

School performance data
Governor training
Hunslet Carr Primary School



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All change in 2017!

- RAISEOnline replaced by Analysing School Performance (ASP)
- Ofsted Dashboards have been reviewed and re-designed



Areas to investigate

KS2 progress in 2017

- Progress in reading was significantly* below average and in the lowest 10%.

KS2 attainment

- In 2017, writing attainment of the expected standard was at or above national for the high prior attainment group.
- In 2017, mathematics attainment of the expected standard was at or above national for the low prior attainment group.
- Reading and mathematics attainment was in the bottom 20% for at least two years for all pupils.

KS1 attainment

- In 2017, writing attainment of the expected standard was at or above national for the disadvantaged group.

*statistical significance based on a 95% confidence interval

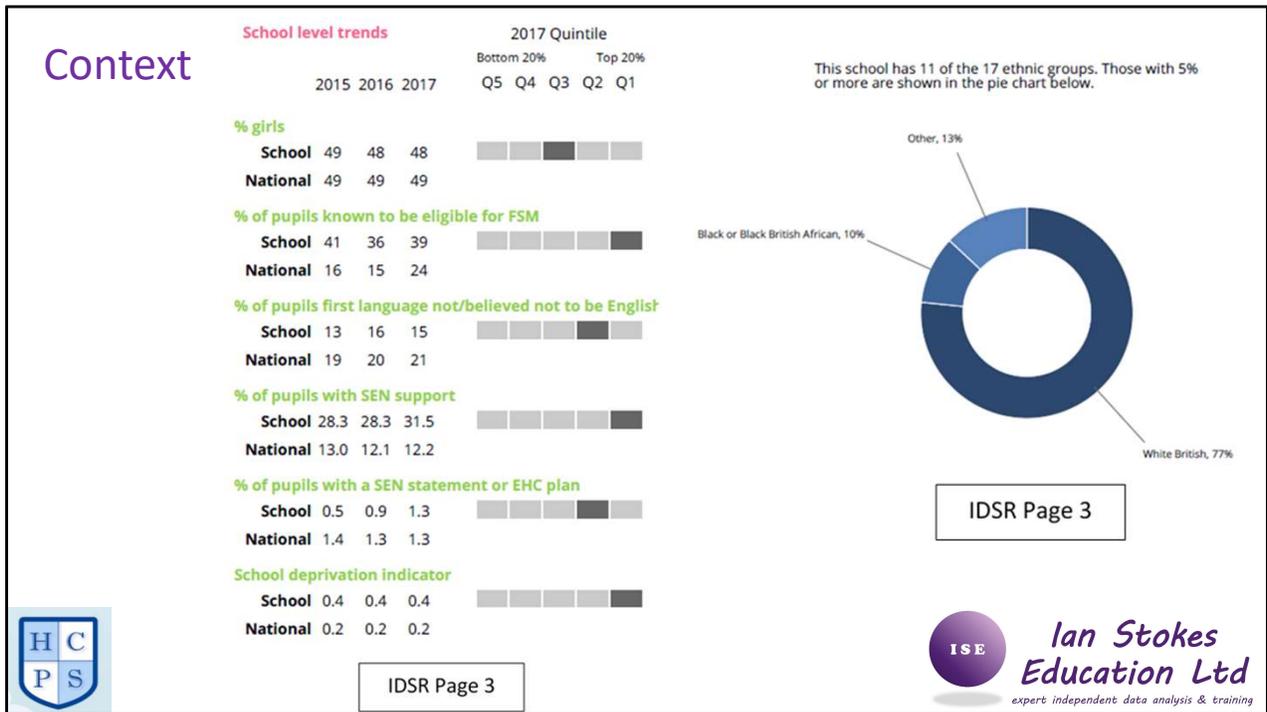


" The 'areas to investigate' will indicate what could be substantive, meaningful issues according to the data that would warrant lines of enquiry to pursue. "
Ofsted School Inspection Update, September 2017



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- 'Areas to investigate' are computer-generated statements that are triggered if data falls outside certain thresholds
- School needs to understand how and why each statement has been generated and to form a view on whether they think it is a 'real' issue or an anomaly



Contextual information has been moved back to the front of the Dashboards – this is a big improvement!

Deprivation measures are very high.

SEN is very high

EAL is below overall national figure (but in the top 40% of schools). Note that EAL children generally make good progress.

