

RAISEonline newsletter – New primary 2016 reports

For 2016, key stage 1 and key stage 2 RAISEonline tables and charts for progress and attainment will use the new accountability measures. No historic data will be shown as the data is not comparable. Data from previous years will be available through earlier summary reports and the historical data sections in the interactive RAISEonline.

Phonics and Early Years Foundation Stage Profile tables and charts will be largely unchanged and will include data for previous years.

The Data Management section will still be available and will reflect the changes to the accountability measures.

All reports will display specified national comparators. In the interactive section, for reports showing all groups, users will be able to see the national comparators for the same pupil group by selecting the 'same' option from the drop-down menu. For key stage 2, those reports displaying progress scores will also display the upper and lower limits using a 95% confidence interval.

KS1 teacher assessment

The report below will also be available for writing and mathematics. The second page of this report will display data for ethnic groups. The ethnic groups can be seen in the science report on page 4 of this document. In the interactive section, users will be able to see the national comparators for the same pupil group by selecting the 'same' option from the drop-down menu.

Key Stage 1 reading teacher assessment 2016

xxx School (xxxxxxx)

| | National Cohort comparator type | At least expected standard in reading | | | | Below expected standard in reading | | | | | |
|-------------------------------------|---------------------------------------|---------------------------------------|-------|---------------|-------|------------------------------------|-------|-------------|-------|-----------------|-------|
| | | Expected standard + | | Greater depth | | Below pre-KS1 | | Foundations | | Working towards | |
| | | Sch % | Nat % | Sch % | Nat % | Sch % | Nat % | Sch % | Nat % | Sch % | Nat % |
| all pupils | all | | | | | | | | | | |
| male | same | | | | | | | | | | |
| female | same | | | | | | | | | | |
| disadvantaged | non | | | | | | | | | | |
| other | same | | | | | | | | | | |
| Free School Meals | non | | | | | | | | | | |
| Children Looked After | non | | | | | | | | | | |
| SEN with statement or EHC plan | all | | | | | | | | | | |
| SEN support | all | | | | | | | | | | |
| no SEN | same | | | | | | | | | | |
| English first language | all | | | | | | | | | | |
| English additional language | all | | | | | | | | | | |
| autumn birth | same | | | | | | | | | | |
| spring birth | same | | | | | | | | | | |
| summer birth | same | | | | | | | | | | |
| Early Years Foundation Stage | | | | | | | | | | | |
| good level of development - yes | same | | | | | | | | | | |
| good level of development - no | same | | | | | | | | | | |
| reading emerging | same | | | | | | | | | | |
| reading expected | same | | | | | | | | | | |
| reading exceeding | same | | | | | | | | | | |
| writing emerging | same | | | | | | | | | | |
| writing expected | same | | | | | | | | | | |
| writing exceeding | same | | | | | | | | | | |
| mathematics emerging | same | | | | | | | | | | |
| mathematics expected | same | | | | | | | | | | |
| mathematics exceeding | same | | | | | | | | | | |

KS1 science teacher assessment

The same report will be available for KS2 science teacher assessment. In the interactive section, users will be able to see the national comparators for the same pupil group by selecting the 'same' option from the drop-down menu.

Key Stage 1 science teacher assessment 2016

xxx School (xxxxxxx)

