

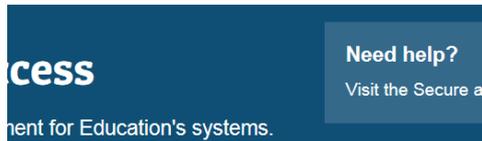
DfE Analyse School Performance (ASP), Primary School Guidance

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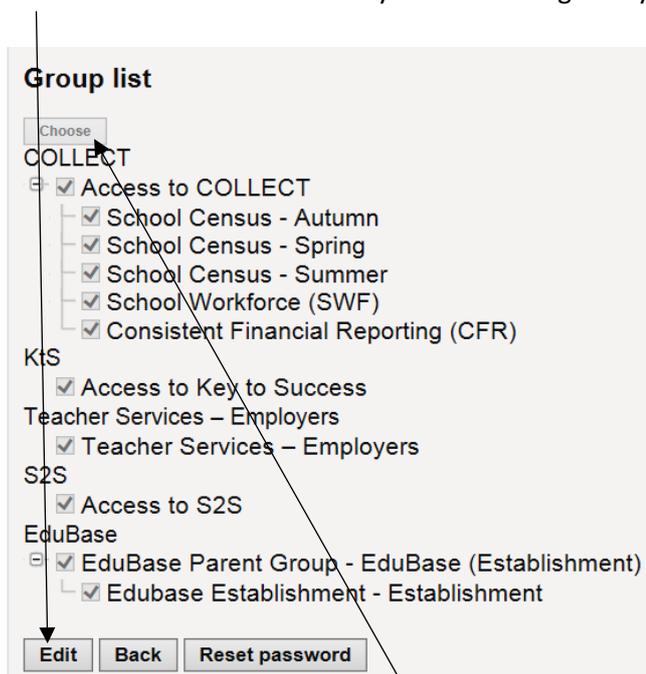
1. Secure Access Approver – how to add ASP to your SA account and view the reports

- Log into your SA account as normal
- Next to your school name, click on **Your Account**.

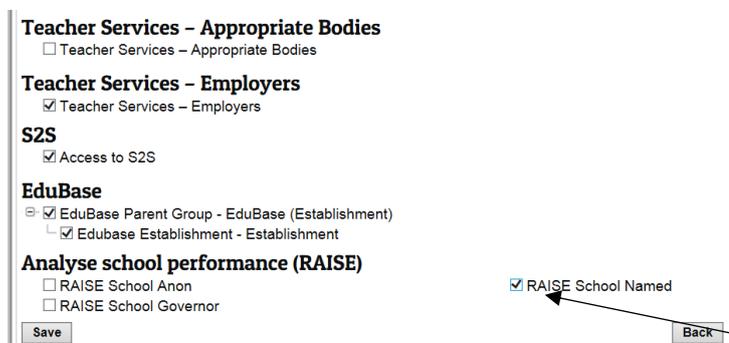
Primary School. [Your account](#). [Sign out](#).



- You should now see your personal details, scroll down to the 'Group List' section and click on the **Edit** button. This will now let you make changes to your account.



- Scroll down again and click on the **Choose** button. A pop-up box will appear with a list of services.



- Look for 'Analyse school performance (RAISE)' and tick the option you require. **RAISE School Named** is recommended if you are the Headteacher/SA Approver, as this will allow you to view pupil-level data. Please note you can only add one option.

- Click the **Save** button and the pop up box will close, then click the **Save** button underneath the list of services (which should now show Analyse School Performance). A message will show in yellow stating 'synchronisation with COLLECT was successful (action Update)'

A screenshot of a web interface showing a list of services with checkboxes. The services listed are:

- Access to Key to Success
- Teacher Services – Employers
- Teacher Services – Employers
- S2S
- Access to S2S
- EduBase
- EduBase Parent Group - EduBase (Establishment)
- Edubase Establishment - Establishment
- Analyse school performance (RAISE)
- RAISE School Named

 At the bottom of the list are three buttons: **Save**, **Back**, and **Reset password**. A black arrow points from the top right of the page towards the **Save** button.

