

RAISE AWARENESS

RAISEOnline Full Report Analysis

Sample Primary School

17 February 2007

RAISEonline 2006 Full Report Analysis

EVALUATION OF SCHOOL PERFORMANCE

ACHIEVEMENT

School: Sample Primary School

Date of Report: 17th February 2007

Guidance:

1. The analysis provided in this domain is based on the most recent RAISE full report made available to Cocentra by the school.
2. RAISE data provides an independent and factual set of data by which a school's performance can be judged. The data should highlight areas for investigation or concern but the data alone cannot confirm a problem or issue.
3. This analysis has been carried out by Cocentra to its high standards, but is simply one interpretation based on a desktop analysis of the data in RAISE. As a result it is not informed by other data and observations within school of Standards and Progress. Therefore any assessment of Standards and Progress for SEF or other purposes needs to take these other factors into account.
4. This analysis has been informed by the Ofsted guidance given to schools and inspectors on analysing data in RAISE. However the grades and comments made herein are only Cocentra's interpretation of the data and may differ from an assessment made by Ofsted during an inspection.
5. This analysis should complement but not replace the detailed analysis undertaken by the school of data from many sources when assessing its Standards and Progress, and preparing its SEF.

Summary



	Cocentra Grade Evaluation	
Contextual Information		Indications are that the school serves an area of some social deprivation. The proportion of pupils from minority ethnic backgrounds is below average. The proportion of pupils with SEN is below average.
The attendance of learners	2	Attendance has remained high over the last 3 years and unauthorised absence is very low. When updating the SEF, the school should evaluate 2005/06 data from the DfES return.
How well do learners achieve?	2	<ul style="list-style-type: none"> • Progress may appear to be satisfactory, but pupils reach high standards by Year 6. The school needs to have secure measures of attainment on entry to support this judgement on achievement. • The school should consider how this and judgements below are reflected in key sections of the SEF such as teaching, leadership and overall effectiveness. • Boys gained better results than girls in 2006, but there was no difference in progress. The school should use its data on prior attainment to confirm this.
How well learners make progress	3	<ul style="list-style-type: none"> • Learners make satisfactory progress at KS2. • The school needs to ensure that it has a secure process for measuring progress from entry to the end of KS1. • The school should look carefully at its conversion rates for 2006 and evaluate these in the SEF. It may well be given the high performance of the latest Year 6 group when they took KS1 tests that the CVA measure is distorted.
How well learners with learning difficulties & disabilities make progress	3	<ul style="list-style-type: none"> • Progress is satisfactory for pupils with learning difficulties and disabilities.
KS 1-2 CVA	3	<ul style="list-style-type: none"> • Progress between KS 1 - 2 was satisfactory for the 2006 group. • The school should explore why science progress has fallen. • There is no significant difference in the progress of groups.
The standards reached by learners	1	<ul style="list-style-type: none"> • Standards are high by the end of Year 6. • Results at KS2 are improving but they have fallen at KS1. This is a matter the school should consider further. • Virtually all pupils reach nationally expected levels by Year 2 and Year 6, and many exceed this.
Key Stage 1	2	<ul style="list-style-type: none"> • The KS1 results are above average overall. • The school should evaluate why results are falling and take action to reverse this decline. • The school is successful in getting pupils to the expected Level 2B by the end of KS1. Results in 2006 suggest more able pupils need challenging more in writing.
Key Stage 2	1	<ul style="list-style-type: none"> • The KS2 results are very high, and virtually all pupils reach the expected Level 4 in each subject. • Results have been improving over the last 5 years in all subjects. • As at KS1, boys did better than girls. This is something the school may wish to consider further.

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 - Significantly higher than previous year
 - Significantly lower than previous year

Primary/Middle	2006 Full Report Reference	School Measure	Statistical Significance sig+ /0/ sig-	School Exceptional test level	Exceptional Performance	Evaluation grade	Review Comments
Contextual Information							
		School figure		National Average (NA)			Contextual information is based on 2005 PANDA.
Number on Roll		210		239			Sacred Heart is an average sized school.
School deprivation indicator	1.1.1 to 1.1.4	0.3		0.2			Indications are that the school serves an area of some social deprivation.
Pupils from minority ethnic backgrounds	1.1.1 to 1.1.4	8.9		15.7			The proportion of pupils from minority ethnic backgrounds is below average.
Contextual measure	1.1.1 to 1.1.4	12.4		18.1			The proportion of pupils with SEN is below average.
The attendance of learners						2	Attendance has remained high over the last 3 years and unauthorised absence is very low. When updating the SEF, the school should evaluate 2005/06 data from the DfES return.
Attendance - School rate		96.30%		94.60%		2	Attendance was high in 2004/05.
						Based on review of tables	
Attendance - Trend				Description		3	There has been little change over the last 3 years.