| | Cohort | National comparator type | Expected standard | | | Cohort | National comparator type | Expected standard | |
|-------------------------------------|--------|--------------------------|-------------------|------------|-------------------------------|--------|--------------------------|-------------------|------------|
| | | | School % | National % | | | | School % | National % |
| all pupils | | all | | | Ethnic group | | | | |
| male | | same | | | White | | | | |
| female | | same | | | British | | | | |
| disadvantaged | | non | | | Irish | | | | |
| other | | same | | | Traveller | | | | |
| Free School Meals | | non | | | Gypsy/Roma | | | | |
| Children Looked After | | non | | | any other White background | | | | |
| SEN with statement or EHC plan | | all | | | Mixed | | | | |
| SEN support | | all | | | White & Black Caribbean | | | | |
| no SEN | | same | | | White & Black African | | | | |
| English first language | | all | | | White & Asian | | | | |
| English additional language | | all | | | any other mixed background | | | | |
| autumn birth | | same | | | Asian or Asian British | | | | |
| spring birth | | same | | | Indian | | | | |
| summer birth | | same | | | Pakistani | | | | |
| Early Years Foundation Stage | | | | | Bangladeshi | | | | |
| good level of development - yes | | same | | | any other Asian background | | | | |
| good level of development - no | | same | | | Black or Black British | | | | |
| reading emerging | | same | | | Black Caribbean | | | | |
| reading expected | | same | | | Black African | | | | |
| reading exceeding | | same | | | any other Black background | | | | |
| writing emerging | | same | | | Chinese | | | | |
| writing expected | | same | | | any other ethnic group | | | | |
| writing exceeding | | same | | | unclassified - refused | | | | |
| mathematics emerging | | same | | | unclassified - not obtained | | | | |
| mathematics expected | | same | | | | | | | |
| mathematics exceeding | | same | | | | | | | |

EYFS to key stage 1 transition

The report below will also be available for writing and mathematics.

Key Stage 1 reading teacher assessment compared with EYFS

xxx School (xxxxxxxx)

A table below this will show the same data for disadvantaged pupils.

| All pupils | | Key stage 1 reading | | | | | | | | | | | | | | | | |
|--------------|-----------|---------------------|-----|-----|-----|-----|-----|-------|---------------|-------|-------|--------|----------|-----|-------|-------|--------|----------|
| | | Expected standard + | | | | | | | Greater depth | | | | | | | | | |
| | | No data | BLW | PKF | WTS | EXS | GDS | Total | No. | Sch % | Nat % | Diff % | Diff no. | No. | Sch % | Nat % | Diff % | Diff no. |
| EYFS reading | No data | | | | | | | | | | | | | | | | | |
| | Emerging | | | | | | | | | | | | | | | | | |
| | Expected | | | | | | | | | | | | | | | | | |
| | Exceeding | | | | | | | | | | | | | | | | | |
| | Total | | | | | | | | | | | | | | | | | |

| All pupils working on P scales at KS1 | | Key stage 1 reading P scale | | | | | | | | |
|---------------------------------------|-----------|-----------------------------|----|----|----|----|----|----|----|-------|
| | | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | Total |
| EYFS reading | No data | | | | | | | | | |
| | Emerging | | | | | | | | | |
| | Expected | | | | | | | | | |
| | Exceeding | | | | | | | | | |
| | Total | | | | | | | | | |

- BLW Below pre-key stage 1 standards
- PKF Foundations for the expected standard
- WTS Working towards the expected standard
- EXS Working at the expected standard
- GDS Working at greater depth within the expected standard

KS1 pupil list

This report will show data for individual pupils and will comprise the sections below:

- Pupil details containing the name, gender, date of birth and unique pupil number (UPN).
- Pupil context information showing:
 - if the pupil is categorised as CLA, FSM or disadvantaged
 - if English is the first language
 - if the pupil has a statement of SEN or Education, Health and Care plan (EHC), or SEN support
 - term of birth
 - ethnicity.
- Early Years Foundation Stage will include outcomes in literacy and mathematics early learning goals and whether the pupil achieved a good level of development.
- KS1 teacher assessments will include teacher assessments in reading, writing, mathematics and science, and whether or not they achieved the expected standard and greater depth.
- KS1 P scales will show the P scales in English and mathematics for pupils assessed on P scales.
- There will be no separate pupil report this year as all the information is contained in the pupil list.

Key stage 2 reports

KS2 summary page²

The purpose of the summary page is to highlight the performance of disadvantaged and all pupils by their KS1 prior attainment. This report will also provide data for: writing, mathematics, English grammar, punctuation and spelling and reading, writing and mathematics combined and science.

