

Reports help guide



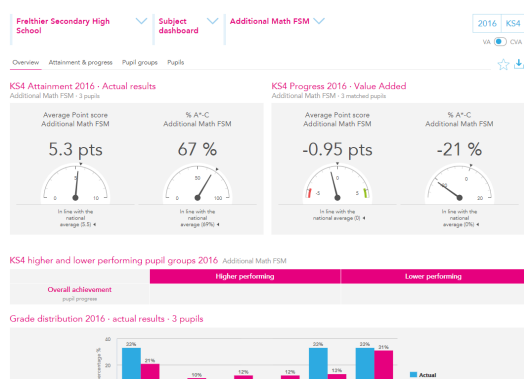
School subject dashboard series KS4 - August 2018

Contents

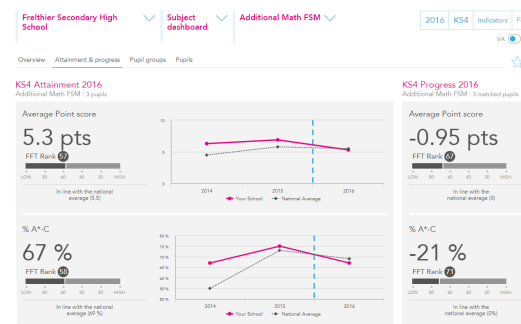
Introduction to the KS4 school subject dashboard within FFT Aspire

The following help files provide a quick overview of the Key Stage 4 subject dashboard reports currently available within FFT Aspire (August 2018).

KS4 School subject dashboard



Overview
Subject self-evaluation



Achievement & attainment
Subject self-evaluation (2 pages)

KS4 Pupil groups performance 2016
German

| Pupil group | Actual results | | Pupil progress | |
|-------------------------|----------------------------|---------------------|----------------|---------------------|
| | Pupils | Average Point score | % A*-C | Average Point score |
| Summary | All Pupils | 17 | 4.8 | 59% |
| Gender | Male | 9 | 4.2 | 52% |
| | Female | 8 | 5.5 | 68% |
| Prior Attainment | Higher attainment | 9 | 5.1 | 67% |
| | Medium attainment | 6 | 5.0 | 63% |
| | Lower attainment | 2 | 3.0 | 0% |
| Pupil Progress | FSM (in last 6 years) | 1 | 5.0 | 100% |
| | Not FSM (in last 6 years) | 16 | 4.8 | 56% |
| FSM | Not FSM | 17 | 4.8 | 59% |
| | FSM (over) | 1 | 5.0 | 100% |
| FSM Exp | Not FSM (over) | 16 | 4.8 | 56% |
| | SEN Support | 1 | 3.0 | 0% |
| SEN Group | No SEN | 16 | 4.9 | 62% |
| | First language not English | 3 | 5.3 | 67% |
| EAL | First language English | 14 | 4.7 | 57% |
| Mobility | Joined before Y10 | 17 | 4.8 | 59% |
| | White | 15 | 4.8 | 60% |

Pupil groups
Subject self-evaluation

KS4 pupil performance summary - Year 11 - 2016
Biology

| Pupil information | KS2 Prior attainment | | | | Attainment level: Biology | | |
|---------------------------------|----------------------|----|----|----|---------------------------|-----|------|
| | Band | Gr | Wr | Mt | Est | Act | Diff |
| Daniela Almonium (01/01/2000) | W | W | W | M | 6 | 5 | 0.0 |
| Carl Anicordo (01/05/2000) | U | W | W | M | 7 | 7 | +0.0 |
| Kieran Cadburn (01/05/2000) | U | W | W | M | 5+ | 6 | +0.5 |
| Scott Carter (01/11/1999) | U | M | W | W | 5 | 5 | 0.0 |
| Abigail Chaffinier (06/01/1999) | U | U | U | U | | 6 | |
| Thomas Chivers (01/11/1999) | U | U | U | U | 5- | 4 | -0.7 |
| Ivan Cobalt (07/02/2000) | U | M | W | M | 7 | 7 | +0.0 |

Pupil list
Subject self-evaluation

School subject dashboard: Overview

What does the report show?

