



Raise On Line Self-Evaluation Summary NOVEMBER 2016

SECTION 1 - Basic Characteristics of the School

Raise on line:
Basic Characteristics Trend – Page 59
Basic Characteristics by Year Group – page 60
Ethnic Groups and English as a first language trend – page 61
Main SEN type trend – page 62

<p>Summary</p> <p>Holmes Chapel Primary School is a larger than average primary school. We have less than national average proportion of girls (in the lowest quintile). The proportion of our pupils claiming free school meal and our deprivation indicator are low (in the lowest quintile). We have a small proportion of pupils from minority ethnic groups or with EAL.</p> <p>A relatively low number of pupils have SEN support; however, we are more in line with average in relation to the proportion of pupils who have a statement or EHCP. Our main types of SEN in school are moderate learning difficulties and speech, language and communication needs. The proportion of children from ethnic groups other than white British is low and EAL is very low. Stability is around national average</p> <p>Looking at year group specific information, there is a particularly high proportion of boys in our current Year 6. The proportion of children with Special Educational Needs has risen throughout school, especially in Key Stage 2. Year 3 and Year 6 are boy heavy cohorts (60+ %).</p>	<p>Comments / Thoughts</p> <p>This suggests data should be above typical.</p>
<p>Governor Questions <i>GL queried the increase in numbers of SEND children.</i></p>	<p>SLT response HS confirmed that this should stabilise now the school is more or less full.</p>

SECTION 2 - Absence & Exclusion **NOT YET RELEASED**

Raise on line sections: Absence and Exclusions trend – page 56
Absence 2016 – page 57
Exclusions 2015 – page 58

<p>Summary There had been no exclusions from the school.</p>	<p>Comments / Thoughts</p>
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Section 3 - Prior Attainment

Raise on line sections
KS1 Prior attainment of KS2 pupils 2016 – page 63

<p>Summary</p> <p>The prior attainment of our pupils at KS1 is consistently above national average – apart from our current Y4 cohort who are in line. The gap between national and school for our current year 6 is smaller than between last year's year 6 and national (0.4 rather than 1.3) indicating a likelihood of lower attainment at KS2 in Summer 2017 than 2016.</p> <p>Our current 6 have an increased number of lower attainers and a smaller number of higher attainers when compared to last year's year 6.</p>	<p>Comments / Thoughts</p> <p>Comparison with last year's year 6 enables us to predict a possible trend for our future results. For example, in this year's year 6, prior attainment would suggest that we anticipate an increased number of low performing students but a lower proportion of higher achieving students than last year.</p>
<p>Governor Questions <i>GL queried whether UFSM in KS1 has impacted on identifying Disadvantaged children.</i></p>	<p>SLT responses HS confirmed that it has</p>

EYFSP – Early Years Foundation Stage Profile Outcomes

Raise on line sections:

Early Years Foundation Stage Profile 2015 – page 54

Early Years Foundation Stage Profile 2015 – page 55

The Early Years Foundation Stage Profile report is provided for use in the context of evaluating children's readiness to start Year 1 in terms of their development. The report over time will also allow us to look at progress between EYFS and KS1 (although the unreliability of our KS1 data on this occasion means that it is not possible this time*). The report currently displays 2014 and 2015 data. Data for 2016 will be published in RAISEonline with the Key Stage 2 validated release.

Our data for 2015 shows that, when compared to national averages, our children were achieving standards well above national averages in all areas. More girls than boys achieved a good level of development, but the gender gap was in line with national. These children were year 1 ready.

The only aspect in which we were 1% lower than national was in boys listening and attention. One boy was subsequently placed on an EHCP relating to this aspect. However, it is still an area to monitor in the future. Our data for 2014 (relevant to this KS1 data) shows that, when compared to national averages, our children were achieving standards above national averages in all areas. All girls achieved a good level of development and just over 2/3 of boys – suggesting these children were Year 1 ready. The report over time will also allow us to look at progress between EYFS and KS1 (although see*).

*See Section 4 below

Governor Questions: JL queried whether boys' listening and attention is an issue to monitor.

SLT Responses: HS confirmed that it may be useful to monitor over time but that the 2015 data represents 1 child so may well not be statistically significant.

Floor Standards

The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet. In 2016, a school will be above the floor if:

- at least 65% of pupils meet the expected standard in English reading, English writing and mathematics; or
- The school achieves sufficient progress scores in all three subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing

We are above 2016 floor standards because: -

- our progress in reading, writing and mathematics is within the sufficient progress range

Governor Questions;

JL drew attention to the article in the latest Governing Matters magazine by Russell Hobby (NAHT) about the difficulty in drawing any conclusions from this year's data.

