

Reports help guide



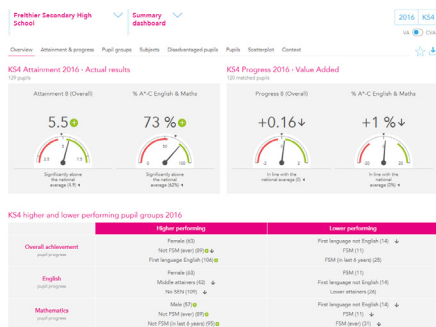
School summary dashboard series Key Stage 2 - August 2018

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Introduction to the KS2 school summary dashboard FFT Aspire

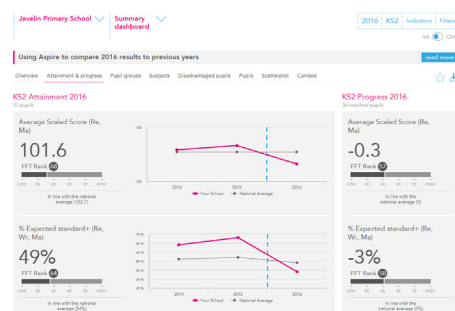
The following help files provide a quick overview of the Key Stage 2 school summary dashboard reports currently available within FFT Aspire (August 2018).

KS2 School summary dashboard



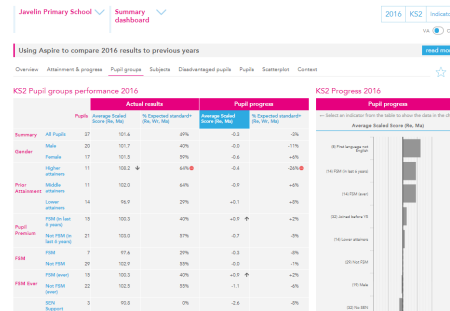
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Self-evaluation summary dashboard



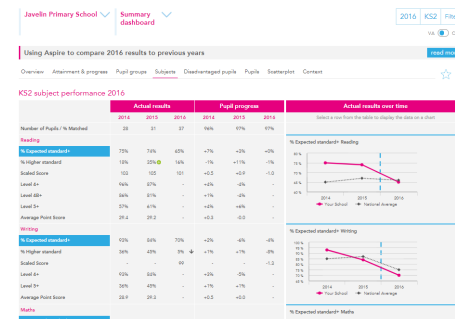
Attainment & progress

Self-evaluation summary dashboard
(2 pages)



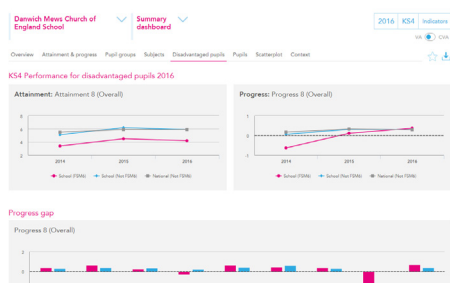
Pupil groups

Self-evaluation summary dashboard



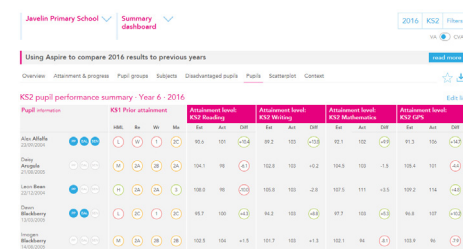
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Self-evaluation summary dashboard



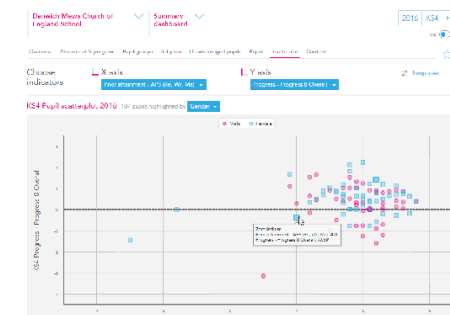
Disadvantaged pupils

Self-evaluation summary dashboard



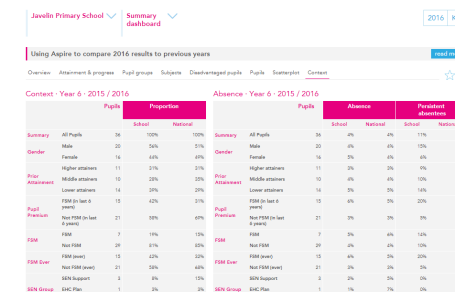
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Self-evaluation summary dashboard



Scatterplots

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Context

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School summary dashboard: Overview

What does the report show?