High level summary of KS4 attainment and progress (VA or CVA) for key indicators. Identifies the stronger and weaker pupil groups across the cohort in terms of progress. This report is the starting point for subject self-evaluation.

Navigation & report options

Click on the subject name to view a different subject dashboard. Use the tabs to navigate through each area of the subject dashboard. Click on the reporting year to view performance from a previous year. Use the VA/CVA toggle to view the different perspectives of progress. Click on the Export icon to create a PDF of the on-screen report.

KS4 attainment gauges

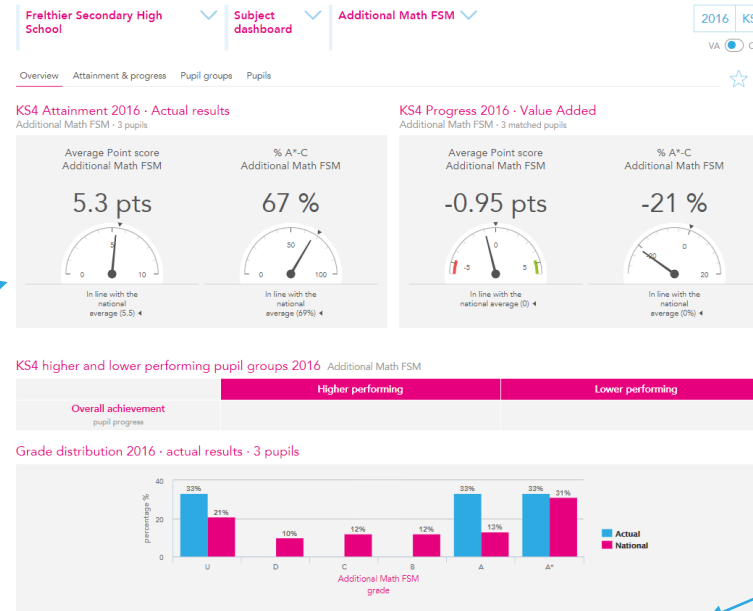
Compares attainment to the national average. Statistical significance is indicated for both the attainment gap (green = above, red = below) and for changes in attainment since the previous reporting year's result (up = rise, down = fall).

Statistical significance

Suggests the gap hasn't occurred by chance. A signpost that further investigation may be required into the particular area. Small cohorts are unlikely to be significant.

Value Added (VA)

Pupil progress compared with similar pupils nationally. The FFT VA model uses prior attainment, gender and month of birth as a starting point for pupil comparisons. Where values are positive, KS2-4 progress at the school is higher than for similar pupils nationally. A negative value means the opposite.



Progress (achievement) gauges

VA or CVA progress compares attainment of each individual pupil with that of similar pupils nationally. Statistical significance and trend indicated. Matched pupils only (pupils with KS1 prior attainment) are included within progress. See below for definitions of VA and CVA.

Higher and lower performing pupil groups

Top 3 and bottom 3 performing pupil groups in terms of VA/CVA progress. A group must have positive progress to appear in the top 3 or negative for the bottom 3. Statistical significance is indicated.

Grade distribution chart

Displays the percentage of pupils attaining each grade in the subject. Click on a bar to view the value.

Use of FFT data

- Provides questions not answers
- Used as the starting point for discussions
- Triangulate alongside a range of other data and professional judgement.

Small cohorts

Use caution with small cohorts. In a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance. Three-year analysis is recommended for small pupil groups.

Contextual Value Added (CVA)

CVA defines 'similar pupils' differently to VA and accounts for similar schools nationally too. The FFT CVA model uses prior attainment, gender and month of birth, FSM eligibility, ethnic group, SEN status, EAL and mobility as a starting point for pupil comparisons. Similar schools are based on FSM eligibility rank, socio-economic rank and overall cohort prior attainment. Where values are positive, KS2-4 progress at the school is higher than for similar pupils in similar schools nationally. A negative value means the opposite.