SLT Responses:

59% (57% in unvalidated data due to an error in the entry of TA for 1 pupil) of our pupils met the expected standard in English reading, English writing and mathematics. This figure was affected by the issues within Cheshire East regarding the harsh moderation of writing, resulting in Cheshire East who have historically been a high performing authority. Removing writing from our data, looking at the reading and maths tests alone combined would have been 72%
This is not a concern, but an area to monitor in the future as teacher assessment of writing is more consistent

SECTION 4 - Attainment Measures - Key Stage 1 attainment summary

Raise on Line sections: Key Stage 1

- KS1 summary overall and by EYSFP early learning goals 2016 for all and disadvantaged pupils page 36 – 37
- KS1 reading assessment – groups analysis page 38-39
- KS1 writing assessment – groups analysis page 40-41
- KS1 mathematics assessment – groups analysis page 42-43
- KS1 science assessment – groups analysis page 44
- KS1 reading assessment compared with EYFS page 45
- KS1 writing assessment compared with EYFS page 46
- KS1 reading assessment compared with EYFS page 47

Phonics percentages attaining expected standard Years 1 and 2 trend page 48

Year 2 phonics marks 2016 compared with Year 1 page 49

Year 1 phonics marks 2016 page 50

Year 1 phonics percentages attaining expected standard by groups 2016 page 51

Phonics by the end of Year 2 2016 by groups page 52

Summary:

<p>Phonics: Phonics attainment in Year 1 has risen over time and is now above national average. Over the three years, the attainment of disadvantaged pupils has been lower. In Year 2 attainment for children who retook the test is again much higher than national average with 100% of children in our school passing the rescreen.</p> <p><u>Groups</u> There was no gender gap in performance in phonics (nationally gap is 7%) Of our two disadvantaged pupils, one passed the screener the other did not. Attainment of our summer born pupils was in line with Spring born (national gap is 6%)</p>	<p>Phonics: Because of the very small number of disadvantaged pupils, it is not appropriate to draw conclusions. Looking at the 2 disadvantaged pupils – 1 passed the screener and the other has an EHCP application underway (he is also adopted from care rather than FSM – is that a pattern to explore further?)</p>
<p>Key Stage 1: * At Key Stage 1, results are based on teacher assessment informed by a test. In line with moderation advice from Cheshire East we feel on reflection we have been harsh in our judgements. This would lead us to the conclusion that our maths and reading are not a concern. Our writing appears to be much lower than national. Again this matches experiences across Cheshire East - Cheshire East have been highlighted as a local authority who have been too harsh in their judgements and therefore advice. Whilst we know we have room to improve our writing across school, we do not feel it is as weak as this data might suggest. With increased confidence in the new national standard and further moderation with colleagues in other schools led by a national moderator, we are not unduly concerned by these results.</p>	
<p>Governor Questions: <i>ME queried how CE “moderates its moderation” in the light of the difficulties caused with this year’s data by the LA judging too harshly.</i> It was agreed that the KS1 data was too unreliable to give an overall judgement</p>	<p>SLT Responses: HS confirmed that the LA is accessing training and consulting widely to ensure it is better placed next year.</p>

	Well Below average	Below average	Broadly Average	Above Average	Well Above Average
Grade: Pupils' attainment at Key stage 1	See under governor questions above				

SECTION 4 - Attainment Measures - Key Stage 2 attainment summary

Raise on Line sections: KS2 summary overall by low, middle and high prior attainment 2016 for all & disadvantaged pupils – progress by subject page 8
KS2 summary overall by low, middle and high prior attainment 2016 for all & disadvantaged pupils – attainment by subject and combined page 9-10
KS2 reading test 2016 – page 11-12, KS2 writing TA 2016 – page 13-14, KS2 mathematics test 2016 – page 15-16
KS2 combined 2016 – page 17, KS2 English grammar, punctuation & spelling test 2016 – page 18-19, KS2 science TA 2016 – page 20
Pupil progress in each subject compared to Key Stage 1 prior attainment overall page 21, 23, 25
Pupil attainment in each subject compared to Key Stage 1 prior attainment overall page 22, 24, 26
Pupil progress in each subject compared to Key Stage 1 prior attainment in that subject 27, 29, 31
Pupil attainment in each subject compared to Key Stage 1 prior attainment in that subject 28, 30, 32
KS1-2 transition reading 2016, KS1-2 transition writing 2016, KS1-2 transition maths 2016

