



# RAISEonline: Guidance Materials Primary School Version

School Improvement & Performance Service

Leicestershire Children & Young People's Service

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## RAISEonline Guidance Materials

RAISEonline gives a common set of data that schools, Ofsted inspectors, School Improvement Partners & the Local Authority can access. Governors should also have access to this data through the Headteacher.

The data gives indicators of a school's performance & raises questions about strengths & areas for development. However it does not give the 'full story' of the school's effectiveness & needs to be closely allied with the school's own data & the wider context of its work. It is worth noting that although the RAISEonline data is a key measure of school performance it is retrospective showing outcomes for the previous academic year. Also for Primary & Infant schools RAISEonline does not give measures for progress in the Foundation Stage or Key Stage 1. It is therefore vital that all schools have rigorous in-house data/pupil tracking to be able to accurately evaluate the present performance of their learners.

### **How to use the guidance:**

Each page describes a key report & some of the statistical analysis undertaken.

➤ Where this symbol is seen there are instructions ('breadcrumb trails') on how to access the interactive reports & some of the options available.



Where this symbol is shown it indicates a description of the possible judgements that might be made about the data in the reports. These judgements are not absolute but give an idea of what the data might initially indicate.

## Using RAISEonline:

When initially judging & evaluating achievement & standards using RAISEonline there is a suggested order & process for evaluating the key reports as shown below.

A possible process for judging **achievement/progress** using RAISEonline data:

- Look at the CVA summary in the Full Report. This shows the school's overall CVA and that for core subjects relative to the national mean of 100. Look to see if there are major differences between school and national figures. However remember that 'statistically significant' (sig+/sig-) does not necessarily mean educationally important, although it may signpost good or better progress or underachievement.
- Review the snake graphs showing overall CVA and that for each core subject. Look where the school score lies and bear in mind the national mean, the range of the percentile rank, the confidence interval & whether the box & line is on a steep part of the curve. The smaller the confidence interval the more reliable the score as it is based on more pupils. Analyse whether there are similarities and differences between subjects and key stages. This will give an indication of the strengths and weaknesses in pupils' performance as shown by the RAISEonline data.
- Look at the two reports showing the CVA performance of pupil groups within the school. See if they suggest that some groups are doing significantly better (sig+) or worse (sig-) than the national mean or as compared to each other. Be aware of the size of groups – very small groups have large confidence intervals & therefore the data is less secure.
- Check the scatter graphs, which show each pupil's CVA score. Check gender differences and whether substantial proportions of pupils make progress in the top 10%, indicating exceptionally high progress, or bottom 10% nationally indicating exceptionally low progress. Look at the outliers (outside the 10<sup>th</sup> or 90<sup>th</sup> percentile lines) in the scatter graph. Are there specific reasons for the low results of the pupils on or below the 90<sup>th</sup> percentile? In a small cohort these could have a disproportionate impact on the overall CVA score. Consider the gap between the highest & lowest achieving pupils. Where pupils are achieving very high results remember the maximum possible score and consider if ceiling effects might have limited the CVA school score.

A possible process for judging **attainment** using RAISEonline data:

- At Key Stages 1 & 2 look at the overall and English, mathematics and science average point scores (APS).
- In both key stages, explore whether the school's values differ significantly from national scores. Note that where a sig+ or sig- is shown this indicates that standards may be statistically significantly higher or lower than average, but not necessarily that they are exceptionally high or low. Remember that 'significant' does not necessarily mean educationally important.
- Look at the trend in point scores over the years and any differences that exist between the school and the national scores. This will help interpret whether standards are improving, declining or fluctuating.
- Explore any similarities and differences between subjects and key stages – but remember not to lose sight of the big picture. Consider if any particular subjects have a disproportionate effect on overall scores.
- Where relevant analyse the percentage of pupils reaching the nationally expected levels in the core subjects as shown in the attainment summary.



## Contextual Value Added: overall & by subjects.

This information is found in the 'Full Report' & is graphically represented by the overall & subject snake graphs.

This report shows the overall & core subject CVA data for the most recent year & the previous 2 years.