School subject dashboard: Attainment & Progress

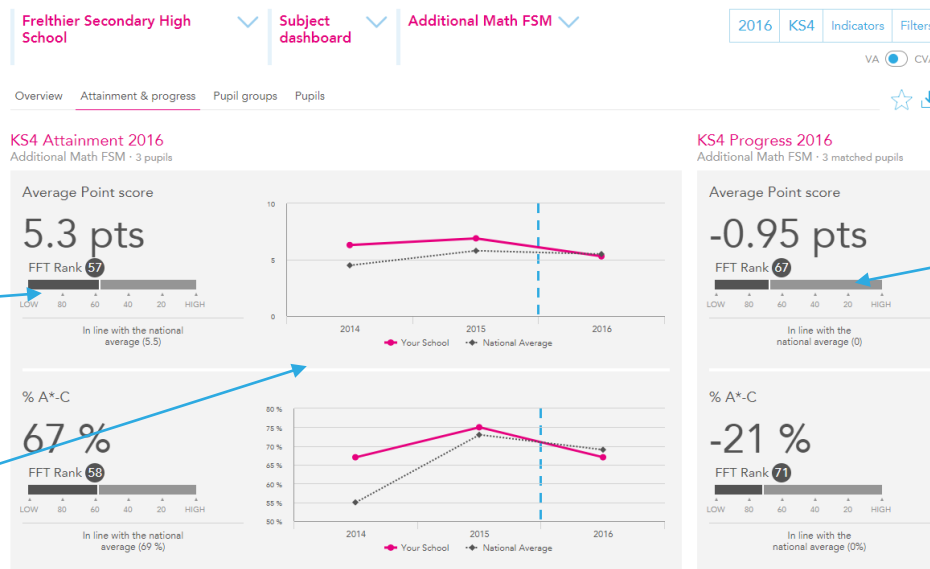
The help file for this report runs over 2 pages: page 1 of 2

What does the report show?

A visual representation of school and national average attainment and progress (VA/CVA progress). Values can be recalculated for specific pupil groups selected from the pupil group 'Filters' (filter selections appear at the top of the grey bar on report)

Navigation & report options

Click on the subject name to view a different subject dashboard. Use the tabs to navigate through each area of the subject dashboard. Click on the reporting year to view performance from a previous year. Select up to 2 performance indicators to be displayed from the Indicators selector. Use 'Filters' to recalculate the whole report for specific groups of pupils (e.g. FSM6 & male). Use the VA/CVA toggle to view the different perspectives of progress. Click on the Export icon to create a PDF of the on-screen report.



KS4 attainment

Attainment values for the selected indicators. Green/red circles and up/down arrows indicate statistical significance.

Time series chart

Visual display of school and national average attainment for the two selected indicators over the previous 4 years.

FFT Rank

FFT national ranking for indicator split into hundredths (1 = highest, 100 = lowest). Ranks calculated for attainment and VA/CVA progress. Ranks tend to be volatile.

Value Added (VA)

Pupil progress compared with similar pupils nationally. The FFT VA model uses prior attainment, gender and month of birth as a starting point for pupil comparisons. Where values are positive, KS2-4 progress at the school is higher than for similar pupils nationally. A negative value means the opposite.

Contextual Value Added (CVA)

CVA defines 'similar pupils' differently to VA and accounts for similar schools nationally too. The FFT CVA model uses prior attainment, gender and month of birth, FSM eligibility, ethnic group, SEN status, EAL and mobility as a starting point for pupil comparisons. Similar schools are based on FSM eligibility rank, socio-economic rank and overall cohort prior attainment. Where values are positive, KS2-4 progress at the school is higher than for similar pupils in similar schools nationally. A negative value means the opposite.

KS4 progress (achievement)

VA or CVA progress compares attainment of each individual pupil with that of similar pupils nationally. Only matched pupils (pupils with KS2 prior attainment) are included within progress. The example school has filtered for FSM6 pupils. A*-C attainment for the cohort in Additional Maths was 67%. This was -21% (progress) below the FFT estimated attainment figure of 88% (figure not displayed on reports). The FFT estimate is the percentage of similar pupils nationally that attained the particular indicator. See below for definitions of VA and CVA.

