



# 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**

Summary	Comments / Thoughts
<p>Peover Superior Primary School is much than average primary school. We have less than national average proportion of girls (in the lowest quintile nationally with just over 40%). The proportion of our pupils claiming free school meal and our deprivation indicator are low (in the lowest quintile). We have no pupils from minority ethnic groups or with EAL. A relatively low number of pupils are have SEN support; we appear to be more in line with average in relation to the proportion of pupils who have a statement or EHCP. <b>However this is due to the impact of 1 year 6 pupil who has now left us – the proportion is significantly skewed by the small number of pupils in school.</b> Three pupils were receiving SEN support. All our children are white British. 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 and Year 3. Two of our SEN pupils are in our current year 3, one is in year 6.</p>	<p>This suggests data should be above typical.</p>

## SECTION 2 - Absence & Exclusion

**Raise on line sections**

**Absence and Exclusions trend – page 56**

**Absence 2016 – page 57**

**Exclusions 2015 – page 58**

Summary	Comments / Thoughts
<p>There had been no exclusions from the school. Data on absence is not available in this release of RAISE</p>	

## Section 3 - Prior Attainment

**Raise on line sections**

**KS1 Prior attainment of KS2 pupils 2016 – page 63**

Summary	Comments / Thoughts
<p>The prior attainment of our pupils at KS1 is consistently above national average – our current year 5 were only very slightly above. The gap between national and school for our current year 6 is larger than between last year's year 6 and national (2.9 rather than 1.8) indicating a likelihood of higher attainment at KS2 in Summer 2017 than 2016. In fact, the attainment of our current Year 6 pupils at the end of KS1 was significantly above national</p> <p>Our current 6 have an increased number of higher attainers and a smaller number of middle attainers when compared to last year's year 6.</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 high performing students but a lower proportion of middle / low achieving students than last year.</p>
<p><b>Governor Questions:</b></p>	<p><b>SLT Responses:</b></p>
<p><b>Next steps: -</b></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 KS1 data locally and nationally on this occasion means that is not possible this time). Our report currently displays 2015 data. Data for 2016 will be published in RAISEonline with the Key Stage 2 validated release. The 2014 data is missing from our report – this may be available in the final release and could be looked at alongside our KS1 2016 results.

Our data for 2015 shows that, when compared to national averages, our children were achieving standards well above national averages in all areas. All our pupils achieved a good level of development, with all pupils achieving all Early Learning Goals; these children were year 1 ready and should attain well in Summer 2017.

### To consider in future:

### Governor Questions:

### SLT Responses:

## 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

### SLT Responses:

Our progress scores were all within the sufficient progress range (reading 2.4, writing -3.09 and maths 0.14). Our writing was affected by issues locally with moderation, resulting in most Cheshire East schools marking writing harshly. This is being addressed by Cheshire East for Summer 2017.

40% of pupils met the expected standard in reading writing and maths combined. The data is significantly skewed by the low number of pupils in this cohort (5). In each separate subject 80% of children (4/5) achieved the expected standard.

## 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:

**Phonics:** 88% of Y1 pupils passed the phonics screener; one year 2 pupil re-sat the screener and passed it. These results are favourable when compared to national.

#### Groups

The one child who did not pass the screener was a Disadvantaged (Pupil Premium) boy.

**Phonics:** Because of the very small number of disadvantaged pupils, it is not appropriate to draw conclusions. The child who did not pass the screener was given significant support last year in his phonics, and will be further assisted this year in achieving the pass mark.

### Summary:

**Please note:** 7 of the 11 pupils at the end of KS1 had been at the school since the end of EYFS (black in the progress tables below). Pupils joining school during KS1 are shown in red.

#### Reading:

##### Attainment:

	PS	National
At or above	82% (9/11)	74%
Greater Depth	0%	24%

##### Progress

EYFS/ KS1	below	WTS	EXP	GD
1		1 1	2 1	
2			4 1	
3			1	

#### Groups: Reading

This was a boy heavy cohort; girls out performed boys and boys attainment was below national.

The one Disadvantaged Pupil achieved the expected standard.

#### Writing

##### Attainment

	PS	National
At or above	73% (8/11)	65%
Greater Depth	0%	13%

##### Progress

EYFS/ KS1	below	WTS	EXP	GD

Attainment and progress at the end of KS1 is above national in reading, writing and maths; however it is lower in science (1 pupil's worth). RAISE shows evidence of lower ability pupils making above average progress.