The Overview report is the starting point for self-evaluation. The gauges on the left display school attainment and the national averages for key performance measures. The gauges on the right display school progress for the same measures (value added). The lower part of the report highlights which pupil groups make the highest and lowest progress in key areas. Use caution when interpreting performance of smaller cohorts; in a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance.

Navigation

Eight reports make up the KS2 summary dashboard. Click on a tab name to change report.

KS2 attainment gauges

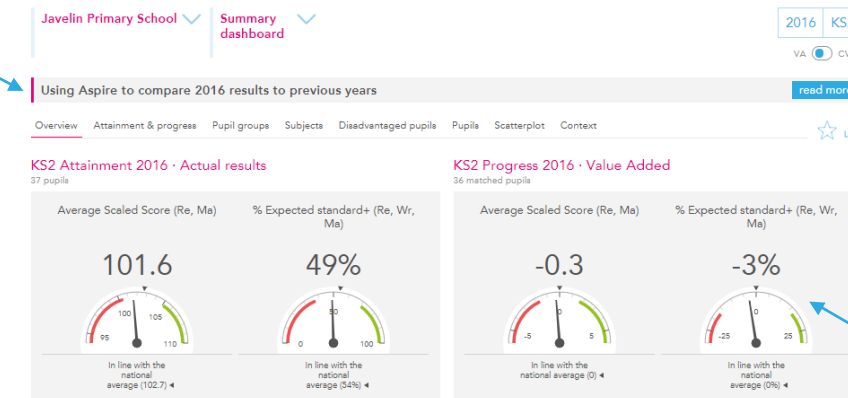
School attainment is compared against the national average. Statistically significant gaps between the school and the national average are indicated by a green circle for being Sig + above the average and a red circle for being Sig - below (for more information see below under 'Statistical significance symbols'). Arrows indicate the direction of travel for performance. An up arrow indicates a statistically significant rise, with a down arrow indicating a fall in performance.

Higher and lower performing pupil groups

The top 3 and bottom 3 performing pupil groups in terms of progress for a range of indicators. A group must have positive progress to appear in the top 3 or negative for the bottom 3. Statistical significance symbols are also indicated here. Switching the VA/CVA toggle may reorder the list or change which groups appear. Cohort size is indicated within brackets. Groups fewer than 5 are not shown.

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.



KS2 higher and lower performing pupil groups 2016

	Higher performing	Lower performing
Overall achievement pupil progress	First language not English (8) FSM (ever) (14) ↑ FSM (in last 6 years) (14) ↑	Middle attainers (11) Not FSM (ever) (22) Female (17)
KS2 reading achievement pupil progress	FSM (ever) (14) FSM (in last 6 years) (14) First language not English (8)	Higher attainers (11) ↓ Not FSM (ever) (22) ↓ Not FSM (in last 6 years) (21) ↓
KS2 writing achievement pupil progress	First language not English (8) Female (17) Lower attainers (14)	Higher attainers (11) Male (19) ● Not FSM (ever) (22)
KS2 mathematics achievement pupil progress	Higher attainers (11) Male (19) First language not English (8)	FSM (6) Middle attainers (11) Female (17)
KS2 grammar, punctuation & spelling achievement pupil progress	First language not English (8) FSM (ever) (14) ↑ FSM (in last 6 years) (14) ↑	Not FSM (ever) (22) Not FSM (in last 6 years) (21) Higher attainers (11)

Statistical significance symbols



Statistical significance symbols indicate that the particular area may be worthy of further investigation as part of the self-evaluation process. Green (significantly above) and red (significantly below) circles compare the school's performance with the national average. Up and down arrows indicate significant rises or falls in performance in comparison with the previous year. Smaller cohorts are more unlikely to be statistically significant.

Year groups

Outcomes of previous cohorts can be displayed on the report by selecting the appropriate year group. The KS2 assessments approach introduced in 2016 have been back-calculated for the 2014 and 2015 reported years.

KS2 Progress - Value Added gauges

Progress compares the school's attainment against the attainment of 'similar pupils' nationally. The VA/CVA toggle switches the progress model between two definitions of 'similar pupils': Value Added (VA) and Contextual Value Added (CVA).

In this VA example, 49% of pupils attained the Expected standard in reading, writing and maths combined. Although below the national average, the attainment was only 3 percentage points below the performance of similar pupils nationally.