Statistical significance

Suggests the gap hasn't occurred by chance. It is a signpost that further investigation may be required into the particular area. Green (above) and red (below) circles compare performance to the national average. Up (rise) and down (fall) arrows compare school performance to the previous year.

Use of FFT data

- Provides questions not answers
- Used as the starting point for discussions
- Triangulate alongside a range of other data and professional judgement.

Small cohorts

Use caution with small cohorts. In a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance.

School subject dashboard: Attainment & Progress

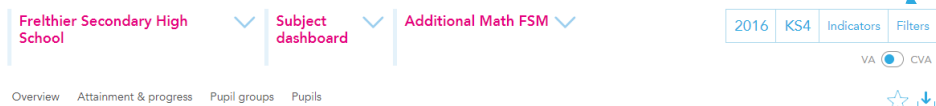
The help file for this report runs over 2 pages: page 2 of 2

What does the report show?

Displays a three year history of attainment and progress within a range of key performance indicators. Statistical significance is indicated for attainment and progress.

Navigation & report options

Click on the subject name to view a different subject dashboard. Use the tabs to navigate through each area of the subject dashboard. Click on the reporting year to view performance from a previous year. Select up to 2 performance indicators to be displayed from the 'Indicators' selector. Use 'Filters' to recalculate the whole report for specific groups of pupils (e.g. FSM6 & male). Use the VA/CVA toggle to view the different perspectives of progress. Click on the Export icon to create a PDF of the on-screen report.



Filters (pupil groups)

The example report has been recalculated for the pupil group FSM6 Males as selected from the 'Filters' selector. Filter selections are displayed in the grey bar. Click 'x' to remove a group.

KS4 attainment indicators

Actual results and progress are displayed for a range of key summary performance indicators. Any two of these indicators can be represented visually within the charts and rankings at the top of this report.

KS4 performance summary Additional Math FSM

| | Actual results | | | Pupil progress | | |
|------------------------------|----------------|-------|------|----------------|-------|-------|
| | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 |
| Number of Pupils / % Matched | 3 | 4 | 3 | 67 % | 75 % | 100 % |
| Average Point score | 6.3 | 6.9 | 5.3 | +0.79 | +0.04 | -0.95 |
| Average Grade | 6+ | 7 | 5+ | +0.79 | +0.04 | -0.95 |
| % A+A | 33 % | 50 % | 67 % | +20 % | -18 % | +8 % |
| % A+C | 67 % | 75 % | 67 % | +16 % | -5 % | -21 % |
| % A+G | 100 % | 100 % | 67 % | 0 % | 0 % | -33 % |

Use of FFT data

- Provides questions not answers
- Used as the starting point for discussions
- Triangulate alongside a range of other data and professional judgement.

Number of pupils / percentage matched

Progress is only calculated for matched pupils (those with KS2 prior attainment). The number of pupils in the cohort and the percentage of those with prior attainment is indicated.

Statistical significance

Suggests the gap hasn't occurred by chance. It is a signpost that further investigation may be required into the particular area. Green (above) and red (below) circles compare performance to the national average. Up (rise) and down (fall) arrows compare performance to the previous year.

Contextual Value Added (CVA)

CVA defines 'similar pupils' differently to VA and accounts for similar schools nationally too. The FFT CVA model uses prior attainment, gender and month of birth, FSM eligibility, ethnic group, SEN status, EAL and mobility as a starting point for pupil comparisons. Similar schools are based on FSM eligibility rank, socio-economic rank and overall cohort prior attainment. Where values are positive, KS2-4 progress at the school is higher than for similar pupils in similar schools nationally. A negative value means the opposite.

KS4 progress indicators

VA or CVA progress. Compares attainment of each individual pupil with that of similar pupils nationally. Statistical significance and trend indicated. Only matched pupils are included in progress.

Value Added (VA)

Pupil progress compared with similar pupils nationally. The FFT VA model uses prior attainment, gender and month of birth as a starting point for pupil comparisons. Where values are positive, KS2-4 progress at the school is higher than for similar pupils nationally. A negative value means the opposite.

Small cohorts

Use caution with small cohorts. In a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance.

School subject dashboard: Pupil groups

What does the report show?