Context

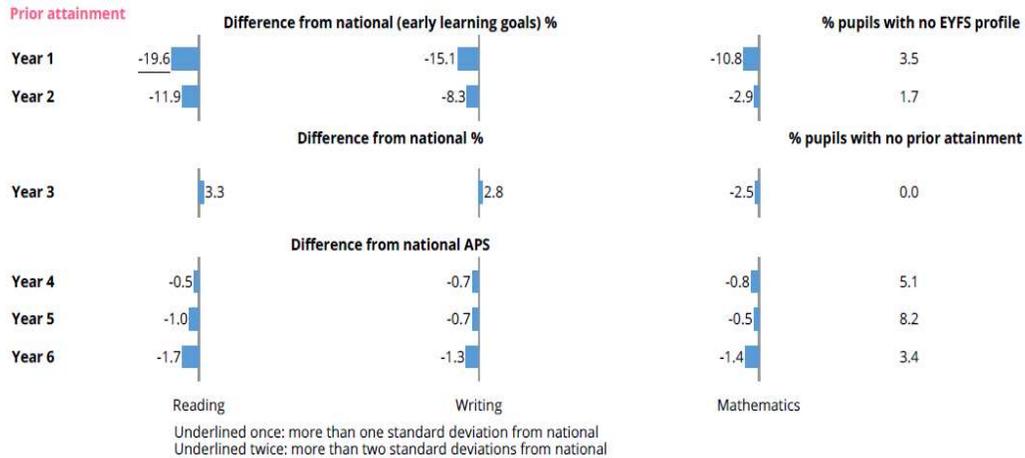
	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 1	58	45	49	53	19	7	21	47	12	0
Year 2	58	50	49	62	22	17	21	29	14	0
Year 3	56	34	49	50	26	14	21	39	15	0
Year 4	59	49	49	59	28	17	21	32	16	2
Year 5	49	49	49	78	30	25	20	27	16	0
Year 6	58	50	49	69	31	10	20	29	17	1

IDSR Page 4



FSM6 is high in all year groups, but highest in Years 5 & 6 (year groups as of 2016/17)
SEN is particularly high in Year 1 (current Year 2)
EAL varies across the year groups

Context



IDSR Page 4



Note the different measures to show variance from national for each cohort.

Underlined figures are more than 1 StdDv away from national (i.e. well below national – about bottom 20%)

Double underlined figures are more than 2 StdDv away from national (i.e. about bottom 5%)

Most cohorts' figures are below national average in all subjects. Year 1 is particularly low (very high SEN in this year group). Year 3 is above average in Reading & Writing. Year 6 is also well below: no underlined figures, but in last year's RAISE report, the p.a. of this cohort was described as 'significantly below average'.

KS2 floor standards

A school will be above floor standard in 2017 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 of English reading and English writing and mathematics
- To be above the floor, a school needs to meet either the attainment element or all of the progress element.



KS2 “Sufficient Progress” and “Coasting School” thresholds

A school will achieve “sufficient progress” in 2017 if:

- Reading score is above -5 AND Writing score is above -7 AND Maths score is above -5

Coasting School thresholds have also been confirmed as staying the same as in 2016:

- Reading -2.5, Writing -3.5, Maths -2.5
- A school is considered to be ‘coasting’ if it goes below threshold in any subject in 3 consecutive years.