Scaled Scores in FFT Aspire

Scaled scores

Choose up to 2 indicators	
✓	% Expected standard+ (Re, Wr, Ma)
+	% Higher standard (Re, Wr, Ma)
✓	Average Scaled Score (Re, Ma)
+	% Expected standard+ Reading
+	% Higher standard Reading
+	Scaled Score Reading
+	% Expected standard+ Writing
+	% Higher standard Writing
+	% Expected standard+ Maths
+	% Higher standard Maths
+	Scaled Score Maths
+	% Expected standard+ Grammar, Punctuation & Spelling
+	% Higher standard Grammar, Punctuation & Spelling
+	Scaled Score Grammar, Punctuation & Spelling
+	% Expected standard+ Science

The 2016 Key Stage 2 assessments were the first to assess the new national curriculum, introduced by the DfE in 2014. Results are now no longer reported as levels, and each pupil now receives their test results as scaled scores and their teacher assessments based on the standards in the interim framework. The tests at the end of Key Stage 2 are administered in mathematics, English reading and English grammar, punctuation and spelling. Pupils were teacher assessed at the end of Key Stage 2 in reading, writing, mathematics and science. Scaled Scores for tests range between 80 and 120, with pupils scoring 100+ attaining the 'expected standard' and scores of 110+ attaining the 'higher standard'. Teacher assessments for each subject include a descriptor for working at the 'expected standard'. Only the writing teacher assessment is converted to a scaled score.

FFT Aspire delivers analysis of the new measures through its familiar suite of interactive visual dashboards. Alongside the headline DfE attainment measures, FFT Aspire includes an extensive list of new performance indicators. FFT Value Added (VA) and Contextual Value Added (CVA) is calculated for each indicator.

Pupil level scaled scores

Edward Cadmium attained a scaled score of 101 in the mathematics test. Being a score of over 100, he reached the DfE's expected standard. Edward's (VA) progress is shown as +1.2, as 1.2 was the positive difference between his actual score (101) and his estimated score (99.8). The estimated score is calculated by looking at the average scaled score attained by pupils nationally with similar Key Stage 1 starting points, same gender and month of birth. Switching to CVA may change Edward's estimate and difference.

	KS1 Prior attainment				Attainment level: KS2 Mathematics		
	HML	Re	Wr	Ma	Est	Act	Diff
Edward Cadmium					99.8	101	+1.2
	PP	L	2C	2B			

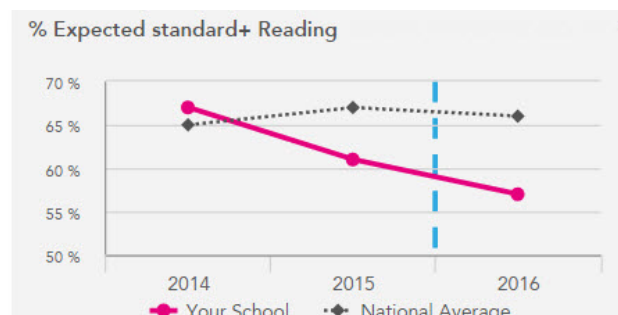
School level scaled scores

Pupil level scaled scores and progress scores are aggregated up to group and school level. The 'VA scaled score' example below provides the mathematics scaled scores for two schools. School A attained a higher overall average scaled score in maths than school B. However, when considering the pupils' Key Stage 1 starting points, School B has made the most progress.

	VA scaled score				% expected standard (RWM)		
	Actual	Expected	VA		Actual	Expected	VA
School A	106.3	107.4	- 1.1	School A	80%	85%	- 5%
School B	105.8	105.3	+ 0.5	School B	75%	71%	+ 4%

Calculating scaled scores backwards for previous years

Following a statistical analysis of national datasets, FFT have now recalculated results for all schools in 2014 and 2015. We believe that this provides schools with a richer set of data and will allow them to broaden their understanding of this year's results rather than viewing them in relative isolation. To achieve this, we have calculated the percentage of pupils at each scaled score

