

RAISE 2014 Summary Report

School Context

- We are broadly at national average % of children at 'school action' and 'statement' level combined (school 15.6% - national 16.6%)
- We have above national average % of girls (school 57.3% - national 49%) – this small group of boys makes each statistically more important and therefore have more effect on overall levels.

Key Year group Data

- *Due to small sizes of our year groups we have some with very high levels of SEN or gender bias (Yr 2 – 57% girls, 21.4% SEN, Yr 3 – 63.6% girls, 27.3% FSM, Yr 4 – 73.3% girls, 26.7% SEN, Yr 6 – 66.7% girls, 25% SEN)*

Attendance

- Attendance dropped last year to 94.6% from 95.8% in 2012. National average last year was 95.2% - as a result we are increasing communication with parents this year when pupils attendance starts to drop

Attainment at KS1

- KS2 cohort attainment at KS1 data shows that our KS2 children finished KS1 with average attainment at best. Our current Y6 cohort were slightly above national average at KS1 though.
- In the year 1 phonics screening we had 81% achieving expected standard (national 78%) this was a drop from last year but we had a higher level of SEN
- Our KS1 levels were adversely affected as our significant SEN child (statemented) who has now moved to specialist provision was counted in our averages – despite the fact that this child was 'disapplied'
- Attainment in reading was broadly in line with national average (79% 2b+ (national 81) and 29% 3+ (national 31) Our only sig- came in 2a+ (national 57)
- Attainment in writing was lower but not statistically significantly below national average (57% 2b+ (national 70) 29% 2a+ (national 39) 7% 3+ (national 16) – in a relatively small cohort we missed national average by just over 1 child each time (our significant SEN – see above)
- Attainment in maths was lower again, but still not statistically significantly below national average (64% 2b+ (national 80) 29% 2a+ (national 53) 7% 3+ (national 27) – we missed out on national average by over 2 children each time – increased SDP focus this year and beyond is needed

KS1 Average points scores compared to the national average- improvement overall

- Overall -1.5 (sig-) in 2012, -0.6 in 2013 and -0.7 in 2014 – last 2 years consistently better than 2012
- Reading -1.5 in 2012, 0.0 in 2013, -0.3 in 2014 – last 2 years consistently better than 2012
- Writing -1.8 in 2012, -0.6 in 2013, -0.3 in 2014 – improvement in the last 2 years
- Maths -1.3 in 2012, -1.1 in 2013, -1.8 in 2014 – still too low

Significant groups at KS1 APS

- Gender differences (B, G) Overall -0.9, Reading -1.0, Writing -0.3, Maths -1.3
- FSM x2 (FSM, non FSM) Overall -0.2, Reading -1.3, Writing +0.2, Maths +0.7
- SEN x3 (SEN, non SEN) Overall -3.7, Reading -5.0, Writing -3.4, Maths -2.8
- Non SEN APS = Overall 15.7 (national 16.8), reading 17.0 (national 17.4), writing 15.4 (national 16.0), maths 14.8 (national 17.0) – these results are in line with national averages, apart from in Maths

Attainment at KS2

- A cohort of 12 means that each child was worth around 8% - Our attainment in maths was lowest, we missed national averages by around 2 children – it should be noted that these levels were not judged to be statistically significantly below national average
- Attainment in maths was lower than in other areas, but not statistically significantly below the national average (67% 4+ (national 86) 50% 4b+ (national 76), 25% 5+ (national 42) – this ties in with our low attainment in maths at KS1
- Attainment in reading was higher, and broadly in line with national average (83% 4+ (national 89) 75% 4b+ 75% (national 78) Level 5+ 50% (national 49)
- Attainment in writing was below national average, but not statistically significantly so (75% 4+ (national 85) 17% 5+ (national 33) – we missed out on national average by about 1 child.
- Attainment in GPS tests was similar to attainment in writing, with the cohort missing out on national average by roughly 1 child (67% 4+ (national 76) 58% 4b+ (national 68) 42% 5+ (national 52)
- Girls significantly out-performed boys in terms of % achieving level 4+ in tests (girls +25% in all, +25% in maths, +50% in reading, +38% in writing, +25% in GPS) – much smaller number of boys compared with girls, higher level of SEN)
- The gap between the 3 FSM children and the rest of the cohort was higher than national in 'all', maths and reading, but lower than national in writing and GPS.
- Our non-mobile children (those who were present for the whole of Y5/6) achieved in line with national averages in terms of % of level 4s.
- Of our 3 SEN children, 1 achieved level 4 for reading, the rest of the results for these children were level 3.
- We achieved the national average in terms of % achieving level 5+ in reading, and we were broadly in line in GPS but below in maths and writing