Progress in reading, writing and maths

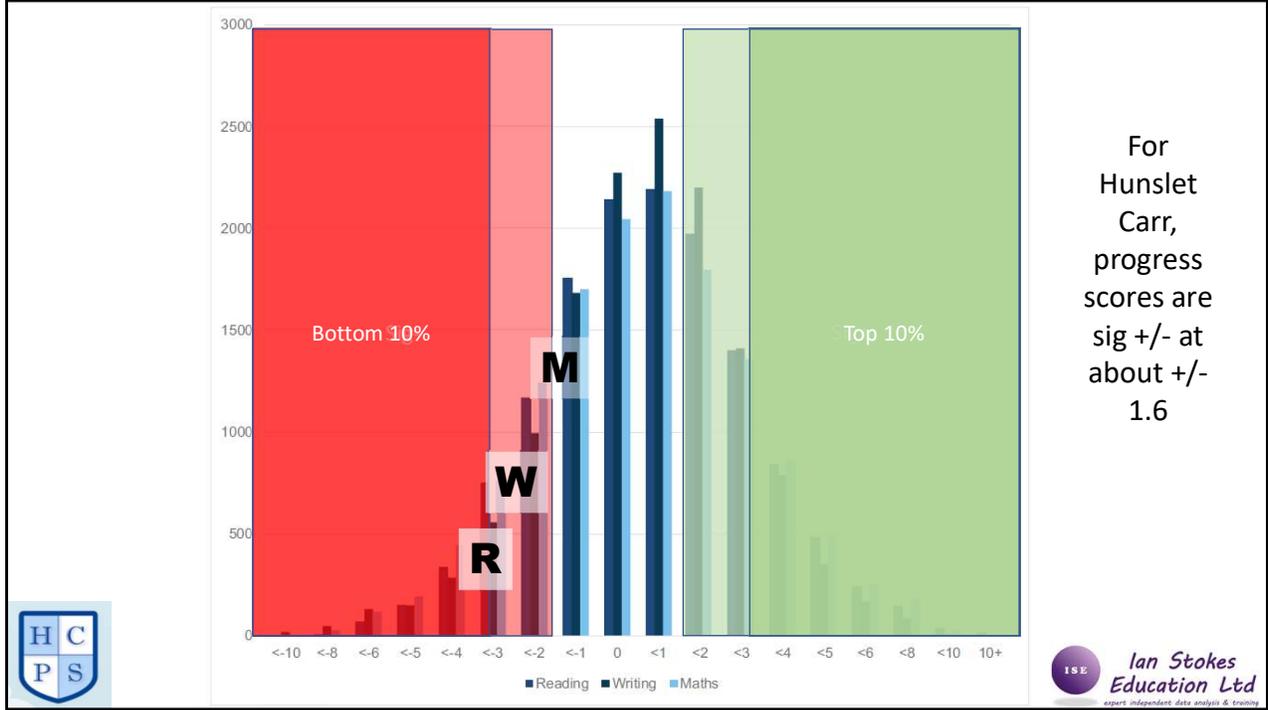
	Reading	Writing	Maths
School progress score	-3.37	-2.25	-1.15
Confidence interval	-5.00 to -1.74	-3.84 to -0.67	-2.62 to +0.32
Well above national average (about 10% of schools in England)			
Above national average (about 10% of schools in England)			
Average (about 60% of schools in England)			●
Below national average (about 10% of schools in England)		●	
Well below national average (about 10% of schools in England)	●		
Number of pupils	56	56	56