		2004	2005	2006
All subjects	Cohort for CVA	51	60	59
	CVA School score	100.6	↑ 100.2	101.2 ↑
	95% confidence interval +/-	0.6	0.5	0.5
	Significance			Sig+
	Percentile rank	30	42	11
	Coverage	94%	100%	100%
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English (KS2)	Cohort for CVA	51	59	59
	CVA School score	100.2	↑ 99.3	↓ 99.5
	95% confidence interval +/-	0.6	0.6	0.6
	Significance		Sig-	
	Percentile rank	42	74	72
	Coverage	94%	98%	100%

KS2 mean = 100

Where a school CVA figure is significantly above or below that of the previous year an **up or down arrow** is displayed to the right of the figure

**Significance tests** are performed on the data using a 95% confidence interval (CI). Where the school value is statistically significantly higher than the corresponding national average for that year **Sig+** is shown. Conversely where the value is significantly lower than the national average **Sig-** is shown.

By adding & subtracting the CI number from the CVA score, you can identify the upper or lower limit of the confidence interval e.g. in this KS2 example for 2006 overall CVA = 101.2 & CI = 0.5 therefore the CVA range is 100.7 to 101.7 both above 100 & therefore **Sig+**.

Sig+ & Sig- do not identify exceptionally high or low performance. Snakegraphs do help identify exceptional performance of a school's overall & individual subject CVA figures as do scatterplots at a pupil level.

**Percentile rank** is not absolute as it will have a range due to the confidence interval (see explanation on the 'snake graph' page).

**Coverage** relates to the percentage of the cohort included in the value added calculations.



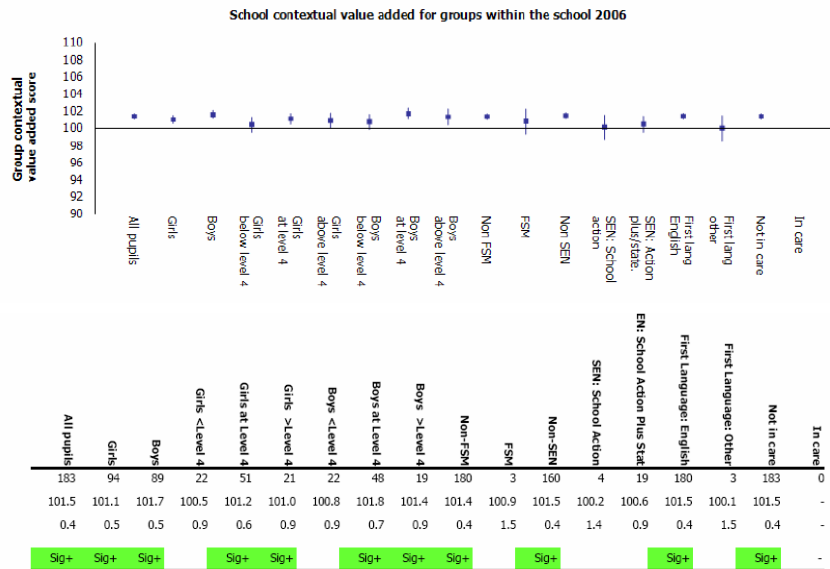
# CVA pupil group reports for all or individual subjects by pupil characteristics.

Beware when making judgements of small pupil groups as there will be a large confidence interval because there is less certainty about the progress attributable to the school.

This chart shows overall CVA outcomes for different pupil groups & therefore allows an evaluation of individual groups & comparisons between groups. KS2 CVA is measured against the mean of 100.

### Overall contextual value added

This report provides the overall contextual value added measure for particular groups within the school relative to the national mean of 100.