Progress

| Reading | | All | | Dis | |
|---------|--|-----|--|-----|--|
| Cohort | | | | | |
| Score | | | | | |
| Cl +/- | | | | | |
| Rank | | | | | |

| | Low | | Middle | | High | |
|------------|-----|-----|--------|-----|------|-----|
| | All | Dis | All | Dis | All | Dis |
| Cohort | | | | | | |
| Score | | | | | | |
| National | | | | | | |
| Difference | | | | | | |
| Cl +/- | | | | | | |
| Rank | | | | | | |

| | All | Dis |
|----------|-------------------------|---------------------------|
| National | Figure for national all | Figure for national other |

| | |
|--|---------------------|
| | Sig+ and top 10% |
| | Sig+ not top 10% |
| | Sig- not bottom 10% |
| | Sig- and bottom 10% |

Guidance on the shading for attainment will be published alongside the release of primary unvalidated data. The inspection dashboard [guidance](#) page 9 provides steps on how to calculate differences in terms of the number of pupils they represent.

Attainment

| expected or above | | high | |
|-------------------|--|------|-----|
| A/T | | All | Dis |
| School % | | | |
| National % | | | |
| Difference % | | | |

| | Low | | Middle | | High | |
|---------------------|-----|-----|--------|-----|------|-----|
| | All | Dis | All | Dis | All | Dis |
| Cohort | | | | | | |
| School % | | | | | | |
| National % | | | | | | |
| Difference % | | | | | | |
| Diff (no of pupils) | | | | | | |

| | |
|--|--------------------------|
| | 2+ pupils above national |
| | 1 pupil above national |
| | 1 pupil below national |
| | 2+ pupils below national |

² Note: there are two changes from the July 2016 newsletter. The shading on attainment measures will be shaded borders rather than cross-hatched shading. The progress score charts will be shown on the subject pages only.

KS2 test (table and chart)

This report will be available for the reading and mathematics tests. The second page of this report will display data for ethnic groups. In the interactive section, users will be able to see the national comparators for the same pupil group by selecting the 'same' option from the drop-down menu. This report will also display the upper and lower limits using a 95% confidence interval.

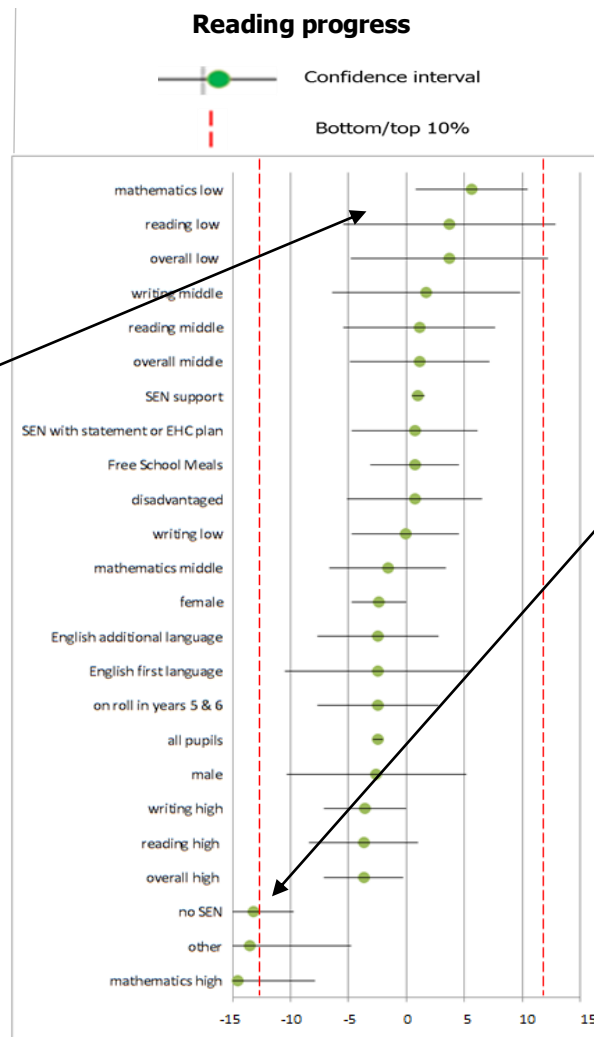
Key Stage 2 reading test 2016

xxx School (xxxxxxx)