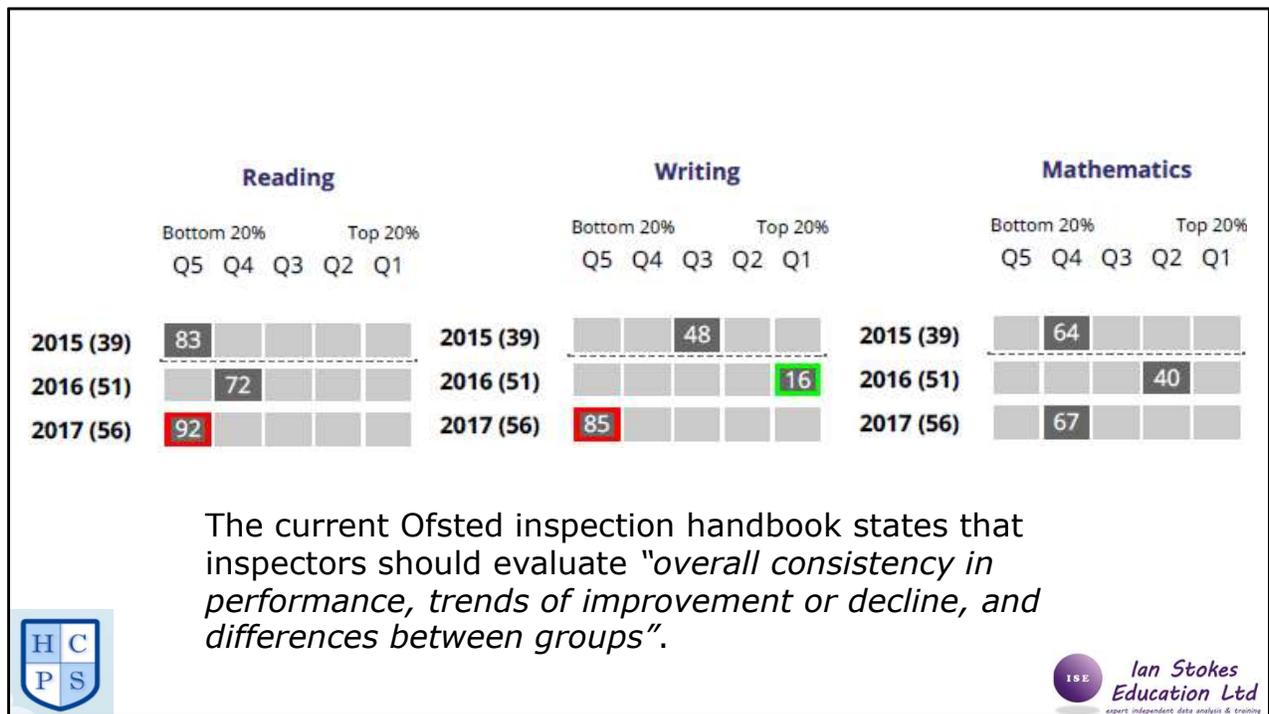
SPS Page 4



- Progress in Reading is ‘well below national average’ (significantly below and in the bottom 10% of scores nationally)
 - Progress in Writing is (significantly) below average
 - Progress in Maths is ‘average’.
 - Progress is above floor standard thresholds
 - Overall performance at KS2 is above the floor standard this year. Results did not meet the attainment element, but did meet the progress elements of the floor standard.
 - The school is not categorised as ‘coasting’. In order to be officially categorised as coasting, a school has to fall below the ‘coasting’ criteria in three consecutive years, so although the Reading progress has fallen below the ‘coasting’ threshold in 2017, the earliest that the school could be officially categorised as coasting is 2019.
- This is assuming that the coasting criteria remain the same as in 2016 (official confirmation is yet to be published).



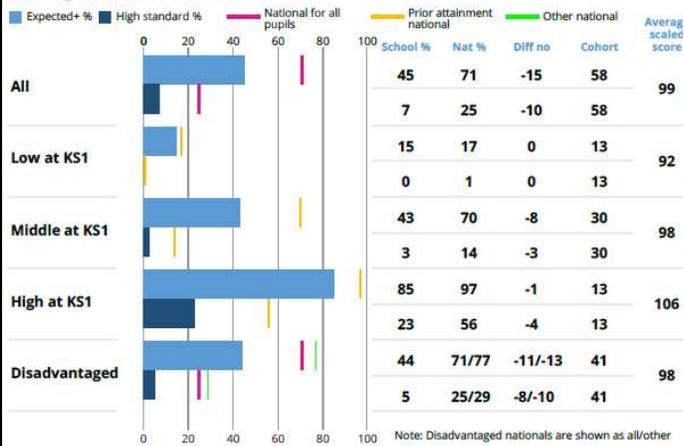
An "average" 2FE primary school will be sig+ at about +1.6 and sig- at 1.6
 Top and bottom 10% of schools are at about +/- 3
 About 60% of schools are neither sig+ or sig-



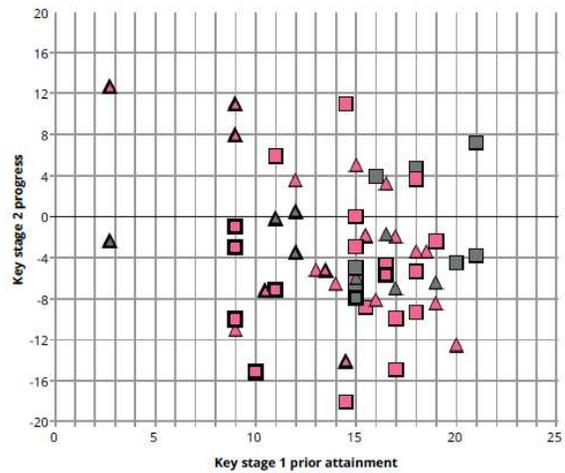
- Inspectors will be looking at trends over time, rather than just 1 year's figures.
- Progress over the last 3 years has varied considerably in Writing (caution over Writing judgements), but has been much more consistent in Maths. Reading is the subject that causes the most concern, progress has been in 4th or 5th quintiles in each of the last three years. However, progress is only sig- in 2017.

KS2

Reading attainment in 2017



Reading progress scatterplot



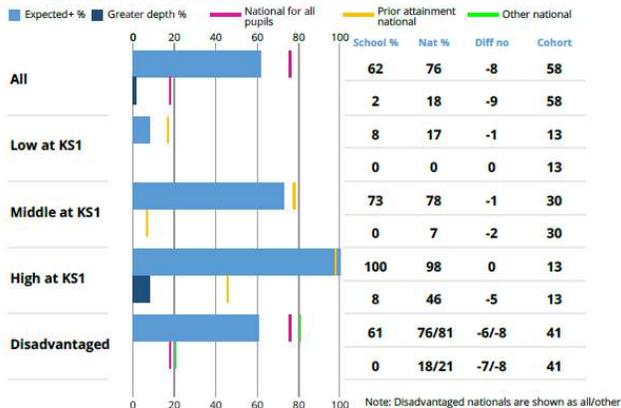
□ Girls △ Boys Disadvantaged Other SEN = bold black border