Year	Cohort for CVA	All pupils	Girls	Boys	Girls <Level 4	Girls at Level 4	Girls >Level 4	Boys <Level 4	Boys at Level 4	Boys >Level 4	Non-FSM	FSM	Non-SEN	SEN: School action	SEN: School action plus state	First Language: English	First Language: Other	Not in Care	In Care
2006	Cohort for CVA	183	94	89	22	51	21	22	48	19	180	3	160	4	19	180	3	183	0
	School score	101.5	101.1	101.7	100.5	101.2	101.0	100.8	101.8	101.4	101.4	100.9	101.5	100.2	100.6	101.5	100.1	101.5	-
	95% confidence interval	0.4	0.5	0.5	0.9	0.6	0.9	0.7	0.9	0.9	0.4	1.5	0.4	1.4	0.9	0.4	1.5	0.4	-
	Significance	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	-
2005	Cohort for CVA	50	25	25	6	13	6	4	15	6	46	4	37	6	7	49	1	50	0
	School score	100.3	100.3	100.2	99.9	100.5	100.1	100.5	100.1	100.1	100.4	99.5	100.3	102.9	99.8	100.3	100.1	100.3	-
	95% confidence interval	0.6	0.8	0.8	1.4	1.1	1.4	1.6	1.0	1.4	0.6	1.6	0.7	1.4	1.3	0.6	1.9	0.6	-
	Significance	-	-	-	-	-	-	-	-	-	-	-	-	Sig+	-	-	-	-	-
2004	Cohort for CVA	53	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	School score	101.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	95% confidence interval	0.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Significance	Sig+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

In the Full Report the CVA pupil group analysis is for all core subjects. However if this report is accessed on the RAISEonline interactive website then this report can be filtered to show pupil group performance by each individual core subject.

➡ Choose: KS > Progress > CVA > KS to KS by Pupil Characteristics report > then select required subject.

There is an option to generate the pupil group report to show the most recent & the previous 2 years' outcomes to gain an initial view of different pupil groups' CVA over time.

➡ Choose: KS > Progress > CVA > KS to KS by Pupil Characteristics report > in options select 'Plot All Years'.

**Scatterplots: CVA KS → KS.** This report shows individual pupils' actual versus predicted outcomes. There are also similar scatterplots showing just VA (no context).


Points plotted above the solid line show a positive CVA score & conversely those plots below the line show a negative CVA. Pupils above the 10<sup>th</sup> percentile are in the top 10% of pupils for that particular KS in that particular year indicating exceptional progress.

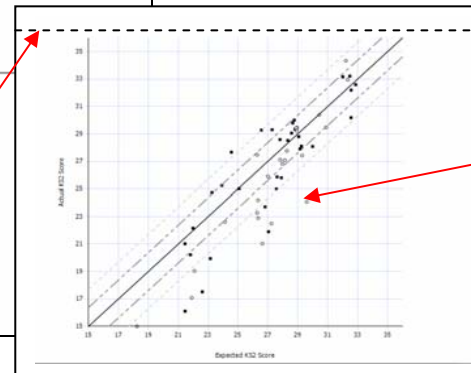
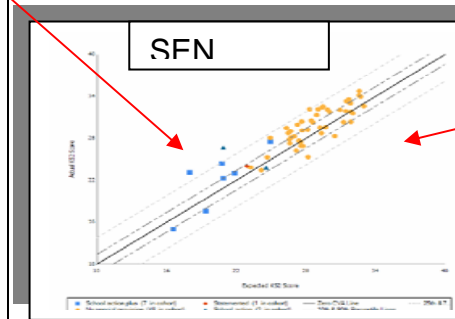
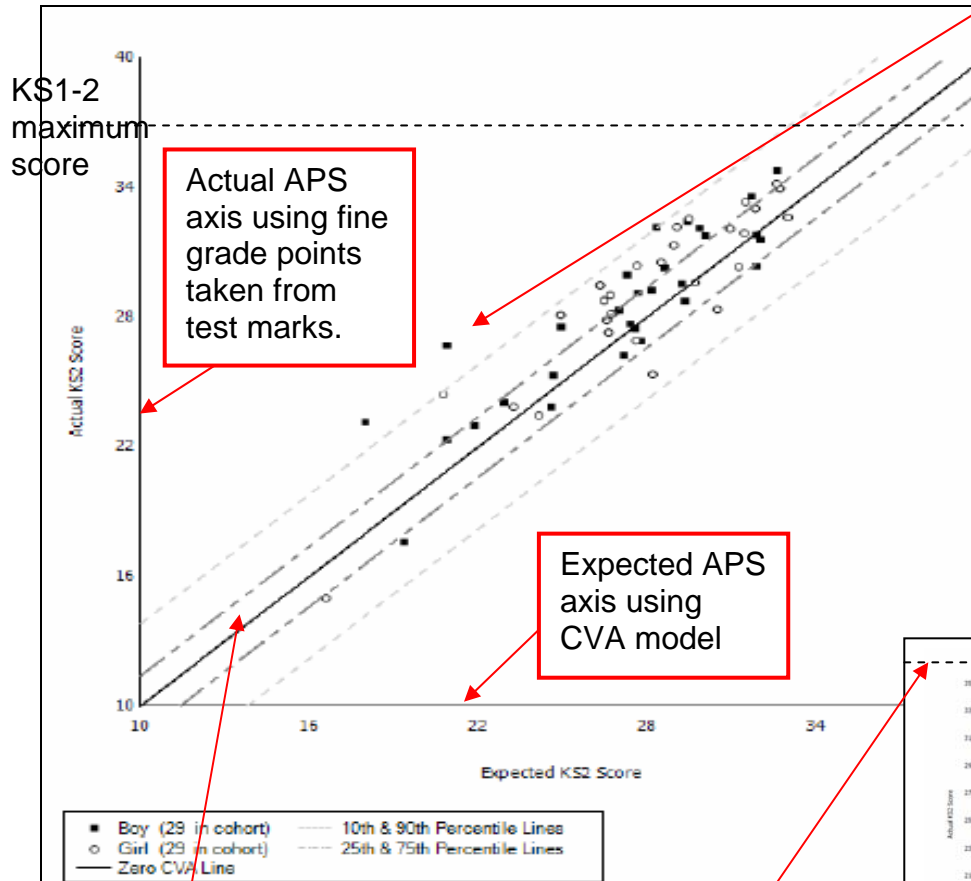
In the Full Report the scatterplot shows overall subjects actual versus predicted CVA by gender calculated using the national overall CVA model for pupils in the current year.