| | Reading progress | | National comparator type | Reading attainment | | | | | | |
|--------------------------------|------------------|-------|--------------------------|--------------------|-------------------|------------|-------------------|------------|---------------|----------|
| | Cohort | Score | | Cohort | Scaled score 100+ | | High scaled score | | Average score | |
| | | | | | School % | National % | School % | National % | School | National |
| all pupils | | | | | | | | | | |
| male | | | | | | | | | | |
| female | | | | | | | | | | |
| disadvantaged | | | | | | | | | | |
| other | | | | | | | | | | |
| Free School Meals | | | | | | | | | | |
| Children Looked After | | | | | | | | | | |
| SEN with statement or EHC plan | | | | | | | | | | |
| SEN support | | | | | | | | | | |
| no SEN | | | | | | | | | | |
| on roll in years 5 & 6 | | | | | | | | | | |
| English first language | | | | | | | | | | |
| English additional language | | | | | | | | | | |
| Prior attainment | | | | | | | | | | |
| overall low | | | | | | | | | | |
| overall middle | | | | | | | | | | |
| overall high | | | | | | | | | | |
| reading low | | | | | | | | | | |
| reading middle | | | | | | | | | | |
| reading high | | | | | | | | | | |
| writing low | | | | | | | | | | |
| writing middle | | | | | | | | | | |
| writing high | | | | | | | | | | |
| mathematics low | | | | | | | | | | |
| mathematics middle | | | | | | | | | | |
| mathematics high | | | | | | | | | | |

The chart is **ordered by progress score descending**, so the group with the highest progress score is shown at the top, and the group with the lowest progress score at the bottom.

This group's progress is sig+ because the whole confidence interval is above zero³. The progress score is not in the top 10%⁴ as the green dot is not outside the red line.



The progress of each of these groups is sig- because the whole confidence interval is below zero. Their progress scores are in the bottom 10%⁴ as the green dots are outside the red line.

The scale and data used is for illustration purposes only and not based on real data.

³ The pupil groups are compared to the national for all pupils, which is zero.

⁴ The top and bottom 10% lines are based on the distribution for all pupils.

KS2 writing teacher assessment

For writing, there will be no average scaled score for attainment and the headings will be 'Expected standard +' and 'Greater depth'.

Key Stage 2 writing teacher assessment 2016

xxx School (xxxxxxx)

| | Writing progress | | National comparator type | Writing attainment | | | |
|--------------------------------|------------------|-------|--------------------------|---------------------|------------|---------------|------------|
| | Cohort | Score | | Expected standard + | | Greater depth | |
| | | | Cohort | School % | National % | School % | National % |
| all pupils | | | | | | | |
| male | | | | | | | |
| female | | | | | | | |
| disadvantaged | | | | | | | |
| other | | | | | | | |
| Free School Meals | | | | | | | |
| Children Looked After | | | | | | | |
| SEN with statement or EHC plan | | | | | | | |

KS2 science teacher assessment

The science teacher assessment KS2 reports have the same format as the KS1 science teacher assessment shown on page 4 of this document.

KS2 dynamic

Dynamic reports enable users to group data by a range of up to three pupil characteristics such as disadvantaged, prior attainment and SEN. These dynamic groupings can be made for reading or writing or mathematics or English grammar, punctuation and spelling. Dynamic analysis is only available in the interactive section of RAISEonline.

KS2 reading, writing and mathematics

In the interactive section, users will be able to see the national comparators for the same pupil group by selecting the 'same' option from the drop-down menu.