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Primary/Middle	2006 Full Report Reference	School Measure	Statistical Significance sig+ /0/ sig-	School Exceptional test level	Exceptional Performance	Evaluation grade	Review Comments
How well do learners achieve?						2	<ul style="list-style-type: none"> Progress may appear to be satisfactory, but pupils reach high standards by Year 6. The school needs to have secure measures of attainment on entry to support this judgement on achievement. The school should consider how this and judgements below are reflected in key sections of the SEF such as teaching, leadership and overall effectiveness. Boys gained better results than girls in 2006, but there was no difference in progress. The school should use its data on prior attainment to confirm this.
How well learners make progress						3	<ul style="list-style-type: none"> Learners make satisfactory progress at KS2. The school needs to ensure that it has a secure process for measuring progress from entry to the end of KS1. The school should look carefully at its conversion rates for 2006 and evaluate these in the SEF. It may well be given the high performance of the latest Year 6 group when they took KS1 tests that the CVA measure is distorted.
How well learners with learning difficulties & disabilities make progress						3	<ul style="list-style-type: none"> Progress is satisfactory for pupils with learning difficulties and disabilities.
KS 1-2 CVA	<i>Progress Measures</i>					3	<ul style="list-style-type: none"> Progress between KS 1 - 2 was satisfactory for the 2006 group. The school should explore why science progress has fallen. There is no significant difference in the progress of groups.
Contextual Value-Added KS 1 to 2		CVA score		Percentile			
CVA - All Subjects KS1-2	2.1.7	100.6	0	26	10	3	Overall progress at KS2 was satisfactory for the 2006 cohort.
CVA - English KS1-2	2.1.7	100.7	0	22	10	3	The 2006 cohort made satisfactory progress in English.
CVA - Maths KS1-2	2.1.7	100.5	0	32	10	3	Progress was also satisfactory in mathematics.
CVA - Science KS1-2	2.1.7	100.5	0	32	10	3	Science progress was satisfactory.
Trends in Contextual Value-Added KS 1 to 2						Based on review of tables	
CVA Trend - All Subjects KS1-2	2.1.7					3	There is no significance to any variation in overall CVA.
CVA Trend - English KS1-2	2.1.7					3	English CVA has not changed significantly over the last 3 years.
CVA Trend - Maths KS1-2	2.1.7					4	There has been a fall in mathematics CVA over the last 3 years.
CVA Trend - Science KS1-2	2.1.7					4	Science CVA has fallen over the last 3 years.
Group Differences in Contextual Value-Added KS 1 to 2		CVA score		Difference from national average			
	2.1.16	0.0	0	0.0	1.5	3	There are no significant variations in the progress of different groups.
Pupil scatter graph (below 90%tile)	2.1.19			0.00%	5.00%	1	No children fall below the 90th percentile.
Other significant Groups identified on scatter graphs - CVA or VA	Only available if access to RAISEonline provided						

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The standards reached by learners						1	<ul style="list-style-type: none"> Standards are high by the end of Year 6. Results at KS2 are improving but they have fallen at KS1. This is a matter the school should consider further. Virtually all pupils reach nationally expected levels by Year 2 and Year 6, and many exceed this.
Key Stage 1	<i>Attainment Measures</i>					2	<ul style="list-style-type: none"> The KS1 results are above average overall. The school should evaluate why results are falling and take action to reverse this decline. The school is successful in getting pupils to the expected Level 2B by the end of KS1. Results in 2006 suggest more able pupils need challenging more in writing.
Attainment		APS		Difference from NA			
Attainment -All Subjects KS1	3.1.6	16.0	+	0.7	2	2	Overall results at KS1 were above average in 2006. Boys did better than girls in all areas. This is a matter the school should explore further.
Attainment -Reading KS1	3.1.6	16.6	0	0.9	2	3	Reading results were average in 2006.
Attainment -Writing KS1	3.1.6	14.9	0	0.4	2	3	Writing results fell sharply in 2006 and were average.
Attainment -Maths KS1	3.1.6	16.5	0	0.7	2	3	Mathematics results were also average in 2006.
Attainment Thresholds		% Achieving		Difference from NA			
Attainment Thresholds - Reading L2+	3.1.8	93.0%	0	8.0%	10%	3	The proportion reaching Level 2B or better was high in reading.
Attainment Thresholds - Reading L2B+	3.1.8	90.0%	+	18.0%	10%	1	
Attainment Thresholds - Reading L3+	3.1.8	23.0%	0	-3.0%	10%	3	
Attainment Thresholds - Writing L2+	3.1.8	93.0%	0	11.0%	10%	3	No pupil reached Level 3 in writing in 2006. This suggests that more able pupils are not being sufficiently challenged in their writing.
Attainment Thresholds - Writing L2B+	3.1.8	77.0%	0	16.0%	10%	3	
Attainment Thresholds - Writing L3+	3.1.8	0.0%	0	-14.0%	10%	3	
Attainment Thresholds - Maths L2+	3.1.8	93.0%	0	2.0%	10%	3	Mathematics results were average at each of the key threshold levels.
Attainment Thresholds - Maths L2B+	3.1.8	83.0%	0	10.0%	10%	3	
Attainment Thresholds - Maths L3+	3.1.8	27.0%	0	6.0%	10%	3	
Trends in Attainment						Based on review of tables	
Attainment Trend -All Subjects KS1	3.1.4					4	Overall KS1 results have fallen over the last 5 years.
Attainment Trend -Reading KS1	3.1.1					4	Reading results have also fallen over the last 5 years.
Attainment Trend -Writing KS1	3.1.2					4	Results in writing have followed a downwards trend and fell sharply in 2006.
Attainment Trend -Maths KS1	3.1.3					4	Mathematics results have followed a falling trend over the past 5 years.