In the interactive webpage the scatterplot can be adjusted to show analysis by a variety of other **pupil groupings** e.g. SEN /non-SEN & filtered by overall or individual core subjects.

➡ Choose: KS > Progress > CVA > KS to KS scatterplot > in options select chosen grouping

Pupils below the 90<sup>th</sup> percentile are in the bottom 10% of pupils for that particular KS for that particular year.

 This position would suggest underachievement. If a significant proportion of pupils (around 10% of the cohort) are below the 90<sup>th</sup> percentile this is likely to be considered as inadequate progress.




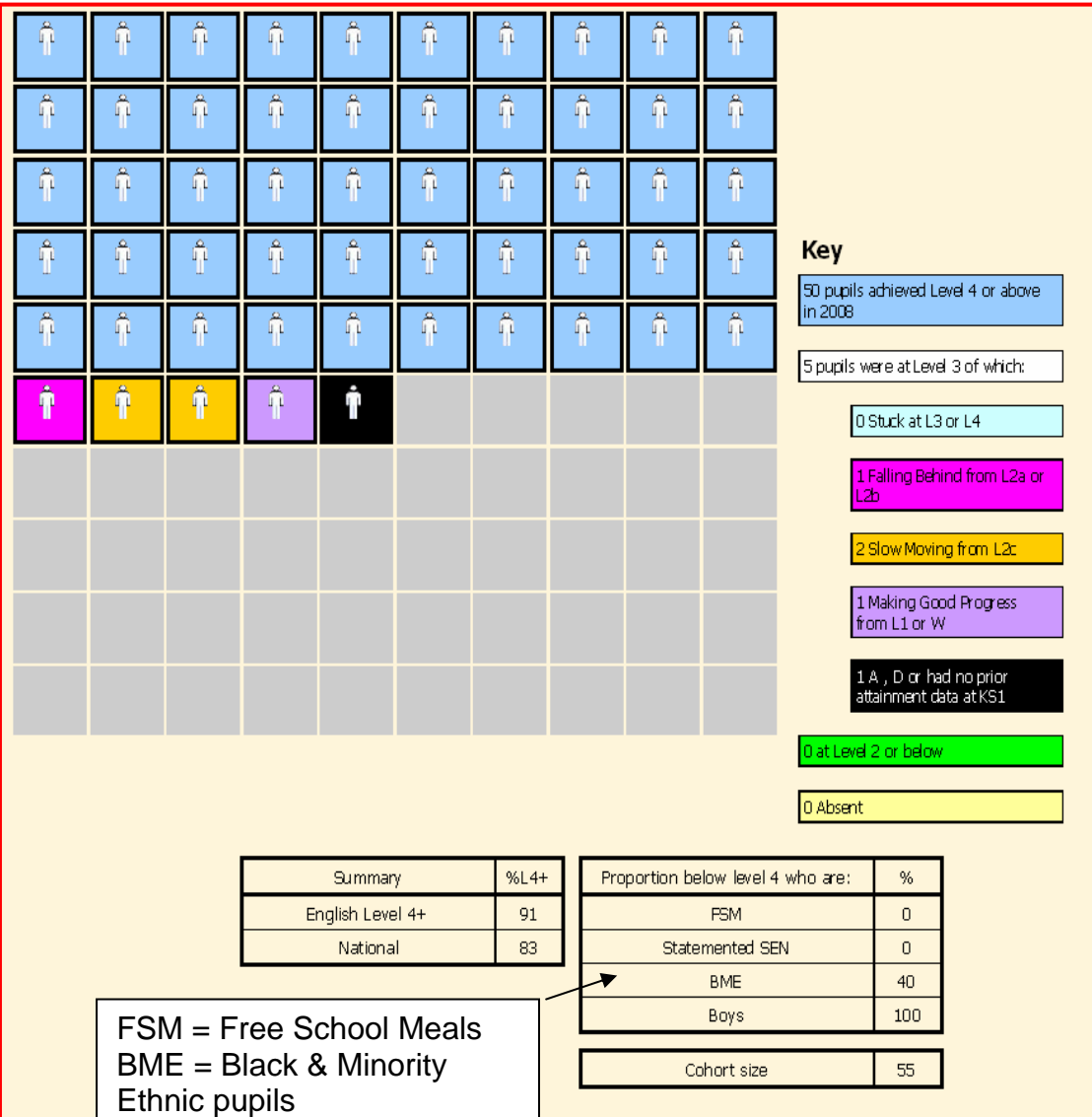
The solid diagonal line shows where the actual score equals the expected score.