Key Stage 2 reading, writing and mathematics 2016

xxx School (xxxxxxx)

| | Cohort | National comparator type | Expected standard + | | High standard | | Cohort | National comparator type | Expected standard + | | High standard | |
|--------------------------------|--------|--------------------------|---------------------|------------|---------------|------------|--------|--------------------------|---------------------|------------|---------------|------------|
| | | | School % | National % | School % | National % | | | School % | National % | School % | National % |
| all pupils | | | | | | | | | | | | |
| male | | | | | | | | | | | | |
| female | | | | | | | | | | | | |
| disadvantaged | | | | | | | | | | | | |
| other | | | | | | | | | | | | |
| Free School Meals | | | | | | | | | | | | |
| Children Looked After | | | | | | | | | | | | |
| SEN with statement or EHC plan | | | | | | | | | | | | |
| SEN support | | | | | | | | | | | | |
| no SEN | | | | | | | | | | | | |
| on roll in years 5 & 6 | | | | | | | | | | | | |
| English first language | | | | | | | | | | | | |
| English additional language | | | | | | | | | | | | |
| Prior attainment | | | | | | | | | | | | |
| overall low | | | | | | | | | | | | |
| overall middle | | | | | | | | | | | | |
| overall high | | | | | | | | | | | | |
| reading low | | | | | | | | | | | | |
| reading middle | | | | | | | | | | | | |
| reading high | | | | | | | | | | | | |
| writing low | | | | | | | | | | | | |
| writing middle | | | | | | | | | | | | |
| writing high | | | | | | | | | | | | |
| mathematics low | | | | | | | | | | | | |
| mathematics middle | | | | | | | | | | | | |
| mathematics high | | | | | | | | | | | | |
| Ethnic group | | | | | | | | | | | | |
| White | | | | | | | | | | | | |
| British | | | | | | | | | | | | |
| Irish | | | | | | | | | | | | |
| Traveller | | | | | | | | | | | | |
| Gypsy/Roma | | | | | | | | | | | | |
| any other White background | | | | | | | | | | | | |
| Mixed | | | | | | | | | | | | |
| White & Black Caribbean | | | | | | | | | | | | |
| White & Black African | | | | | | | | | | | | |
| White & Asian | | | | | | | | | | | | |
| any other mixed background | | | | | | | | | | | | |
| Asian or Asian British | | | | | | | | | | | | |
| Indian | | | | | | | | | | | | |
| Pakistani | | | | | | | | | | | | |
| Bangladeshi | | | | | | | | | | | | |
| any other Asian background | | | | | | | | | | | | |
| Black or Black British | | | | | | | | | | | | |
| Black Caribbean | | | | | | | | | | | | |
| Black African | | | | | | | | | | | | |
| any other Black background | | | | | | | | | | | | |
| Chinese | | | | | | | | | | | | |
| any other ethnic group | | | | | | | | | | | | |
| unclassified - refused | | | | | | | | | | | | |
| unclassified - not obtained | | | | | | | | | | | | |