The interactive report allows side-by-side comparison of attainment and progress across any three summary indicators for a pupil group. Helps identify any under-performing pupil groups.

Navigation & report options

Click on the subject name to view a different subject dashboard. Use the tabs to navigate through each area of the subject dashboard. Click on the reporting year to view performance from a previous year. Select up to three performance indicators to be displayed in the table from the Indicators selector. Click on a progress indicator to view performance within the chart. Use the VA/CVA toggle to view the different perspectives of progress. Click on the Export icon to create a PDF of the on-screen report.

Actual results

Aggregated attainment results for the selected indicators are displayed for each pupil group. Always consider the cohort size when analysing performance data.

Pupil progress

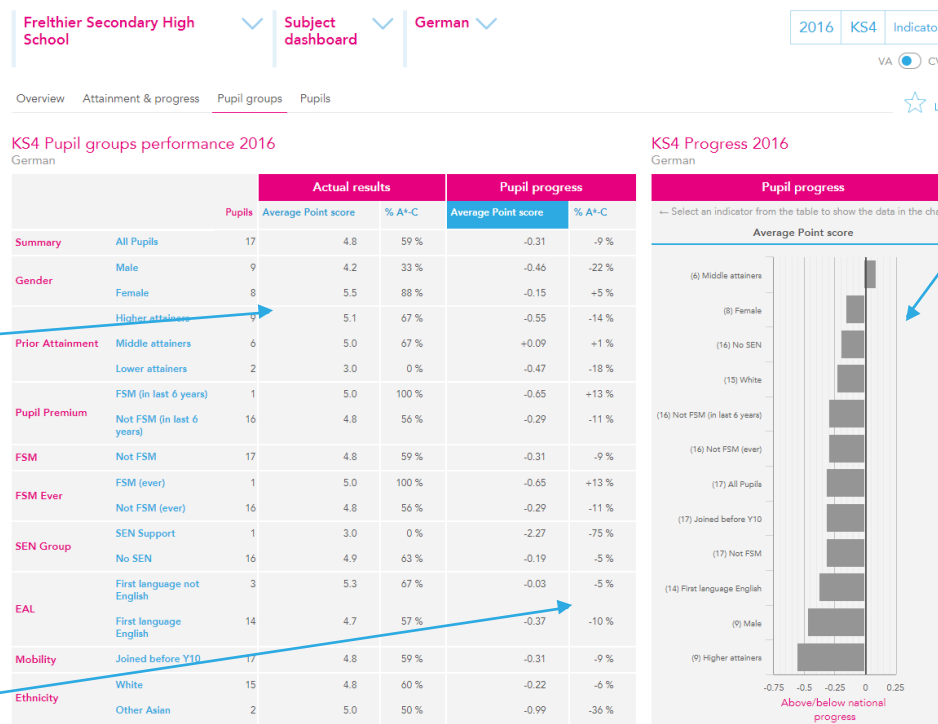
Value Added (VA) or Contextual VA (CVA) perspective of progress. Only matched pupils are included in progress (those with KS2 prior attainment). Statistical significance and trends indicated. In the example, 50% of FSM6 pupils attained an A*-C grade in science. Attainment was -9% (progress) below the FFT estimate of performance of 59% (figure not displayed on report).

Value Added (VA)

Pupil progress compared with similar pupils nationally. The FFT VA model uses prior attainment, gender and month of birth as a starting point for pupil comparisons. Where values are positive, KS2-4 progress at the school is higher than for similar pupils nationally. A negative value means the opposite.

Contextual Value Added (CVA)

CVA defines 'similar pupils' differently to VA and accounts for similar schools nationally too. The FFT CVA model uses prior attainment, gender and month of birth, FSM eligibility, ethnic group, SEN status, EAL and mobility as a starting point for pupil comparisons. Similar schools are based on FSM eligibility rank, socio-economic rank and overall cohort prior attainment. Where values are positive, KS2-4 progress at the school is higher than for similar pupils in similar schools nationally. A negative value means the opposite.



S-curve chart

Visual display of pupil groups progress performance ranked high to low with statistical significance indicated. Cohort size is indicated within the brackets. Click on a bar to view its value. Click on another progress indicator (turns blue) to view performance.