- Overall attainment of EXP+ in Reading is well below national, figures for middle prior attainment are particularly low
- There is a big spread of prior attainment in this cohort: large minority of children with low p.a. and the same number with high p.a.
- Disadvantaged children’s attainment is low but in line with rest of the year group (they make up over 2/3 of the year group!). Their progress is also very similar to the rest of the year group
- Scatterplot shows that there is a very big spread of progress. Some children made excellent progress, but a greater number had very low progress scores.
- All of the children with very low progress were Disadvantaged and some were SEN
- Note the ‘outliers’. Children with a progress score of about -16 will have an impact of about -0.3 on the overall progress score.
- Ofsted have recognised the impact that outliers can have on school data

KS2

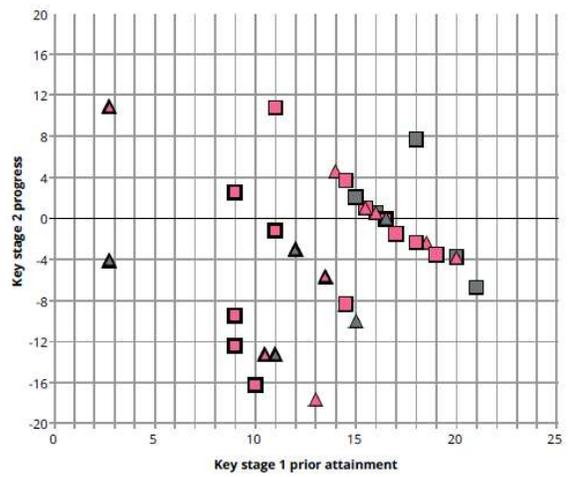
Writing (teacher assessment) attainment in 2017



Writing data is based on teacher assessments. Users should be cautious when using this data.



Writing (teacher assessment) progress scatterplot



□ Girls △ Boys ■ Disadvantaged ■ Other SEN = bold black border

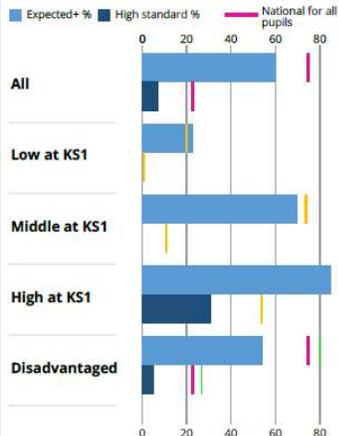


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- Overall attainment in Writing is higher in terms of the expected standard, but attainment of greater depth is very low.
- Note the small print about treating writing data with caution
- Scatterplot demonstrates the problems with the progress calculation methodology for Writing
- In the absence of test scores, children are assigned nominal scores based on TAs. This can cause extreme variation in progress scores.
- A handful of children were assessed at pre-key stage and received low nominal scores of 73 or 76. These have resulted in progress scores as low as -18.
- Only 1 of the 13 children with high prior attainment achieved greater depth. Average progress would have been a lot higher if more children had achieved greater depth.

KS2

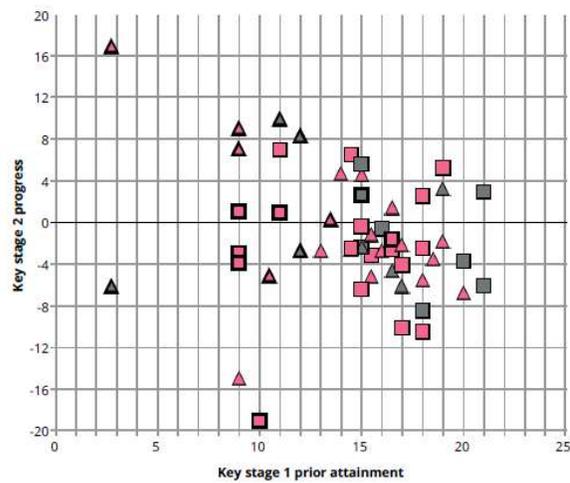
Mathematics attainment in 2017



	School %	Nat %	Diff no	Cohort	Average scaled score
All	60	75	-8	58	102
Low at KS1	7	23	-9	58	96
Middle at KS1	23	20	0	13	96
High at KS1	0	1	0	13	96
Disadvantaged	70	74	-1	30	102
	0	11	-3	30	102
	85	98	-1	13	106
	31	54	-3	13	106
	54	75/80	-8/-10	41	101
	5	23/27	-7/-9	41	101