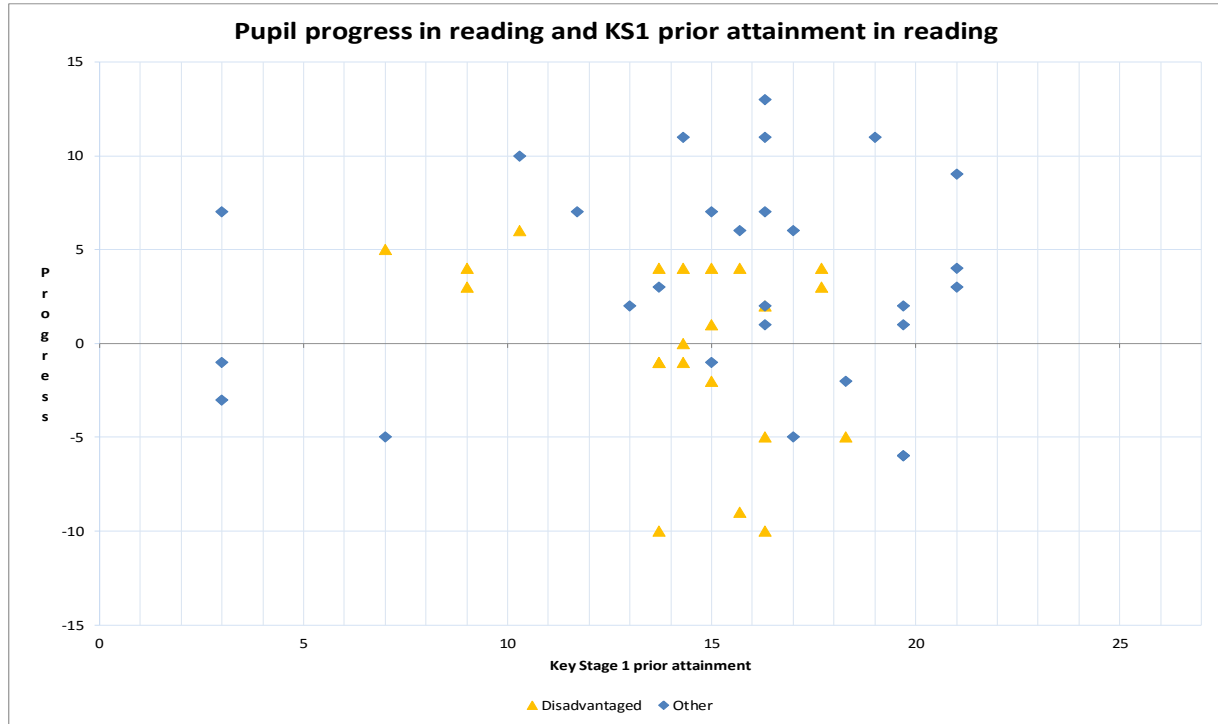
Key Stage 2 progress scatterplot 2016

xxx School (xxxxxxx)

KS2 scatterplots – Progress

The scatterplots and tables will be available for reading, writing and mathematics outcomes by KS1 prior attainment in reading, writing, mathematics and overall.

The default report will be grouped by disadvantaged and other pupils. Users can choose a different grouping in the interactive version. In the interactive reports, users can hover over a dot and it will show the pupil's name and information.



Coverage <percentage>
 Prior attainment is shown as Key Stage 1 point scores.

Key Stage 2 progress by prior-attainment group (for progress in reading and prior attainment in reading)

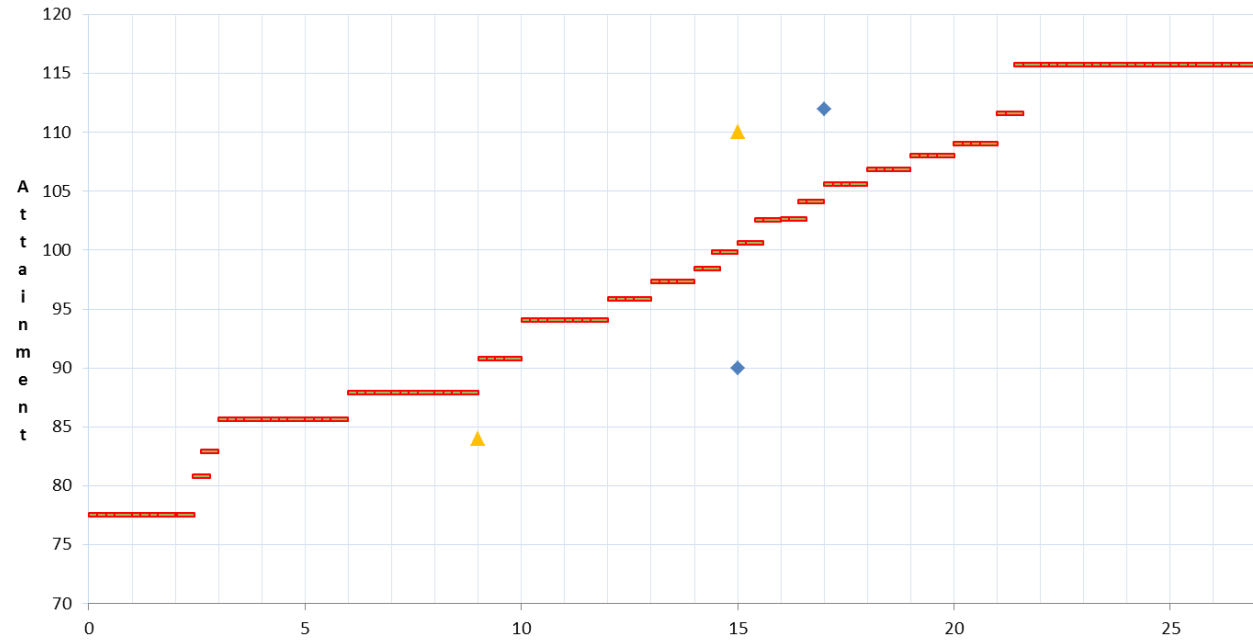
| Prior attainment point score | 5.9 or below | 6.0 - 11.9 | 12.0 - 13.9 | 14.0 - 15.9 | 16.0 - 17.9 | 18.0 or above |
|---------------------------------------|--------------|------------|-------------|-------------|-------------|---------------|
| Cohort all | | | | | | |
| Cohort disadvantaged | | | | | | |
| Cohort other | | | | | | |
| All pupils | | | | | | |
| Disadvantaged pupils | | | | | | |
| Other pupils | | | | | | |
| National other pupils | | | | | | |
| Disadvantaged - national other | | | | | | |