Use of FFT data

- Provides questions not answers
- Used as the starting point for discussions
- Triangulate alongside a range of other data and professional judgement.

Statistical significance

Suggests the gap hasn't occurred by chance. It is a signpost that further investigation may be required into the particular area. Green (above) and red (below) circles compare performance against the national average. Up (rise) and down (fall) arrows compare performance against the previous year.

Small cohorts

Use caution with small cohorts. In a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance. Three-year analysis is recommended for small pupil groups.

School subject dashboard: Pupils

What does the report show?

Key stage 4 pupil level attainment, progress against similar pupils and the number of levels made between KS2 & KS4. The report helps quickly identify variation between an individual pupil's performance across English and mathematics.

Navigation & report options

Click on the subject name to view a different subject dashboard. Use the tabs to navigate through each area of the subject dashboard. Click on the reporting year to view cohorts from previous years. Use 'Filters' to view only pupils with specific characteristics (e.g. FSM6 male). Use the VA/CVA toggle to view the different perspectives of progress. Click on the Export icon to create a PDF of the on-screen report.

Pupil details and context

List of pupils within the cohort, a blue token can indicate free school meal entitlement in the last 6 years (PP), English as an additional language (EAL) or special educational needs (SEN).

Key stage 2 prior attainment

KS2 Average Point Score (APS). 'Band' indicates the third nationally the pupil ranked in terms of their average KS2 attainment (H = highest third, M = middle & L = lowest). Coloured circles represent attainment being below (red), in-line (yellow) or above (green) the KS2 expected level. Pupils without KS2 attainment will not have estimated grades.

Value Added (VA)

Pupil progress compared with similar pupils nationally. The FFT VA model uses prior attainment, gender and month of birth as a starting point for pupil comparisons. Where values are positive, KS2-4 progress at the school is higher than for similar pupils nationally. A negative value means the opposite.

Contextual Value Added (CVA)

CVA defines 'similar pupils' differently to VA, and accounts for similar schools nationally too. The FFT CVA model uses prior attainment, gender and month of birth, FSM eligibility, ethnic group, SEN status, EAL and mobility as a starting point for pupil comparisons. Similar schools are based on national FSM eligibility rank, socio-economic rank and overall cohort prior attainment. Where values are positive, KS2-4 progress at the school is higher than for similar pupils in similar schools nationally. A negative value means the opposite.

| Pupil information | KS2 Prior attainment | | | | Attainment level: Biology | | |
|-----------------------------------|----------------------|----|----|----|---------------------------|-----|-------|
| | Band | Re | Wr | Ma | Est | Act | Diff |
| Danielle Aluminium 06/02/2000 | M | 5B | 4B | 4A | 6- | 5 | -0.58 |
| Carl Avocado 09/05/2000 | H | 5B | 5C | 5A | 7 | 7 | +0.13 |
| Kieran Cadmium 07/05/2000 | M | 5B | 4B | 4B | 5+ | 6 | -0.52 |
| Scott Carrot 15/11/1999 | M | 5A | 5C | 5C | 6 | 5 | -1.00 |
| Abigail Cauliflower 19/07/1999 | | | | | | 6 | |
| Thomas Chromium 12/11/1999 | L | 4C | 3A | 4B | 5- | 4 | -0.77 |
| Ivan Cobalt 07/05/2000 | H | 5B | 5C | 5B | 7- | 7 | +0.33 |

Estimates, actuals and differences

The estimate (Est) represents the grade which 50% or more of 'similar pupils' attained, or higher, nationally. This grade could be considered a benchmark grade for the pupil. The estimated grade may change when switching between VA and CVA as the definition of 'similar pupils' changes. Actuals (Act) represent the pupil's attainment in the subject. Differences (Diff) are the number of grades between the estimate and actual. Coloured circles indicate where actuals were above (green) or below (red) the estimate by half a grade or more - this is not statistical significance.

Use of FFT data

- Provides questions not answers
- Used as the starting point for discussions
- Triangulate alongside a range of other data and professional judgement.