- The gender gap was unpredictable and statistically relatively insignificant due to the small number of boys in this cohort, with boys doing better than the national average in writing and well below in reading and GPS.
- We had 1 FSM child achieving a level 5 in reading and 1 in GPS, which was below the national average and none of our SEN children achieved level 5s.
- Our non-mobile children achieved broadly in line with national averages in terms of % of level 5s.
- We had 1 child working below testing level at the end of KS2 – this child was working at level 1 at the end of KS1.

KS2 Average Point Scores Compared to the National Average- improvement overall

- Overall +2.3 in 2012, -1.9 in 2013, -2.1 in 2014 – maths results are the ones that are keeping us from being at national average overall
- Maths +2.3 in 2012, -1.7 in 2013, -3.0 in 2014 – linked to overhaul of teaching of maths in KS2 and SDP focus
- Reading +1.9 in 2012, -1.1 in 2013, -0.5 in 2014 – an improvement on previous year
- Writing +2.5 in 2012, -3.5 in 2013, -1.9 in 2014 – an improvement on previous year
- GPS -3.1 in 2013, -1.6 in 2014 – an improvement on previous year

Significant groups at KS2 APS

- Gender differences (all greater than national) (B, G) Overall -3.9, Maths -3.0, Read -6.8, Writing -3.0, GPS -4.5 – small group of boys makes this data statistically less significant
- FSM (x3) (FSM, non FSM) Overall -5.5, Maths -6.7, Read -4.7, Writing -4.0, GPS -2.7 – small group makes this statistically less significant
- SEN (x3) (SEN, non SEN) Overall -9.5, Maths -9.3, Read -10.0, Writing -9.3, GPS -10.7 – small group again, as above
- Non-SEN APS = Overall 29.0 (national 30.0), Maths 28.3 (national 30.3), reading 31.0 (national 30.2), writing 28.3 (national 29.2), GPS 29.3 (national 30.2) – these figures are in line with national averages

Value added from KS1 to KS2

- Although our achievement in reading is to be celebrated, value added from KS1 to KS2 in writing and maths is not yet high enough. We need to look at reasons for this judgment. Data analysis shows that progress in the last 2 years is significantly better than the previous 2, which is something we will look to build on.
- It is clear that the low achievers, SEN and boys had a significant effect on the overall value added, although the group sizes are small. Improved provision for SEN over the last 2 years minimised the gap between SEN and non-SEN (mostly boys in this year group) but 2 years was not enough to reduce the gaps over the whole key stage.

- 10 out of 12 of the cohort made at least expected progress in reading from KS1 to KS2. This is broadly in line with national levels. The 2 children who didn't were below average. 2 out of 3 of the 'disadvantaged' children made at least expected progress in reading from KS1 to KS2.
- 9 out of 12 of the cohort made at least expected progress in writing from KS1 to KS2. We missed out on national levels by 1 child. 2 out of 3 of the children who didn't achieve expected progress were below average. 2 out of 3 of the 'disadvantaged' children made at least expected progress in writing from KS1 to KS2.
- 8 out of 12 of the cohort made at least expected progress in maths from KS1 to KS2. We missed out on national levels by 2 children. 2 out of the 4 children who didn't achieve expected progress were below average. 1 out of the 3 'disadvantaged' children made at least expected progress in maths from KS1 to KS2.

Significant Groups – Expected progress KS1 – KS2

- Maths – boys 50% (national 90), girls 75% (national 89), FSM/Dis 33% (national 86) Non-SEN 78% (national 94) Non-dis 78% (national 91) – it is clear that the performance of the boys / FSM was a limiting factor in maths, even though these were small groups
- Reading – boys 50% (national 90), girls 100% (national 91), FSM/Dis 67% (national 88) Non-SEN 100% (national 94) Non-dis 89 (national 92) – these results were better, particularly for FSM/Dis
- Writing – boys 50% (national 91), girls 88% (national 94), FSM/Dis 67% (national 90) Non-SEN 89% (national 96) Non-dis 78% (national 94)

Closing the Gap at KS1 and KS2 (disadvantaged children v others)

- Although we are dealing with small groups of children when considering the progress of our 'disadvantaged' groups it is good to see their progress improving in key areas when measured against their peers.