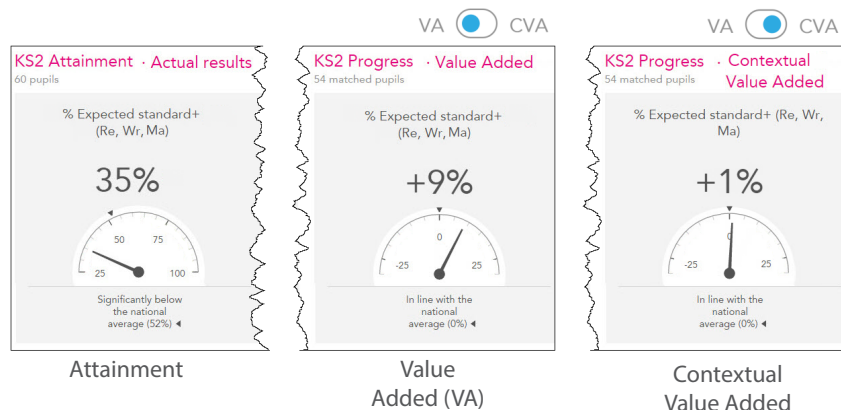


in the 2016 KS2 tests. We then calculated the percentage of pupils at each mark-point in the KS2 tests, including the level 6 tests, for each year from 2013 to 2015. We use these two sets of percentages to create mark-point to scaled score conversion tables. For example: the top 0.1% of pupils achieved a scaled score of 120 reading. We therefore find the top-scoring 0.1% of pupils in the KS2 reading tests from the previous three years and assign them a scaled score of 120. We then repeat the process for the other scaled scores. This produces national distributions (and national averages) for 2013 to 2015 very close to the distribution for 2016. In FFT Aspire the back-calculations are visible for 2014 and 2015 cohorts. A blue dotted line indicates where back-calculated scores end and actual scaled scores start.

Progress: Value Added and Contextual Value Added

Progress

Progress compares the attainment of pupils in the school with the attainment of 'similar pupils' nationally. The similar pupils' attainment becomes an estimate of performance. The difference between the school's attainment and the estimate is progress, which can be a positive, negative or a neutral value. Progress is only calculated for 'matched pupils'; those with KS1 prior attainment.



There are three types of progress models used within FFT Aspire: DfE Value Added, FFT Value Added (VA) and FFT Contextual Value Added (CVA). DfE Value Added is used for two indicators only, these are average scaled score in reading and average scaled score in mathematics. The remaining indicators use FFT Value Added. CVA is provided for all indicators which can be accessed through the on-screen VA/CVA toggle.

FFT Value Added and Contextual Value Added define 'similar pupils' differently. Value Added compares pupils with similar KS1 prior attainment, the same gender and month of birth. In addition to these factors, Contextual Value Added also includes further pupil context and the context of the school.

When analysing performance it is important to look at all three performance perspectives: attainment, value added and contextual value added. Used in isolation, each perspective can only indicate so much, but may mask other important aspects. Used in combination, further detail could be exposed and illuminated, building a more complete picture of performance and gaps.

KS1 prior attainment inputs and defining 'similar pupils'

DfE Value Added uses average KS1 attainment based on English (reading & writing) and mathematics to define 'similar pupils'. For FFT models, the same KS1 prior attainment inputs are used for measuring both KS2 Value Added (VA) and Contextual Value Added (CVA). For each pupil, their average KS1 attainment from all available subjects is calculated, as are the differences between their attainment in the subjects. Taking account of pupils' subject variations at KS1 provides a closer relationship with outcomes at KS2.

Prior attainment inputs into FFT Key Stage 1 - 2 progress models

- Overall KS1 attainment
- writing
- speaking & listening
- mathematics
- reading
- science

All measures which appear in the performance tables use the same model as per DfE value added. For VA measures only included within Aspire similar pupils are defined as having similar prior attainment, the same gender and month of birth; CVA also includes these factors plus additional pupil contextual factors and accounts for the profile of the school. Both models use interaction terms; this means the impact of each factor on the other factors is accounted for.

Analysing performance

A common initial question for senior leaders is simply 'How did the cohort perform in comparison with national averages?' The attainment gauge here supports this investigation. We can see that 35% of pupils attained the Expected Standard in reading, writing and mathematics combined, and we quickly identify that this performance is below the national average. The gap is 17 percentage points below the national average.

Arguably a more important question for self-evaluation purposes regards the relative progress made by pupils. The VA gauge supports senior leaders in answering the question 'How are the pupils in my school progressing in comparison to pupils with similar starting points nationally?' The VA gauge above suggests that 9 percent of pupils in the cohort made the expected standard than their equivalents nationally.

The third question for analysis is 'How are the pupils in my school progressing in comparison to pupils with similar profiles in those schools with similar intakes?' The CVA gauge indicates that progress is in-line with similar pupils in similar schools.