KS2 scatterplots – Attainment

Each red national line represents the average attainment score for each KS1 prior-attainment group used in the progress calculations. National lines only exist for overall KS1 prior attainment in the scatterplots for reading, writing and mathematics. National lines do not exist for other combinations of input and output.

Further details can be found in the primary school accountability 2016 technical guidance within the RAISEonline library.

Pupil attainment reading and prior attainment KS1 overall



Key Stage 2 attainment by prior-attainment group (for attainment in reading and prior attainment in reading)

| Prior attainment point score | 5.9 or below | 6.0 - 11.9 | 12.0 - 13.9 | 14.0 - 15.9 | 16.0 - 17.9 | 18.0 or above |
|---------------------------------------|--------------|------------|-------------|-------------|-------------|---------------|
| Cohort all | | | | | | |
| Cohort disadvantaged | | | | | | |
| Cohort other | | | | | | |
| All pupils | | | | | | |
| National all pupils | | | | | | |
| Disadvantaged pupils | | | | | | |
| Other pupils | | | | | | |
| National other pupils | | | | | | |
| Disadvantaged - national other | | | | | | |

KS1-2 transition reading and mathematics

Key Stage 1 to Key Stage 2 transition reading 2016

A table below this will show the same data for disadvantaged pupils only.

| All pupils Number of pupils | | Key Stage 2 reading outcome | | | | | | | | Total |
|--------------------------------|-------|-----------------------------|-----|-----|-----|-----|------------|-------------------|------|-------|
| | | TA below test | | | | | Test score | | | |
| | | No KS2 | BLW | PKF | PKE | PKG | < 100 | 100+ but not high | high | |
| No KS1 outcome | | | | | | | | | | |
| KS1 reading teacher assessment | W | | | | | | | | | |
| | 1 | | | | | | | | | |
| | 2c | | | | | | | | | |
| | 2b | | | | | | | | | |
| | 2a | | | | | | | | | |
| | 3+ | | | | | | | | | |
| | Total | | | | | | | | | |

BLW Below pre-key stage 2 standards
 PKF Foundations for the expected standard
 PKE Early development of the expected standard
 PKG Growing development of the expected standard

| All pupils: P scales Number of pupils | | Key Stage 2 reading outcome | | | | | | | | | | | | | Total | | |
|--|-------|---|----|----|----|----|----|----|----|----|-------|---------------|-----|-----|-------|------------|------|
| | | Below the standard of the pre-key stage | | | | | | | | | | Pre-key stage | | | | Test score | |
| | | No KS2 | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | other | PKF | PKE | PKG | | < 100 | 100+ |
| No KS1 outcome | | | | | | | | | | | | | | | | | |
| KS1 reading teacher assessment | W | P1 | | | | | | | | | | | | | | | |
| | | P2 | | | | | | | | | | | | | | | |
| | | P3 | | | | | | | | | | | | | | | |
| | | P4 | | | | | | | | | | | | | | | |
| | | P5 | | | | | | | | | | | | | | | |
| | | P6 | | | | | | | | | | | | | | | |
| | | P7 | | | | | | | | | | | | | | | |
| | | P8 | | | | | | | | | | | | | | | |
| | other | | | | | | | | | | | | | | | | |
| | Level | 1+ | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | |