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Primary/Middle	2006 Full Report Reference	School Measure	Statistical Significance sig+ / 0/ sig-	School Exceptional test level	Exceptional Performance	Evaluation grade	Review Comments
Key Stage 2						1	<ul style="list-style-type: none"> The KS2 results are very high, and virtually all pupils reach the expected Level 4 in each subject. Results have been improving over the last 5 years in all subjects. As at KS1, boys did better than girls. This is something the school may wish to consider further.
Attainment		APS		Difference from NA			
Attainment - All Subjects KS2	3.1.14	30.7	+	2.8	2.5	1	Overall results were very high in 2006 and improved considerably in that year.
Attainment - English KS2	3.1.14	30.8	+	3.4	2.5	1	English results were very high in 2006.
Attainment - Maths KS2	3.1.14	30.0	+	2.7	2.5	1	Results in mathematics were very high in 2006.
Attainment - Science KS2	3.1.14	31.2	+	2.3	2.5	2	Science results were well above average in 2006, but not quite as high as in the other two subjects.
Attainment -Core Subject Difference KS2				1.1		3	
Attainment Thresholds		% Achieving		Difference from NA			
Attainment Thresholds - English L4+	3.1.16	97.0%	+	17.0%	10%	1	Results are high at each of the key thresholds for English.
Attainment Thresholds - English L5+	3.1.16	67.0%	+	35.0%	10%	1	
Attainment Thresholds - Maths L4+	3.1.16	100.0%	+	24.0%	10%	1	All pupils reached at least Level 4 and half reached Level 5.
Attainment Thresholds - Maths L5+	3.1.16	50.0%	+	17.0%	10%	1	
Attainment Thresholds - Science L4+	3.1.16	100.0%	0	13.0%	10%	3	All pupils reached Level 4 or better in science and a high proportion reached Level 5.
Attainment Thresholds - Science L5+	3.1.16	70.0%	+	24.0%	10%	1	
Trends in Attainment						Based on review of tables	
Attainment Trend -All Subjects KS2	3.2.4					2	Overall results have followed an upward trend over the last 5 years and improved significantly in 2006.
Attainment Trend -English KS2	3.2.1					1	English results have followed a rising trend over the last 5 years.
Attainment Trend -Maths KS2	3.2.2					2	Results in mathematics have steadily improved over the 5-year period.
Attainment Trend -Science KS2	3.2.3					2	Science results have steadily improved over the last 5 years.