Note: Disadvantaged nationals are shown as all/other

Mathematics progress scatterplot



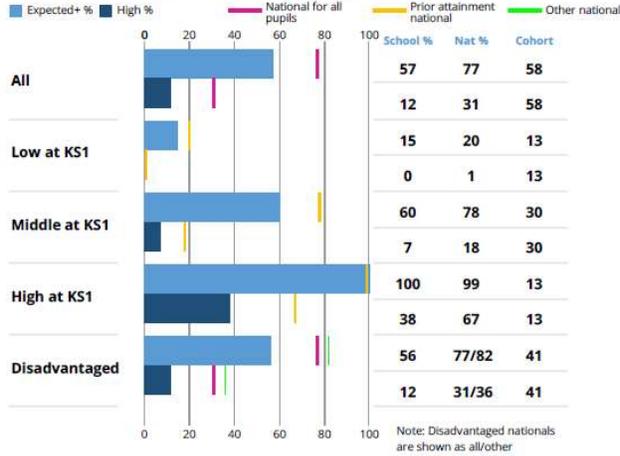
□ Girls △ Boys Disadvantaged Other SEN = bold black border



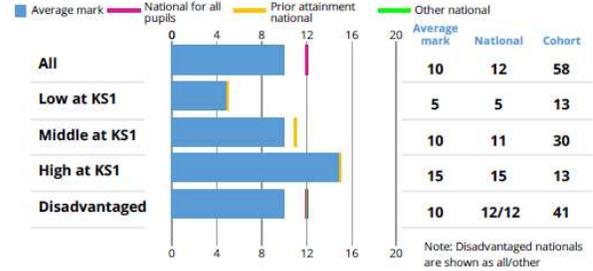
- As with other subjects, overall attainment in Maths is below national but results compared to children with similar prior attainment are more in line with national
- Some children with low prior attainment made excellent progress
- A large group of children with high prior attainment had low progress scores
- Overall progress has again been affected by an 'outlier'.

KS2

English grammar, punctuation and spelling (EGPS) in 2017



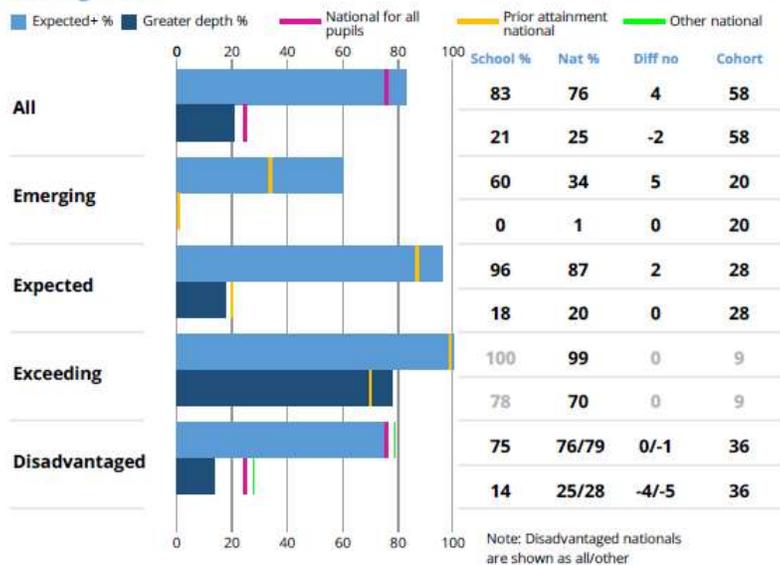
Spelling



- No progress judgements for EGPS provided by DfE/Ofsted. They are available in FFT
- Overall attainment in SPAG is also below national, especially for higher standard
- Avg spelling mark is well below national overall, but figures for prior attainment bands are in line with national.

KS1

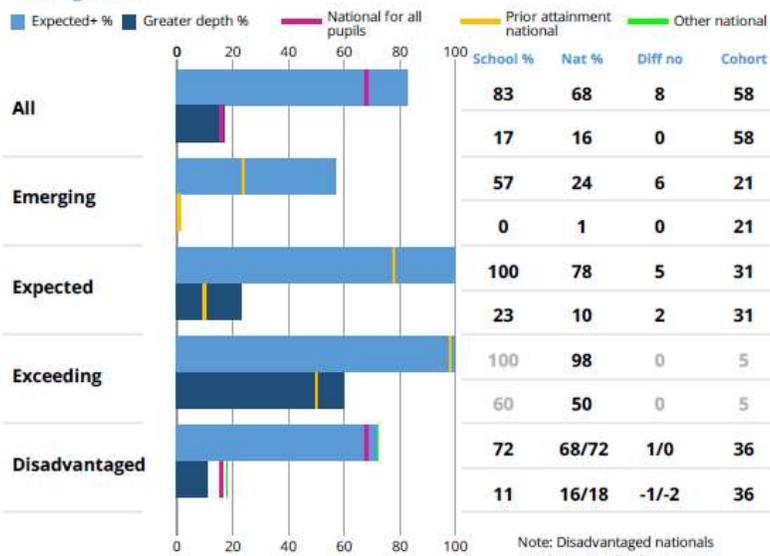
Reading in 2017



- In contrast to KS2, raw attainment is above national, and much better than that of children with similar prior attainment nationally.
- The 'success rate' for children who were 'emerging' at FSP is almost twice as high as national
- Attainment of Disadvantaged children almost matches that of 'Other' children nationally.