At KS2 the maximum score is close to 36. If many pupils are marked at the maximum score line then a ceiling effect may have an impact on overall CVA as the pupils were prevented from making even more progress. However for most schools this is not a significant issue.



**KS1 - KS2 Pupil Progress Chart** This report shows the proportion of a cohort that achieved the expected standard of Level 4 or above in NC tests at Key Stage 2. It also analyses the progress of those pupils achieving Level 3, Level 2 or below and those who were absent.

 Where the cohort is less than or equal to 100 each 'stickman' represents an individual pupil. Where the cohort is larger than 100 each 'stickman' represents a percentage of the cohort.



The pupils achieving Level 3 are subdivided according to their progress during Key Stage 2 into Stuck, Falling Behind, Slow Moving and Making Good Progress. There is also a category for pupils where progress cannot be ascertained because they were absent or disapplied at Key Stage 1, or they otherwise have no recorded Key Stage 1 result.

**Stuck** denotes pupils achieving Level 3 at Key Stage 2 that had previously achieved Level 3 or 4 at Key Stage 1. These pupils have made no progress, and may have regressed.

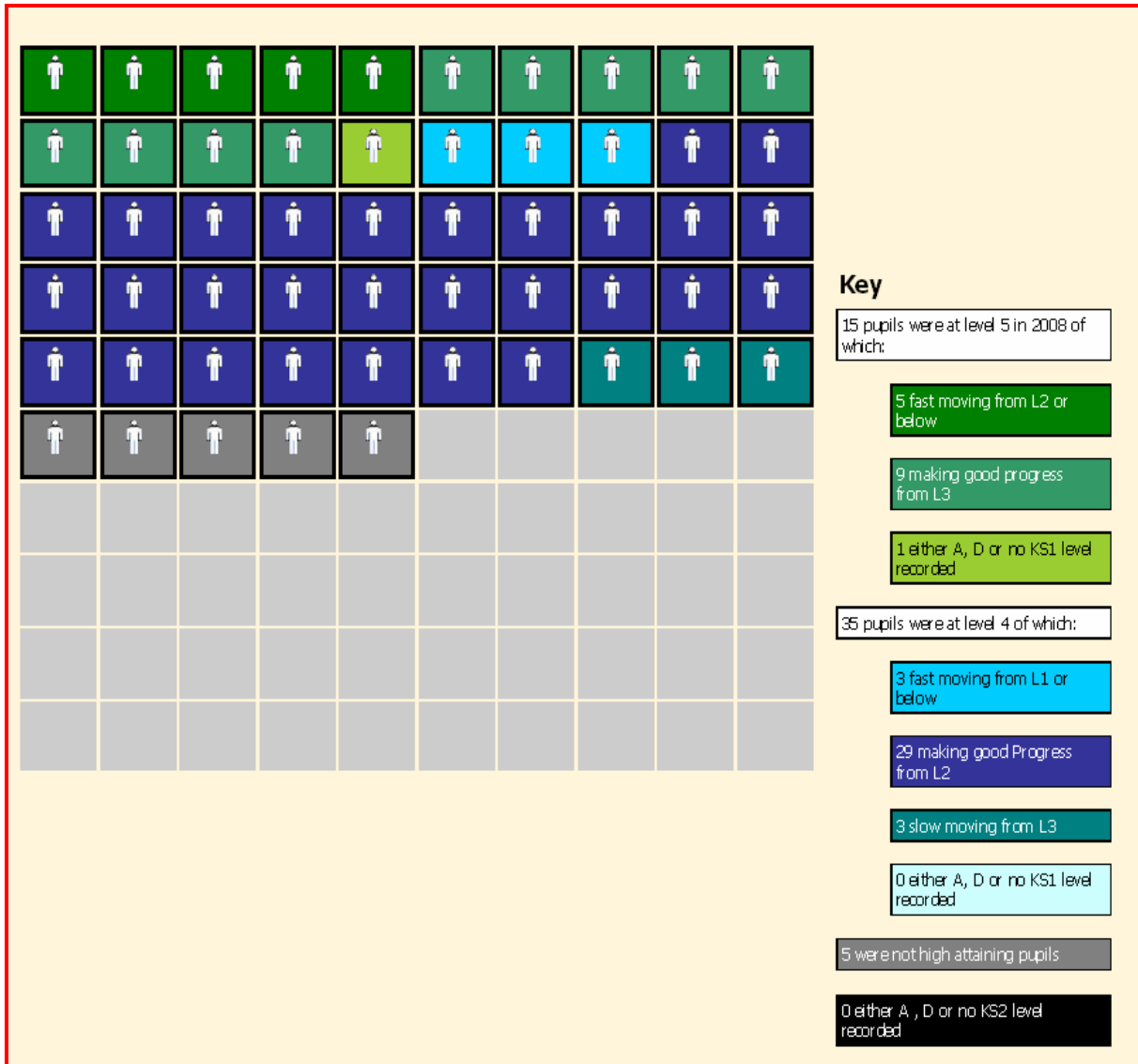