Primary/Middle	COCENTRA GRADE EVALUATION CRITERIA (Based on interpretation of OFSTED judgement grades)			
	1	2	3	4
The attendance of learners	Outstanding	Good	Satisfactory	Inadequate
Attendance - School rate	Exceptional high (+4% national average).	High (between +2% and +4% greater than national average)	Around national average (+ or - 2%)	Low (-2% national average)
How well do learners achieve?	Outstanding Highly positive on all measures. Sig+ on all measures if large cohort. Consistently high performance across key stages, subjects and groups.	Good No example of exceptionally low or large negative for key stage, subject, group or individual - some positive. No examples of Sig - for groups and no other important examples of Sig -. No large variation, including substantially below average performance.	Satisfactory Only example of large negative being for very small group or a few individuals.	Inadequate Large negative at a key stage or for a core subject, number of courses or any group of significant size. Sig - for large cohort or group. Consistently very low performance or varying with very low ks, subject, group or significant number of individuals.
How well learners make progress	Outstanding	Good	Satisfactory	Inadequate
How well learners with learning difficulties & disabilities make progress	Outstanding	Good	Satisfactory	Inadequate
KS 1-2 CVA	<i>Progress Measure</i>			
Contextual Value-Added KS 1 to 2				
CVA - All Subjects KS1-2	Sig+ and in top 10%tile	Sig+	No significance or sig-	Sig- and in bottom 10%tile
CVA - English KS1-2				
CVA - Maths KS1-2				
CVA - Science KS1-2				
Trends in Contextual Value-Added KS 1 to 2				
CVA Trend - All Subjects KS1-2	CVA score shows a significant and consistent improvement in percentile achieved over 3 years.	CVA score shows an improvement in percentile achieved over 3 years.	CVA score shows a consistency in percentile achieved over 3 years.	CVA score shows a decline in percentile achieved over 3 years.
CVA Trend - English KS1-2				
CVA Trend - Maths KS1-2				
CVA Trend - Science KS1-2				
Group Differences in Contextual Value-Added KS 1 to 2				
Group Name		Sig+	No significance or sig-	Sig- and in bottom 10%tile
Pupil scatter graph (below 90%tile)				Significant number of individuals below 90%tile

Primary/Middle	COCENTRA GRADE EVALUATION CRITERIA (Based on interpretation of OFSTED judgement grades)			
	1	2	3	4
The standards reached by learners	Exceptionally and Consistently High Highly positive on all measures. Sig+ on all measures if large cohort. Consistently high performance across key stages, subjects and groups.	Generally Above Average with None Significantly Below Average No example of exceptionally low or large negative for key stage, subject, group or individual - some positive. No examples of Sig - for groups and no other important examples of Sig -. No large variation, including substantially below	Broadly Average to below average Only example of large negative being for very small group or a few individuals.	Exceptionally Low Large negative at a key stage or for a core subject, number of courses or any group of significant size. Sig - for large cohort or group. Consistently very low performance or varying with a very low ks, subject, group or significant number of individuals
Key Stage 1	<i>Attainment Measures</i>			
Attainment				
Attainment -All Subjects KS1	Sig + plus Exceptional high performance	Sig +	No significance or sig-	Sig - plus Exceptional low performance
Attainment -Reading KS1				
Attainment -Writing KS1				
Attainment -Maths KS1				
Attainment Thresholds				
Attainment Thresholds - Reading L2+	Sig + plus Exceptional high performance	Sig +	No significance or sig-	Sig - plus Exceptional low performance
Attainment Thresholds - Reading L2B+				
Attainment Thresholds - Reading L3+				
Attainment Thresholds - Writing L2+				
Attainment Thresholds - Writing L2B+				
Attainment Thresholds - Writing L3+				
Attainment Thresholds - Maths L2+				
Attainment Thresholds - Maths L2B+				
Attainment Thresholds - Maths L3+				
Trends in Attainment				
Attainment Trend -All Subjects KS1	Trend shows rapidly and consistent improving result in comparison to the national trend.	Trend shows improving results in comparison to the national trend.	Trend shows similar rate of improvement to the national trend.	Trend shows declining results in comparison to the national trend.
Attainment Trend -Reading KS1				
Attainment Trend -Writing KS1				
Attainment Trend -Maths KS1				
Key Stage 2				
Attainment				
Attainment - All Subjects KS2	Sig + plus Exceptional high performance	Sig +	No significance or sig-	Sig - plus Exceptional low performance
Attainment - English KS2				
Attainment - Maths KS2				
Attainment - Science KS2				
Attainment -Core Subject Difference KS2	Difference in performance of core subjects against their national average is less than 0.5 APS.	Difference in performance of core subjects against their national average is less than 1 but greater than 0.5 APS.	Difference in performance of core subjects against their national average is less than 2 but greater than 1 APS.	Difference in performance of core subjects against their national average is greater than 2 APS.
Attainment Thresholds				
Attainment Thresholds - English L4+	Sig + plus Exceptional high performance	Sig +	No significance or sig-	Sig - plus Exceptional low performance
Attainment Thresholds - English L5+				
Attainment Thresholds - Maths L4+				
Attainment Thresholds - Maths L5+				
Attainment Thresholds - Science L4+				
Attainment Thresholds - Science L5+				
Trends in Attainment				
Attainment Trend -All Subjects KS2	Trend shows rapidly and consistent improving result in comparison to the national trend.	Trend shows improving results in comparison to the national trend.	Trend shows similar rate of improvement to the national trend.	Trend shows declining results in comparison to the national trend.
Attainment Trend -English KS2				
Attainment Trend -Maths KS2				
Attainment Trend -Science KS2				