KS1

Writing in 2017

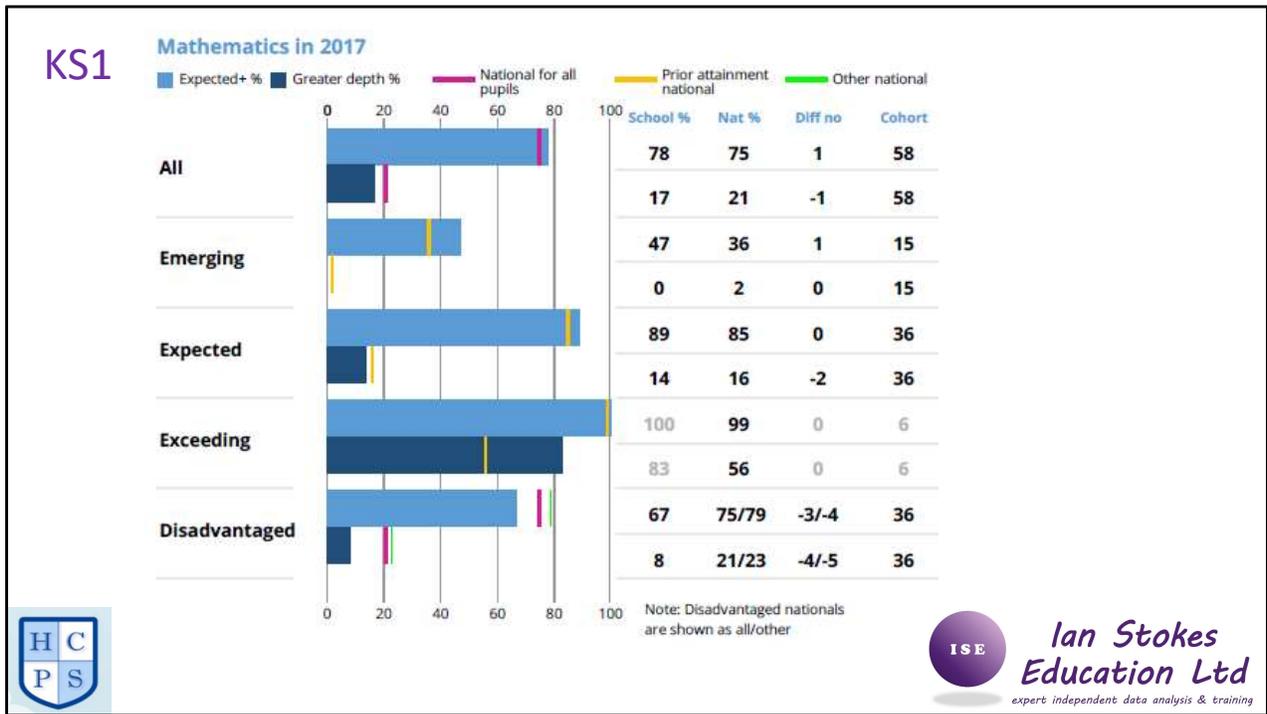


Note: Disadvantaged nationals are shown as all/other



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- Attainment in Writing is just as good in Writing – and even higher relative to national.



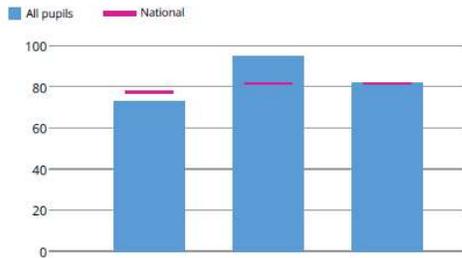
The picture is the same in Maths.

FFAspire provides KS1 progress figures...