**Falling Behind** denotes pupils achieving Level 3 at Key Stage 2 that had previously achieved Level 2a or 2b at Key Stage 1. These pupils have made little progress between Key Stage 1 and Key Stage 2.

**Slow Moving** denotes pupils achieving Level 3 at Key Stage 2 that had previously achieved Level 2c at Key Stage 1. These pupils have made less than the nationally expected level of progress between Key Stage 1 and Key Stage 2.

**Making Good Progress** denotes pupils achieving Level 3 at Key Stage 2 that had previously achieved Level 1 or W (below L1) at Key Stage 1 and have made at least two levels of progress between Key Stage 1 and Key Stage 2.

## KS1 - KS2 Pupil Progress Chart: High Attainers

(The High Attainers title is misleading as it shows pupils at L4 & L5).  
 This report also shows the proportion of a cohort that has achieved the expected standard of Level 4 or above in NC tests at Key Stage 2. In this report pupils achieving Level 4 and Level 5 are subdivided according to their progress during Key Stage 2. There is also a category at Level 4 and Level 5 for pupils where progress cannot be ascertained because they have no Key Stage 1 outcomes.



### Level 5 Breakdown

**Fast Moving** denotes pupils achieving Level 5 at Key Stage 2 that had previously achieved level 2 or below at Key Stage 1

**Making Good Progress** denotes pupils achieving Level 5 at Key Stage 2 that had previously achieved Level 3 at Key Stage 1, and have made at least two levels of progress between Key Stage 1 and Key Stage 2.

### Level 4 Breakdown

**Fast Moving** denotes pupils achieving Level 4 at Key Stage 2 that had previously achieved Level 1 or below at Key Stage 1.

