supportive of the Head and SLT through a full understanding of issues facing the school?
3. Are governors aware of the impact of teaching, learning and assessment on the progress of pupils currently at the school?
4. Does assessment information provided to governors enable them to ask probing questions on outcomes for pupils?
5. Are governors aware of data information on the performance of the school and how do they use this to aid strategic planning and challenge leaders on continuous improvement?

Pupil Premium

1. How is data used to inform Pupil Premium spending?
2. How is this benchmarked in terms of improving outcomes for disadvantaged pupils?
3. Are more able disadvantaged pupils performing in line with more able other pupils?

Performance Information

How is the school using performance information on progress, attainment attendance and exclusion to evaluate:

- Overall consistency in performance
- Trends in improvement or decline
- Differences between groups
- Accuracy of the assessment of pupils' progress and attainment
- The robustness and accuracy of self evaluation or equivalent on pupil outcomes, teaching quality, learning and assessment