- Go back to your home page by clicking the Home button at the top left of the page. 'Analyse school performance (RAISE)' should now be listed under your applications.

A screenshot of a 'Welcome to Secure access' page. The page has a dark blue header with the text 'Welcome to Secure access' and a sub-header 'Your applications'. Below the sub-header, there is a list of applications. The first application is 'Analyse school performance (RAISE)', which is highlighted in blue. Below it is 'COLLECT'. A black arrow points from the top left of the page towards the 'Analyse school performance (RAISE)' link.

Welcome to Secure access

Allowing registered users access to the Department for Education's systems. Access to systems are granted on an individual basis and therefore some systems may not be visible.

Your applications

[Analyse school performance \(RAISE\)](#)

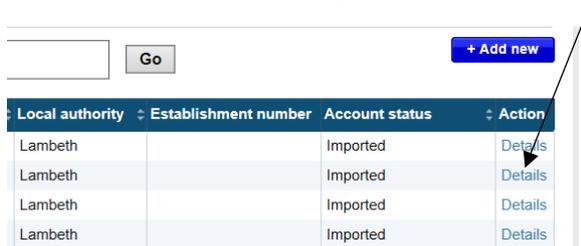
An initial release of the replacement to RAISEonline, DfE's new service is now available for testing, familiarisation and feedback. Please re-enter your username and password to access the ASP website.

COLLECT

- When you click on 'Analyse school performance (RAISE)' it will prompt you for your Secure Access login details again, input them and it will take you to the ASP site where you can view the reports and download your school's inspection dashboard (the summary report should be available at a later date).

2. Secure Access Approver – How to add ASP for other staff with existing SA accounts

Click on the **Administration** button at the top of the page, and the 'Users' screen should then appear. Scroll down to the relevant person and select **Details** next to their account.



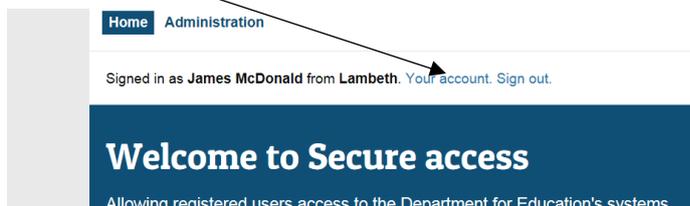
Local authority	Establishment number	Account status	Action
Lambeth		Imported	Details
Lambeth		Imported	Details
Lambeth		Imported	Details
Lambeth		Imported	Details

Now follow the instructions from bullet point three in the previous section (how to add ASP to your SA account) in order to add ASP to their list of services.

If you need to create an account for a member of staff before adding ASP follow the steps in section 3.

3. Secure Access Approver – How to create new SA accounts

Click on **Your Account**



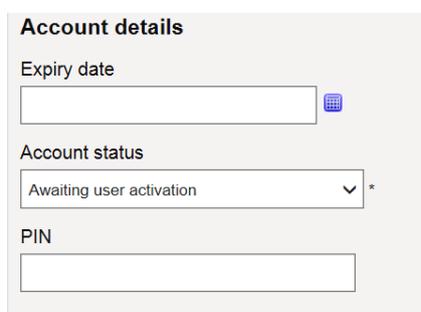
Scroll down the page and click on **Add User**



Search Reset

1 to 25 of 83 next Jump to page: Go + Add new

Enter their details (name, position etc) and set an arbitrary expiry date e.g. 31/08/19. Leave Account status as the default 'awaiting user activation'. The PIN field can be left blank.



Account details

Expiry date

Account status

Awaiting user activation *

PIN

For account type tick **End User**

Primary

Secure Access account type

End user - may only access the applications they're given access to.
Approver - an Approver is a type of End user that may create and administer End user accounts, giving access/permissions to applications they themselves have access to.

End User
 Approver

Application access/permissions

Select which applications this user should be granted access to.

