

Holy Trinity CE Primary School

Governor Training Visit Report

Name of Governor	Aileen Boaler
Date of Visit	24 th January 2017
Agreed Focus for Visit (linked to SEF, SDIP & Key priorities)	RAISE Online Analysis
Name of Staff	Governor Data Training at Moor Hall

Key Areas: Monitoring Findings

Discussion and Analysis of the new RAISE Online report for 2016 EYFS, KS1 And KS2 data. Changes in reporting and calculations.

KS2 Summary of Low, Middle & High Prior attainment for all and disadvantaged pupils, looking at confidence intervals and SHADED boxes for significant differences of PROGRESS by RW & M. (p.8/63 of report)

KS2 Summary (p.9/63) This looks at assuming that your school cohort was the same nationally this allows you to compare whether your attainment is better or worse by RW or M. E.g. 30 kids in HT school against 30 kids nationally.

KS2 Summary (p.10/63) looks at combined attainment. EDGED boxes for differences in ATTAINMENT .

KS2 Reading Test (p.11/63) Reading Progress cohort show pupils that have KS1 data and therefore can show progress, score shows + if school has made better progress than other schools nationally. Cohort in next column show actual number of pupils in cohort. On RHS shows reading progress by groups with confidence intervals. Thin grey line show confidence interval – the smaller the number in the group the wider the interval. This means that if the test was done again with the same group of pupils then these are the limits that those pupils could have scored between. Ordered in those groups that made most progress down to those that made least progress. If on the RHS of red dotted line then made better progress than other schools nationally. LOOK AT CONFIDENCE LEVELS

KS2 Reading Scatterplot (p.21/63) Key points to look at: Are there more pupils/disadvantaged pupils above or below the 0 line This is useful for the school as they can drill down by pupil. Note figures in the table are KS1 against KS2 showing progress. (P22/63) NOTE This scatterplot shows national bar but it can be difficult to tell if a pupil has done well against lower group or not so well against the higher group

KS2 Writing Scatterplot (p.29/63) As writing is teacher assessed and results are in bands it is possible to see all those that got the same level at KS1 and how much progress they have made. NOTE some pupils could be on the same dot pupils can be masked.

NOTE Writing is scaled differently from reading and maths. Teacher assessed: working towards 91, expected 103 and above 113 is the max attainment mark.

KS1 Reading assessment (p.38/63) The below expected standard is an important group of pupils that interventions should be put in place for. Important to look at Summer Borns as may need to take this into account with the data.

KS1 Maths assessment (p.47/63) The maths score used is the lowest of numbers, shapes etc.

Actions used to identify findings

Steve Hutchinson Statistician ran the training session. Slides have been sent.

What outcomes have been identified as a result of my visit

The importance in ensuring that the data you are looking at is relevant and is understood. There are a number of ways in which the data is presented and calculated and it is easy to confuse the figures.

RAISEOnline is 63 pages but Inspector Dashboard is 16 pages. Look at RAISEOnline first.

OFSTED will use this data to ask about the school but we should be able to tell them things that they don't know about and things that they should take into account.

Useful data but retrospective and should be looking to the future. Small cohort sizes mean that Red and

Green shading should be looked at with care as confidence levels are bigger and therefore on any given day the result could be much higher or lower.
 If points are one out then usually a rounding issue.
 RBWM is one of the lowest boroughs with disadvantaged pupils (FSM, looked after, adopted, service children).
 Marks have been translated into scaled scores so year on year can be compared. Expected standards are 100 or better (e.g. used to be level 4).
 There is a new interim framework for those pupils well below the national curriculum, there is a lot of detail in these levels.
 Floor Standards – Instead of Value Added Progress we have School Progress Scores. 65% of pupils achieve expected standard or higher.
 National Comparator e.g Male compared to male, female compared to female BUT Disadvantaged Pupils are compared to non-disadvantaged pupils in most reports APART from Writing where they are compared against other disadvantaged pupils.
 In paper version that governors receive you cannot look at disadvantaged against disadvantaged, however schools can login and changed this.
 Coasting Schools – only KS2 schools can coast and 3 consecutive years of coasting will be flagged.
 Currently only 1 RBWM school is coasting. 85% at level 4 (2014/15) + 85% av standard (2016) + -2.5, -3.5 in progress in one of RW,M
 Look at largest groups as these are more significant, small groups are not that helpful to look at.

Aspects I would like clarified/Questions I have

What aspects of the new RAISEonline report does JG feel are useful to focus on and why.

Next Steps/follow up from monitoring

To meet with JG to look at HT data in light of the analysis and discussion today. Looking at different groups of pupils especially Disadvantaged, Higher attainers, boys and Summer born with a focus on Writing to tie in with SDIP.

Additional Comments

Important to keep up to date with DofE decision regarding RAISEonline.. RAISEonline may not exist after April 2017 or it may exist in a different format, no-one knows yet.

To be shared with the school staff and school governing board.

Signed: _____ Signed: _____
 (Governor) (Headteacher/Staff member)