

## **RAISEONLINE COMMENTARY 2015 – Bridgewater**

P2-P2 Important information to read about changes to RAISE and which tables are important for Governors. It also highlights some key questions to ask.

P9 Characteristics of school (from January 2015 census)

- school roll is rising, now larger than average
- FSM declined although still sig higher than the national figure,
- % of minority ethnic groups is rising, as is the % of first language not English,
- % of SEN and statements/EHCs is higher than the national figure,
- stability has improved but still alot lower than the national figure
- deprivation indicator broadly the same and higher than the national figure

P10 Year group characteristics – Y6 are now Y7. Most current year groups have more girls except early years and the current Y6. Current Y6 and Y4 have highest % of FSMs. % of ethnic minority groups and English not first language are higher in the lower year groups. Current Year Y6 have highest SEN. 4 Children Looked After.

P11 Ethnic groups and English as a first language – The White British & first language English group is declining and Romany/Gypsy, other white background, other Asian backgrounds, other black backgrounds and Chinese groups are increasing.

P12 SEN type – SpL&C, social, emotional & mental health, MLD & SpLD are the main types. Our ARC children are included.

P13/14 data not available yet

P15 KS1 attainment readjusted to match the cohort as it stands now – coverage is the % of children for which they have KS1 data for. Recent EAL admits are why it is not 100% for each year group across the school. All year groups were significantly below the national score with most children in the middle attainment band .

P16 – new (but data does not include 2015 yet) Below the national figure for a GLD, girls and FSM did better – recent EAL admits. Boys did better than girls in health & self care & self confidence and self awareness. Girls did better in all other areas. FSM group did better in all areas and was closer to the national group.

P17 Phonics (new) Despite a slight improvement in 2014 it has dropped in 2015 due to a significant number of EAL admits. Until the school is full this will remain an issue.

P18 Y2 phonics check – 38% achieved it, again EAL an issue – who was the 1 child who didn't who was closer at Y1

P19 Below the national for each mark after 6 marks and before 36 .

P20 Y1 phonics – 20 disapplied. 24 first language not English out of 58 – only 3 achieved it. 20 out of 26 English as a first language (77% same as national figure) - 8 SEN disapplied includes ARC children. 26 children are summer born.

P21-22 Y2 phonics – 71% achieved the standard – 15/16 94% higher than national figure for English first language, 9/18 English not first language - 3 SEN did not achieve, 7 FSM & 3NFSM.

P23 Key Stage 1 attainment – sig below in Reading 2b+, writing L2+ and maths at 2b+

P24 None below level 1?.

P25 KS1 trend is sig below in all areas. Gap widened at KS1 due to EAL admits.

P26-P27 Girls did better and were closer to the national figure. The FSM group did better than the NFSM group (recent EAL). The 1 CLA did better than the rest of the cohort. First language English and non SEN did better. Gypsy Roma & unclassified did least well.

P28 KS2 Attainment – below in most areas at L4 except in writing where 6% above but sig below in maths at 4b+ & L5+, in reading at 4b+ & L5 and EGPS at 4b+

P29-31 Combined is 65% - 15% below the national figure, writing above. Girls did better except in maths. NFSM/other did better than this group nationally, FSM/dis was in line with the national figure in EGPS. The middle and higher prior attainment groups did broadly inline or better than the national groups. The low prior group did the same as the national overall but better in writing and EGPS and less well in maths and reading as a couple of these children did not perform as well as they should have on the day. Non mobile, English first language did better – above national for EGP&S, similarly non SEN – maths above national figure. Some other ethnic groups did better than the group nationally.

P32-34 Level 5 sig below in maths and reading over all and some groups. Note non mobile does not account for admits in Y3 & 4.

P35 2 were below the level of the test

P36 KS2 attainment – APS –all subjects past 3 years slightly below the national, 2015 widened but not significantly below. Sig below in maths and reading but not as low as 2011. Above by 0.2 in writing and improved for EGP&S

P37-38 APS by groups – some are below and some are above the national figures – non significantly. Within school boys did better in Maths and girls in English, APS improves when SEN & EAL removed. NFSM did better than FSM/dis.

P39 Value added in 2014 sig + in 2015 sig+ in writing. VA broadly in line with national figure.

P40 Value added ethnic groups – broadly in line with national average

P41 Value added groups – some above & some below – broadly in line

P42-43 VA 3 year trend – VA in 2014 for a number of groups was sig+, in 2015 Sig= for groups in writing.

P44-49 expected progress – expected progress higher than the national figures in all areas except other group in maths. Better than expected progress higher than national figure for writing and in reading and maths for 'other' group. Disadvantaged group in these two areas did less well.

P50-52 expected progress – groups – school expected progress better than national figures. All groups made expected progress in writing and other areas too. Note: progress different to attainment in maths & reading – KS2 EAL admits not included in this, also note size of groups.

P53-54 closing the gaps at KS1– within school gap mainly improved but between ‘other’ national group it has remained broadly the same but widened more in Level 3 reading.

P55 & 56 Expected progress in line with national group, better than expected progress gap wide with national in maths for those starting at L2 and in reading for those starting at L1 & L2. Writing higher for disadvantaged group

P57&59 Closing the Gaps at KS2 – within school and with national widened overall except maths at L5, EGP&S at L4 and writing where it is 0. This is due to a few children not doing as well on test day as their teacher assessment predicted not because we have not used pupil premium effectively.

P60 scatter graph shows 5 did not attain as predicted.

Inspection dashboard summaries this information in graph/chart form

### **Questions:**

How might curriculum provision, teaching or leadership and management be linked to it?

How do performance/absence/exclusions in all current year groups compare with this?

Is absence below average? How much is it diminishing?

Is the proportion of persistent absentees below average? Is it falling?

Are levels of exclusions below average? Are they appropriate? Is it falling?

Does the difference between exclusions and number of pupils excluded show a low rate of repeat exclusions?

Are children well enough prepared for Year 1?

Is the % of Y1/Y2 pupils achieving the expected standard in phonics above the national figure? Is it rising?

Is attainment above average? How much is attainment rising?

In which subjects is attainment strong/weak?

Is progress above average (100)? How much is progress rising or falling?

In which subjects is progress strong/weak?

Do enough pupils attain the expected standard Y2 & Y6?

Do enough pupils attain high standards –level3 or 5?

Do enough pupils finish Y6 ready to access the secondary curriculum?

Are enough low prior-attainers (L1 or below) catching up to reach level 4 by making more than expected progress?

Are enough of those who reach the expected level at KS1 attain level 4 (expected) and level 5 (better than expected)?

Are enough high prior attainers (L3) attaining level 5 and level 6?

Do the overall % making expected progress meet the progress part of the floor standard (2014 R 94%, W 96% and M 93%)? Is the attainment standard (65%) met?

Are enough pupils improving in phonics to meet the expected standard by the end of year 2?

What actions are being taken to address this in all year groups? What is the strategy for improving this? How do improvement plans include and emphasise this? What objectives and targets have been set?

How well are all staff involved with improving this?

What evidence do you have of the impact of these actions?

What uses of the pupil premium are being effective in raising progress and attainment?

Is there a gap between the disadvantaged pupils and other pupils nationally?

If so how fast is it closing?

How wide are in school gaps? How quickly are any gaps closing?

Which groups make the most progress and which make the least progress? How wide is the gap?

Which groups make below average progress?

How does the value added differ for disadvantaged and other pupils and for different prior attainment?

Is the value added very low for any pupils?

Do enough children achieve a GLD in the Early Years. In which early learning goals is achievement highest/lowest? How ready are children for Y1?