**Making Good Progress** denotes pupils achieving Level 4 at Key Stage 2 that had previously achieved Level 2 at Key Stage 1, and have made at least two levels of progress between Key Stage 1 and Key Stage 2.

**Slow Moving** denotes pupils achieving Level 4 at Key Stage 2 that had previously achieved Level 3 at Key Stage 1. These pupils have made less than the nationally expected level of progress between Key Stage 1 and Key Stage 2.

### Below L4

## Overall contextualised attainment & KS1 relative attainment

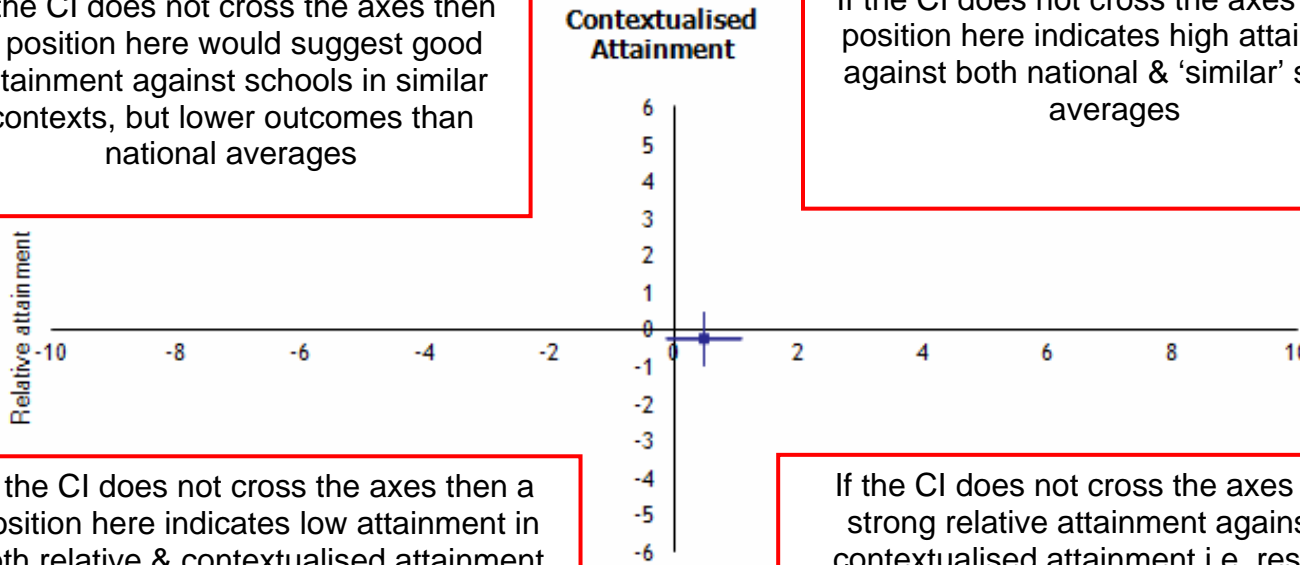
This report shows the school's overall attainment against the contextualised attainment

If the CI does not cross the axes then a position here would suggest good attainment against schools in similar contexts, but lower outcomes than national averages

If the CI does not cross the axes then a position here indicates high attainment against both national & 'similar' school averages

There are options in the interactive graph to produce reports for individual subjects & for previous years

→ Choose: KS1 > Contextualised attainment & relative attainment > in options select 'subject' &/or 'plot all years'.



If the CI does not cross the axes then a position here indicates low attainment in both relative & contextualised attainment

If the CI does not cross the axes then a position here indicates strong relative attainment against national outcomes, but low contextualised attainment i.e. results lower than the average of 'similar' schools.



This might indicate a cause for concern.



Although the school may have high standards against national averages as results are significantly lower than 'similar' schools this may still indicate underperformance.

Relative Attainment (against national outcomes) is shown by the horizontal bar & contextualised attainment (against 'similar' schools) is plotted vertically. Both measures have a confidence interval (CI) to inform statistical significance. Where the school's CI crosses a line then performance is not statistically significant.

Both attainment measures include all pupils' results.