KS1-2 transition writing

A table below this will show the same data for disadvantaged pupils only.

Key Stage 1 to Key Stage 2 transition writing 2016

| All pupils | | Key Stage 2 writing teacher assessment | | | | | | | | |
|--------------------------------|-------|--|-----|-----|-----|-----------|-----|-----|-------|-----|
| | | Pre-key stage | | | | Key stage | | | Total | |
| Number of pupils | | No KS2 | BLW | PKF | PKE | PKG | WTS | EXS | | GDS |
| No KS1 outcome | | | | | | | | | | |
| KS1 writing teacher assessment | W | | | | | | | | | |
| | 1 | | | | | | | | | |
| | 2c | | | | | | | | | |
| | 2b | | | | | | | | | |
| | 2a | | | | | | | | | |
| | 3+ | | | | | | | | | |
| | Total | | | | | | | | | |

BLW Below pre-key stage 2 standards
 PKF Foundations for the expected standard
 PKE Early development of the expected standard
 PKG Growing development of the expected standard
 WTS Working towards the expected standard
 EXS Working at the expected standard
 GDS Working at greater depth within the expected standard

| All pupils: P scales | | Key Stage 2 writing teacher assessment | | | | | | | | | | | | | | | | |
|--------------------------------|-------|---|----|----|----|----|----|----|----|----|---------------|-----|-----|-----------|-----|-------|-----|-----|
| | | Below the standard of the pre-key stage | | | | | | | | | Pre-key stage | | | Key stage | | Total | | |
| Number of pupils | | No KS2 | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | other | PKF | PKE | PKG | WTS | | EXS | GDS |
| No KS1 outcome | | | | | | | | | | | | | | | | | | |
| KS1 writing teacher assessment | W | P1 | | | | | | | | | | | | | | | | |
| | | P2 | | | | | | | | | | | | | | | | |
| | | P3 | | | | | | | | | | | | | | | | |
| | | P4 | | | | | | | | | | | | | | | | |
| | | P5 | | | | | | | | | | | | | | | | |
| | | P6 | | | | | | | | | | | | | | | | |
| | | P7 | | | | | | | | | | | | | | | | |
| | | P8 | | | | | | | | | | | | | | | | |
| | | other | | | | | | | | | | | | | | | | |
| | Level | 1+ | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | |

KS2 pupil list

This report will show data for individual pupils and will comprise the sections below:

- Pupil details containing the name, gender, date of birth and UPN.
- Pupil context information showing:
 - if the pupil is categorised as CLA, FSM or disadvantaged
 - if English is the first language
 - if the pupil has a statement of SEN or Education, Health and Care plan (EHC), or SEN support
 - if the pupil was on roll in years 5 and 6
 - date of entry
 - if entry was between the last census and the date of the test
 - ethnicity.
- KS1 prior attainment will include reading, writing, mathematics and overall points used in calculating progress.
- Reading and mathematics will include test outcomes, information showing how the progress score has been calculated and teacher assessment.
- Writing will include teacher assessment outcomes and information showing how the progress score has been calculated.
- Combined reading, writing and mathematics will include information on whether pupils achieved the expected or high standard in all of these subjects.
- English, grammar, punctuation and spelling will include outcomes in the EGPS test and spelling marks.
- Science teacher assessment will include outcomes of teacher assessment.
- KS2 P scales will show the P scales in English and mathematics for pupils assessed on P scales.
- There will be no separate pupil report this year as all the information is contained in the pupil list.