Phonics

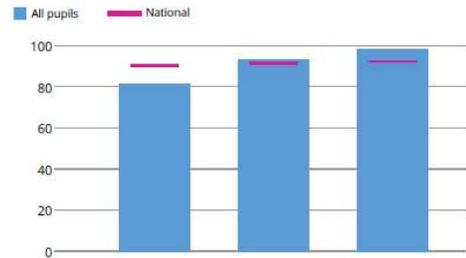
Phonics in 2017

Proportion meeting the expected standard
Year 1



	2015	2016	2017
School %	73	95	82
Nat %	77	81	81
Cohort	59	58	57

By end of year 2



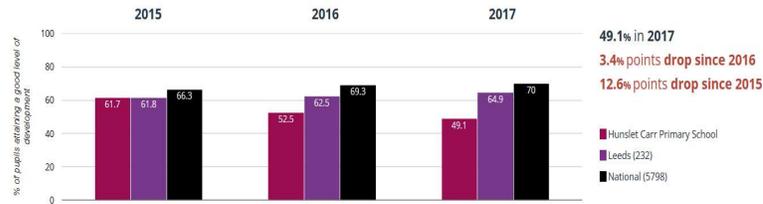
	2015	2016	2017
School %	81	93	98
Nat %	90	91	92
Cohort	59	58	58



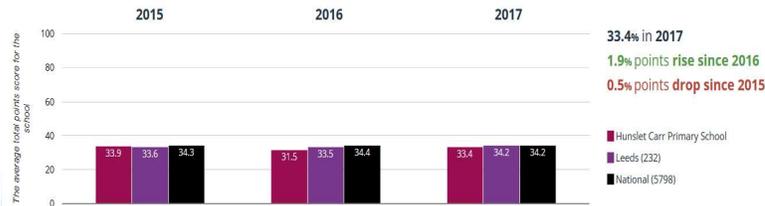
- Attainment in Y1 phonics was very high in 2016 and remains just above national in 2017.
- Nearly every child achieved the expected standard by the end of Year 2 in 2017.

Foundation Stage

★ Good Level Of Development



⌚ Average Total Points Score

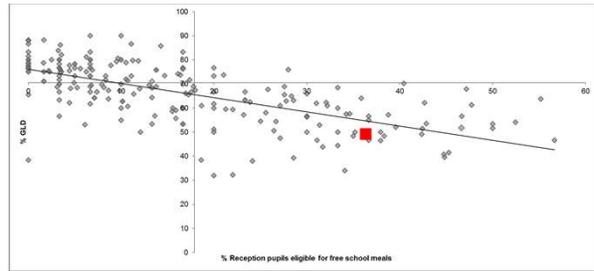
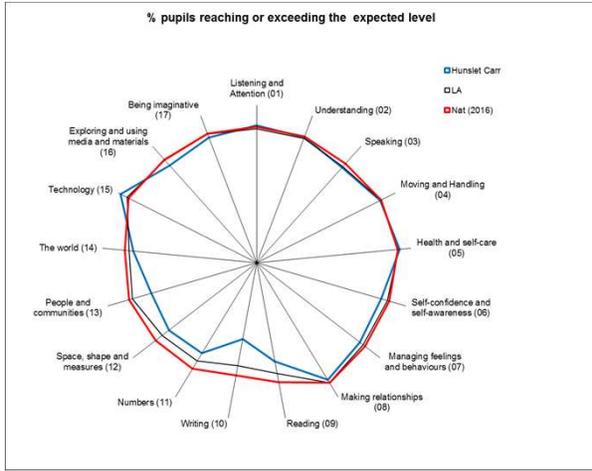


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- In 2017, 49% achieved (GLD). This is the second successive year in which the GLD figure has fallen. The GLD figure is now 16%pts below Leeds and 21%pts below national.
- This downward trend could be a result of increasing numbers of children being admitted to the school with very low 'on-entry' attainment, but this would have to be corroborated by the school's own internal tracking data.
- Average point score is much closer to national...

Foundation Stage



The low GLD figure is essentially low caused by low attainment in literacy and numeracy, especially Writing.

Foundation Stage

- In 2017, KS1-2 progress is significantly below national in Reading and Writing. This year's figures are in contrast to previous years, when none of the progress figures were significantly below and some were above national. In each subject, some children have very low progress scores, and these have had a considerable impact on overall scores.
- Attainment at KS1 is above national in all subjects. The results achieved by this cohort are much better than those achieved by children with similar prior attainment nationally.
- Attainment in Phonics at Year 1 is above national for the second year in a row and the proportion of children who reach the expected standard by the end of Year 2 is improving and is also above national this year.
- The proportion of children achieving GLD by the end of Foundation Stage is falling and is now well below national. The 2017 cohort has very low levels of development in literacy and numeracy, particularly in Writing.



The low GLD figure is essentially low caused by low attainment in literacy and numeracy, especially Writing.