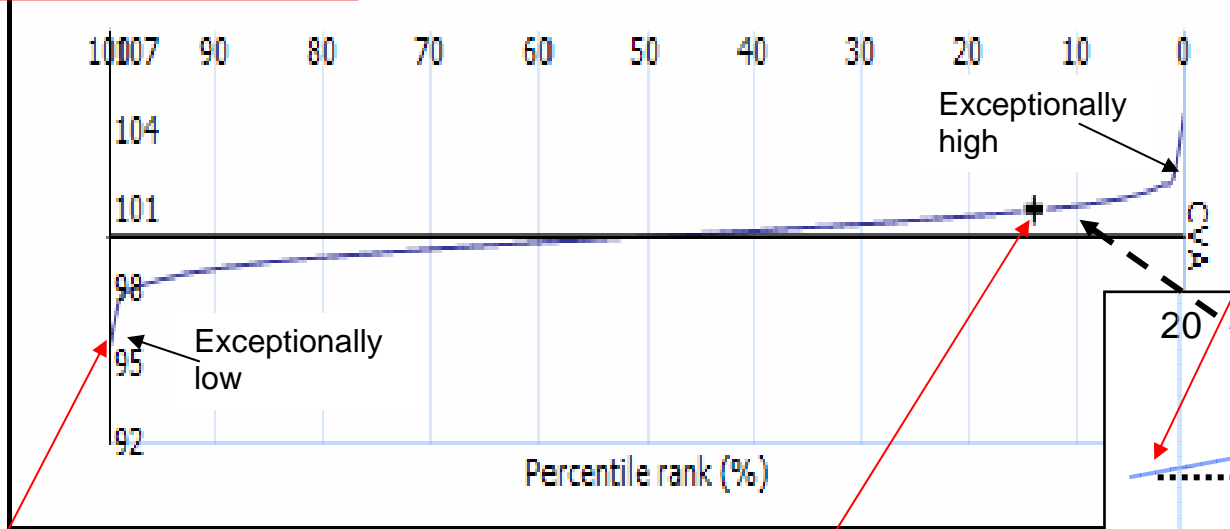
An evaluation of a school's standards using this graph is based on the quadrant in which the school's results lie.

**Snake graphs** illustrate the position of a school's CVA scores in the context of all schools nationally.  
*This report is now only available on the interactive part of the RAISEonline website.*

School Contextual value added overall: 2006

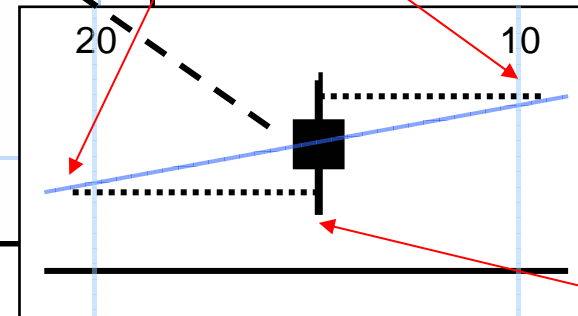
KS1-2 mean = 100.

Percentile rank: 14




**Percentile rank** is not absolute as it will have a range due to the confidence interval. The range of the rank is estimated by drawing lines  $\frac{2}{3}$  along the vertical CI bar from the centre of the box to the CVA plot line (see below) e.g. the rank in this graph shows 14 but the range is likely to be somewhere between 8 – 22.

The vertical bar shows the 'confidence interval' (CI). The smaller the pupil group the wider the confidence interval. This is because there is less certainty about the progress attributable to the school when the CVA is calculated from a small number of pupils.




When the CVA is placed at either of the steeper ends of the graph it indicates that progress is exceptionally high or low.

 A CVA at the lowest end is likely to be judged as inadequate.

The CVA is **statistically significant** if both the CVA box & bar are above or below the mean i.e. 100.

This example shows the CVA box & bar to be above the mean indicating achievement to be significantly above the national average statistically.

 Where the CVA is at or just below the average, but not exceptionally low it is likely to be considered satisfactory. Where the CVA is above average, but not exceptionally high it is likely to be good. However a judgement on overall achievement must consider the consistency of outcomes for all subjects/ courses & pupils not just overall CVA. Ofsted use a 'trailing edge' model i.e. the lowest performance in a core subject/course or of any group of a significant size affects the overall grading.