Summary:	Comments and thoughts
<p>Reading: Our progress score for reading is slightly above national average; however, it is below average (not significantly) for our disadvantaged pupils. The progress of boys was higher than the progress of girls and there was no attainment gap. Looking at progress of children based on prior attainment (low, middle or high) – the progress of our lower and middle attainers in reading is below average whereas our higher are making above average progress. Data for attainment mirrors this.</p> <p>Writing: Just as at Key Stage 1, issues in Cheshire East with the moderation of writing have resulted in our judgements being harsh and this has impacted on our results and associated progress.</p> <p>Maths: Progress of our pupils in maths overall is significantly above national average; however, it is below average (not significantly) for our disadvantaged pupils Looking at progress of children based on prior attainment (low, middle or high) – the progress of our 2 lower is below average whereas our middle attainers are making above average progress and our higher are making significantly above average progress. Data for attainment mirrors this. Progress of boys was higher than that of girls but overall attainment gap was only 0.5, far lower than the national gap of 2.2.</p> <p>Reading, Writing and Maths Combined <i>In the unvalidated RAISE, data is slightly skewed by an error in entry of our TA in writing for one child and validated figures will show 59%</i> The proportion of children achieving expected or above in all areas was higher than the national and attainment at the higher level (SS 110+) was also higher than national. The proportion of boys was higher than that of the girls, which is the opposite of the national picture.</p> <p>English Grammar, punctuation and spelling The proportion of children achieving expected or above was higher than the national and attainment at the higher level (SS 110+) was also higher than national. The attainment of boys and girls was very similar at the expected level but wider than national at high scaled scores with girls outperforming boys.</p> <p>Science The proportion of children achieving expected or above in science was higher than the national; no there was no collation of data at the higher level. Attainment of boys and girls was very similar with a 4% gender gap identical to the national gap.</p>	<p>Of our 4 disadvantaged pupils, last summer, 2 were FSW, 2 were LAC. Of the 2 FSM, one had significant social and emotional needs. The other made good progress. Our two looked after pupils – one made above average, one below average progress in maths. Both were below in reading, and fall into the small group of lower, mid attainers that made below average progress. It would therefore seem appropriate to further explore whether provision in school for middle and lower attainers readers at KS1 is supporting them in making sufficient progress in KS2, with an eye on the eye of disadvantaged pupils in that group</p> <p>Cohort was boy heavy 35/ 19 – which skews the data on overall attainment and makes drawing overall conclusions difficult. This is not a pattern we have seen over time or see within school cohorts at present.</p> <p>It may be worth further consideration as to whether more able boys are being sufficiently challenged / supported to achieve higher levels in SPaG.</p>
<p>Governor Questions: <i>JLe queried the confidence intervals used and it was discussed that these can make it difficult to draw firm conclusions form the data.</i> <i>JL queried how Science is moderated.</i></p>	<p>SLT Responses: HS confirmed that there is no moderation in Science nor are there currently any plans</p>
<p>Next Steps: Further explore whether provision in school for middle and lower attainers readers at KS1 is supporting them in making sufficient progress in KS2, with an eye on the eye of disadvantaged pupils in that group</p>	

	Well Below average	Below average	Broadly Average	Above Average	Well Above Average
Grade: Pupils' attainment at Key stage 2				X	

Pupils' Overall Achievement

	1	2	3	4
Grade: Pupils' achievement (Taking into account their attainment, progress and learning)		x		
Progress from last year's RAISE:	<ul style="list-style-type: none"> Phonics data is significantly improved Considering the changes in assessment from writing from best fit to actual fit, measuring direct progress year to year has been tricky; however, Learning and Achievement meetings have given opportunity to look at progress in writing during that time and resulted in an SDP focus on spelling in 2016-17 			
Issues Identified	Agreed Governor Actions			
2016	<ul style="list-style-type: none"> Continue to monitor spelling and writing across both KS1 and KS2 Request information from school on the progress of middle and lower attainers in reading, particularly Disadvantaged children. 			
2015 Attainment and progress in writing at both Key Stages Further improvement of phonics	<ul style="list-style-type: none"> Monitor writing and phonics closely at termly Learning and Achievement meetings Ask school to provide termly reports on phonics inc. Disadvantaged Pupils data to consider 			

A guide to proportions

The following table is taken from the *Guide to Ofsted's house style*. It provides a description of numerical proportions when expressed in words.

Proportion	Description
97-100%	Vast/overwhelming majority or almost all
80-96%	Very large majority, most
65-79%	Large majority
51-64%	Majority
35-49%	Minority
20-34%	Small minority
4-19%	Very small minority, few
0-3%	Almost none/very few

	Below average	Broadly Average	Above Average
Judgements on attainment	90	100	110
Judgement on progress	-5	0	5