Group list

Under Group list click on **Choose** and the page overleaf will appear.

Scroll to the bottom of the list and tick the **RAISE School Anon** box under Analyse school performance (RAISE) and click Save. End Users only have access to the School Anon option, which means they cannot see pupil names.

Teacher Services – Employers

Teacher Services – Employers

S2S

Access to S2S

EduBase

EduBase Parent Group - EduBase (Establishment)
 Edubase Establishment - Establishment

Analyse school performance (RAISE)

RAISE School Anon

Back at the account type screen you should now see **Analyse School Performance** under Group list.

Secure Access account type

End user - may only access the applications they're given access to.
Approver - an Approver is a type of End user that may create and administer End user accounts, giving access/permissions to applications they themselves have access to.

End User
 Approver

Application access/permissions

Select which applications this user should be granted access to.

Group list

Analyse school performance (RAISE)
 RAISE School Anon

Click on **Save** and a message should appear indicating the new user has been sent an activation email.

User management

User

Email has been sent

Changes were saved successfully.

4. New Secure Access User – How to activate your account and access Analyse School Performance (RAISEonline)

Your Secure Access Approver in school will have set you up with an account, and you should have received an activation email.

Click on the link in the email and follow these steps:

- Enter a random PIN e.g. 1234, choose a password from the list, note it and your username down, and enter your own security question and answer (also noting these down).

pin

1234 *

Please select a password

- up/s6Cdou
- esfH(e7xq)
- {znJaw7wa
- 4gee<mfvT
- buj/dAs9j
- oxvkTp*m6
- zwdXvr6(x)

My own question

| *

Please note, the Answer is case-sensitive.

Answer

| *

I agree with the [Terms of use](#)

Tick the Terms of Use box and click on **Submit**.

Click on Analyse School Performance and you will be prompted to enter your username and password

Scroll to the bottom of the terms of use form and click on the **green accept T&Cs** button.

Analyse School Performance terms of use

If you receive such a request please report it to your approver who should then report it to us.

Links to external websites

Links on ASP will lead to other websites which are not under our control. We are not responsible for the content of any linked site. Listing and linking should not be taken as an endorsement of any kind and we accept no liability for the content. We cannot guarantee that these links will work all of the time and have no control over the availability of the linked pages.

Rules about linking to ASP

You may link other websites to our home page at <https://www.analyse-school-performance.service.gov.uk/>, provided you do so in a way that is lawful but you are not permitted to link to any other pages on this site or to set up an automated login.

[I don't accept](#)

You will only be asked to do this once. You can now begin viewing the analyses and downloading reports.

5. ASP reports

As the system is still under development, this section of the guidance will be updated as and when changes occur.

How to access the inspection data summary report (IDSR)

Click on **list of reports** and PDF documents are available for the inspection data summary reports (IDSR).

The screenshot shows a sidebar menu on the left with the following items: Key stage 2 disadvantaged, Key stage 1, Phonics, Early years foundation stage, Question level analysis, and List of reports (highlighted in yellow). The main content area is titled 'Inspection data summary reports' and contains a link 'Question about this dashboard?' and four PDF documents:

- Ofsted inspection data summary report for 2017 in PDF format (unamended), estimated size 272 KB
- Ofsted inspection dashboard for 2016 in PDF format (validated), estimated size 556 KB
- Ofsted inspection dashboard for 2015 in PDF format, estimated size 332 KB
- Ofsted inspection dashboard for 2014 in PDF format, estimated size 321 KB

Below this section is a 'School performance summary' section with a link for 'School performance summary for 2016/2017'.

The default report page when you login to ASP is the KS2 progress data for your school.

Clicking on **Explore data in detail** will display a report for the given subject.

The screenshot shows the 'Key stage 2' progress report page. The sidebar menu includes: Key stage 2 disadvantaged, Key stage 1 and phonics, EYFS, and List of reports. The main content area is titled 'Key stage 2' and contains the text 'This is validated data for 2015/2016' and 'Progress in reading, writing and maths'. Below this is a table with columns for Reading, Writing, and Maths, each with a link to 'Explore data in detail'.