Attainment at greater depth is an area to consider further.

***The small number of pupils in the cohort mean any conclusions drawn should be treated with caution*** – however the data suggests boys performance in reading is an area for further development

1		2 1	3 2	
2			2 1	
3				

**Groups: Writing**

This was a boy heavy cohort; the performance of boys and girls was similar within school, boys performed far better than boys nationally  
The one Disadvantaged Pupil achieved the expected standard.

**Maths**

**Attainment**

	PS	National
At or above	82% (9/11)	73%
Greater Depth	9%	18%

**Progress**

EYFS/ KS1	below	WTS	EXP	GD
1		2	1 2	
2			4 1	
3				1

**Groups: Maths**

This was a boy heavy cohort; the performance of boys was better than that of the girls within school, boys performed far better than boys nationally.  
The one Disadvantaged Pupil achieved the expected standard.

**Governor Questions:**

**SLT Responses:**

**Next Steps:**

- Further support children’s progress in core subjects to increase attainment at greater depth
- Monitor progress and attainment of boys in reading to ensure they are achieving to their full potential
- Ensure learning and attainment in science is in line with core subjects; further opportunities to moderate science with other schools to be sought

	Well Below average	Below average	Broadly Average	Above Average	Well Above Average
<b>Grade: Pupils' attainment at Key stage 1</b>				X	

## 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

<p><b>Summary:</b>          There were only 5 pupils in this cohort – each pupil representing 20% in our data.          There are no Disadvantaged (Pupil Premium) children in this cohort.          There was only 1 girl and 4 boys making gender comparisons impossible.</p> <p><b>Reading:</b> Our attainment and progress score for reading is above national average. Looking at progress of children based on prior attainment (low, middle or high) – all our higher attainers achieved the high level at KS2; two of the three middle achievers at KS1 achieved the expected standard at the end of KS2. However the progress made by our middle attainers overall was higher.</p> <p><b>Writing:</b> Our attainment in writing is above national average; however our progress score for writing is below (or similar to, affected by confidence interval of data due to small cohort) national average. 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. Looking at progress of children based on prior attainment (low, middle or high) – all our higher attainers achieved the high level at KS2; two of the three middle achievers at KS1 achieved the expected standard at the end of KS2. However the progress made by our middle attainers overall was higher.</p> <p><b>Maths:</b> Our attainment in maths is above national average; however our progress score is closer to being in line with (higher than – but not as high as reading - affected by confidence interval of data due to small cohort) national average. Looking at progress of children based on prior attainment (low, middle or high) – all our higher attainers achieved the high level at KS2; two of the three middle achievers at KS1 achieved the expected standard at the end of KS2. However the progress made by our higher attainers was better than our middle achievers in maths.</p> <p><b>Reading, Writing and Maths Combined</b>          The proportion of children achieving expected or above in all areas was below national and attainment at the higher level (SS 110+) was much lower than national. However in each separate subject (reading, writing and maths our attainment was 80%) – again our small cohort has skewed this overall result.</p> <p><b>English Grammar, punctuation and spelling</b>          All children achieved the expected standard in English Grammar, Punctuation and spelling and the proportion of children achieving at the higher level (SS 110+) was also higher than national.</p> <p><b>Science</b>          All children achieved the expected standard in; no there was no collation of data at the higher level..</p>	<p><b>Comments and thoughts</b></p> <p><i>The small number of pupils in the cohort mean any conclusions drawn should be treated with caution.</i></p> <p>Most progress was made in reading.          In writing we now need to ensure our high levels of success in skills of Grammar, Punctuation and Spelling are applied effectively in writing.          We also need to further build on progress for our children in maths, especially those achieving the expected levels at KS1</p>
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**Governor Questions:**

**SLT Responses:**

**Next Steps:**

- In writing ensure our high levels of success in skills of Grammar, Punctuation and Spelling are applied effectively in writing - *accelerating the progress of pupils in writing*
- Further build on progress for our children in maths, especially those achieving the expected levels at KS1

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

## Pupils' Overall Achievement

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Grade: Pupils' achievement (Taking into account their attainment, progress and learning)</b>		x		

<b>Issues Identified</b>	<b>Agreed SLT / Governor Actions</b>
2016	•

### **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

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