	Reading	Writing	Maths
School progress score	+4.07	+1.90	+2.74
Confidence interval	+2.88 to +5.25	+0.72 to +3.08	+1.74 to +3.74

You can then view the data by pupil groups (SEN, FSM etc) and drill-down further using filters. At the moment national benchmarks by ethnicity are not provided.

Key stage 2 reading progress and attainment by pupil group

This is provisional data for 2016/2017. It is not published data and it is subject to change.

[Filters](#)

[Print this page](#)

Key stage 2 reading by pupil group									
Breakdown	Reading progress		Reading attainment						
	Cohort	Score ?	Cohort	Achieving the expected standard ?		Achieving a higher standard ?		Average score ?	
				School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	28	3.55	30	97	71	20	25	105.6	104.1
Male ?	14	4.41	14	93	68	21	21	106.2	103.4
Female ?	14	2.70	16	100	75	19	28	105.0	104.9
Disadvantaged ?	16	4.30	17	100	77	24	29	107.1	105.4
Other ?	12	2.56	13	92	77	15	29	103.5	105.4

Hovering over the **question marks** will give you short explanations of the terms used, and in some cases links to further information. They are also useful for telling you what the national comparators refer to – for example, your school’s disadvantaged pupils are compared to the national benchmark for ‘non-disadvantaged’ pupils; with EAL pupils compared to ‘all pupils’ nationally. The reason for this is to provide aspiration/challenge when evaluating outcomes for the various groups.

To print the report click [here](#)

Key stage 2 reading progress and attainment by pupil group

This is provisional data for 2016/2017. It is not published data and it is subject to change.

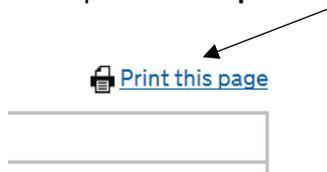
[Print this page](#)

Key stage 2 reading by pupil group					
Reading attainment					
Achieving the expected standard ?		Achieving a higher standard ?		Average score ?	
School %	National benchmark	School %	National benchmark	School	National benchmark

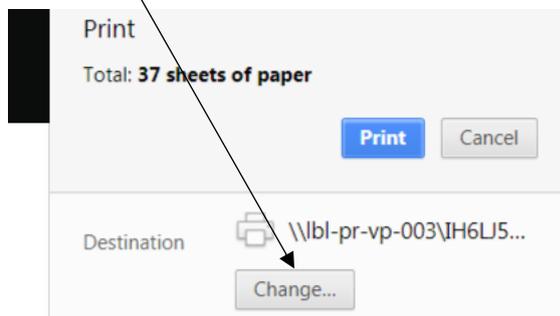
How to save reports to PDF

There's no option to download reports to Excel (this may change in the future). However, you can save them to PDF by following these steps – **unless you are running the latest version of MS Internet Explorer this will not work, so use Google Chrome instead.**

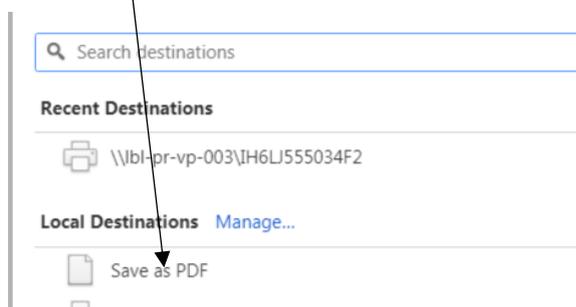
In a report click on **print this page** and wait a few seconds.



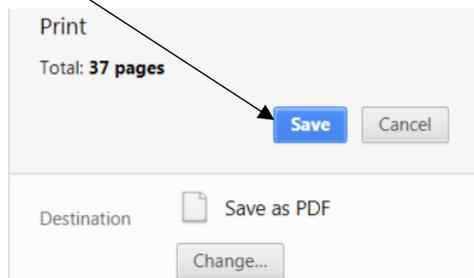
Click on **Change** under destination



Then **Save as PDF**



Click **Save** when the print dialog box reappears.



A **Save As** dialog box will then appear when you can save it to your computer/network.

6. Question Level Data (QLA)

Unlike RAISEonline, ASP is pre-populated with pupil-level QLA data at KS2. Click on the **Question level analysis** tab.

Question level analysis

This section allows you to view key stage 2 performance by subject strand, by question and by individual pupils. You can compare each of these with average national performance.

You can either input UPNs for the whole year cohort, or for groups of pupils. For example, you might want to view data on pupils for a particular class or all SEN pupils.

This is final data for 2016/2017.

Year 6

[Open all](#)

Reading ^

Based on the group of 44 pupils found

	Marks available ?	School % ?	National % ?	Difference ?
Give / explain the meaning of words in context	10	86	76	10
Retrieve and record information / identify key details from fiction and non-fiction	14	88	73	14

The default analysis shows each subject strand, total marks available, with your school result next to the national.

To view individual questions at the school-level click on **view data by question** (in this example reading).

[View data by question](#) [View data by pupil](#) [View test paper](#)

English grammar, punctuation and spelling ∨

Spelling only ∨

Maths ∨

[Back to top](#) [Open all](#)

Question numbers are listed together with your results and difference to the national. An 'attempted the question' figure is also given, together with a difference to the national (for some reason the national attempted figure isn't given, even though there is space for it in the table).

[View test paper](#) [Print this page](#)

Key stage 2 reading by question							
Question	Marks available ?	Correct response			Pupils who attempted the question		
		School % ?	National % ?	Difference ?	Attempted	Difference ?	
1	1	100.00	86.50	13.50	100.00	0.10	
2	1	97.73	72.30	25.43	100.00	0.20	
3	1	77.27	66.30	10.97	100.00	3.20	
4	1	84.09	63.60	20.49	100.00	1.10	

To see the detailed questions click **view the test paper** and you will be directed to the STA test materials.

To view the pupil-level click on **Back to QLA summary** near the top of the screen.

[Back to QLA summary](#)

Key stage 2 reading by question

Based on the group of 44 pupils found

This is final data for 2016/2017.

Then **view data by pupil**

[View data by question](#) [View data by pupil](#) [View test paper](#)

English grammar, punctuation and spelling

Results are shown by subject strand (similar to the school QLA summary referred to on page 10). However pupil-level results are not available by individual question.

This is final data for 2016/2017.

[View test paper](#) [Print this page](#)

Key stage 2 reading by pupil list								
Last name	First name	Overall ?	Meaning of words in context ?	Retrieve and record info ?	Summarise main ideas ?	Make and justify inferences ?	How info/content is related ?	Explain choice of words ?
		92.0	100.0	100.0	100.0	81.8	100.0	100.0
		76.0	100.0	100.0	50.0	50.0	100.0	100.0
		74.0	90.0	100.0	50.0	59.1	0.0	0.0
		80.0	60.0	100.0	100.0	72.7	100.0	100.0

The figures shown are percentages, although this isn't made clear in the report.

Glossary - ASP Terminology/Useful Information

KS1 and KS2 attainment and scaled scores. A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil scores in a test.

All scaled scores are between 80 and 120. 100 equals the 'expected standard'. 110 denotes a pupil has achieved 'greater depth' at KS1 or met the 'higher standard' at KS2. This range was set in 2016 and has remained the same for 2017.

Tests/TAs are developed each year to the same specification, however, because the questions are different the difficulty may vary each year – so the number of marks required to achieve a scaled score of 100 one year may differ to the next.

This is why raw scores need to be converted to scaled scores, to ensure accurate comparisons in attainment over time.

Progress Scores. These scores show how much progress a pupil made in each subject between KS1-KS2, compared to all pupils nationally who got similar results at the end of KS1 (using KS1 average points score as the denominator).

Zero is the national average. A score above zero means pupils made more progress, on average, than all pupils nationally with similar KS1 results. Below zero means pupils made less progress, on average, than all pupils nationally with similar KS1 results.

A school's progress score is the average of all the pupil scores.

Confidence Intervals (CI). These are applied to progress indicators. The CI refers to a range of scores within which we can be statistically confident that the 'true' result will lie. For example, if a measure of 2.5 has a confidence interval of 3.0, then the true measure may lie between the range -0.5 and 5.5. In this instance, we cannot be statistically confident that pupils are progressing above the national as the range crosses zero.

Smaller cohorts have larger confidence intervals, as in these instances it is likely results may be affected by factors external to the school.

They are called 95% confidence intervals as this is the standard test used in statistics. It isn't 100% because you can never be 100% sure the results will be X or Y.

Significance. This follows on from the confidence interval and is denoted by a green box outline for 'sig+' or red for 'sig-'. Where the whole of the confidence interval is above zero, the score is significantly above the average. If the CI is entirely below zero the score is significantly below.

Significance tests are heavily influenced by pupil cohort numbers, so large schools are more likely to see Sig+ or Sig- than small schools, even when differences to the national average are the same. Also bear in mind these are tests of *statistical* significance, and not necessarily of educational significance.

Percentiles and Quintiles. Percentile refers to each of the 100 equal groups into which all schools can be divided – so percentile 10 means you are in the top 10% of schools nationally. Quintile refers to all schools divided into fifths – so being in Q1 means you are in the top fifth (or 20%) of all schools nationally.

Low, Middle, and High attainers (for the prior attainment bands at KS2)

Despite major changes in 2016, KS1 point scores are still relevant in terms of prior attainment (and will remain so until the 2016 Year 2s undertake their KS2 assessments).

However, at KS2, the low/middle/high KS1 prior attainment groups are defined in a new way to match the method for calculating the progress score. It uses average KS1 points for English (the average of reading and writing point scores) and gives equal weight to the maths score.

KS1	APS
Low	Less than 12 (equates to level 1 or below)
Middle	Greater than 12, less than 18 (equates to level 2)
High	Above 18 (equates to level 3+)

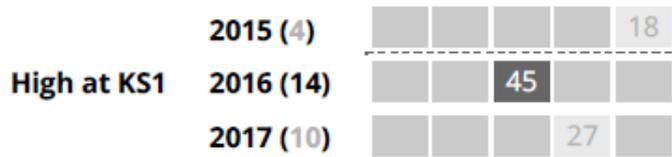
KS1 Point Scores for all subjects	
NC teacher assessment level	Point Score Equivalent
Level 4	27
Level 3	21
Level 2A	17
Level 2B or undifferentiated Level 2	15
Level 2C	13
Level 1	9
W – Working towards Level 1	3

Pupil Premium or ‘Ever 6’. All free school meal pupils are eligible for the Pupil Premium. The PP will be received for pupils known to have been eligible for free school meals in any of the previous 6 academic years. Pupil Premium pupils are therefore often referred to as ‘Ever 6’.

Disadvantaged Pupils. Definition includes pupils who were:

- known to have been eligible for free school meals in the past 6 years
- recorded as having been looked after for at least one day
- recorded as having been adopted from care

IDSR small cohorts and Areas to Investigate. Progress and attainment figures of **10 or fewer** are greyed out throughout the report (example from page 4 of the report below).



‘Areas to investigate’ on the front page of the IDSR will only be displayed for groups of 11 or more pupils in a given year. Where a measure relates to trends, the cohort must be at least six pupils in each of the years.

Most ATIs are based on the latest data with some using the last 3 years data (such as KS2 progress). Cohort size is a key determining factor, so an issue that has been noticed through analysing the data might not necessarily be flagged as an ATI. This doesn’t make it any less important though i.e. a school may still wish to investigate further why XXX issue(s) are there, even if it’s just for five pupils.