The next steps for the evaluation process are to move through the other reports within the summary dashboard and break down the headline indicators by subjects and pupil groups. This will provide a wider picture of performance.

Factors used within progress models

Pupil context factors	KS2 DfE Value added	FFT Value added	Contextual Value added
Prior attainment	✓ RWM	✓	✓
Subject variations		✓	✓
Gender		✓	✓
Month of Birth		✓	✓
EAL			✓
FSM			✓
SEN			✓
Ethnicity			✓
Mobility (joined late / time in school)			✓
School context factors			
Mean Intake TA Level			✓
Spread of Intake Test Level			✓
FSM Entitlement (Percentile Rank)			✓
Geodemographic Data (Percentile Rank)			✓

School summary 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 over time through charts and tables. Progress (Value Added or Contextual Value Added) is calculated for the selected indicators. Any two indicators can be displayed on the charts. The table at the bottom of the report provides analysis for a wide range of performance measures. The whole report can be recalculated for specific pupil groups. Use caution when interpreting performance of smaller cohorts; in a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance.

Navigation

Eight reports make up the KS2 summary dashboard. Click on a tab name to change report.

KS2 attainment & progress (value added)

School attainment is compared against the national average. Progress compares the school's attainment against the attainment of 'similar pupils' nationally. The VA/CVA toggle switches the progress model between Value Added (VA) and Contextual Value Added (CVA).

In this VA example, 49% of pupils attained the Expected standard. Although below the national average, the attainment was 3 percentage points below the performance of similar pupils nationally.

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 symbols



Statistical significance symbols indicate that the particular area may be worthy of further investigation as part of the self-evaluation process. Green (above) and red (below) circles compare the pupil group's performance with the national average. Up and down arrows indicate significant rises or falls in performance in comparison with the previous year. Smaller cohorts are more unlikely to be statistically significant.

Time series chart

Visual display of school and national average attainment over time for up to two selected indicators. Where appropriate, new scaled score indicators have been calculated backwards for 2014 & 2015 results. A blue dotted line indicates where back-calculated scores end and actual scaled scores start.

Year groups

Outcomes of previous cohorts can be displayed on the report by selecting the required year group.

Filters

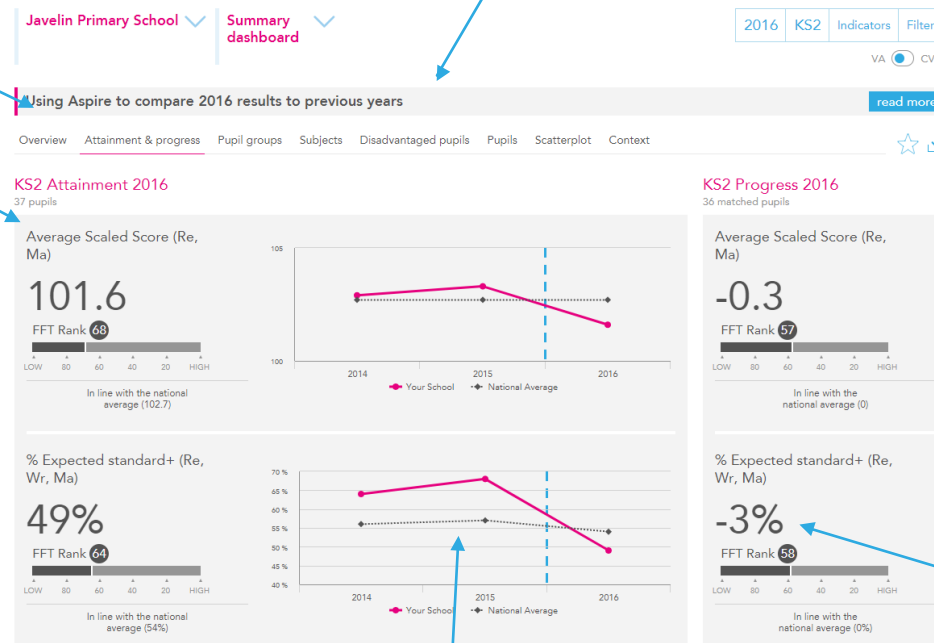
Use the filters to recalculate the values on the whole report for specific groups of pupils. The selected group names will appear at the top of the report in a grey bar.

FFT Rank

FFT national ranking for indicator split into hundredths (1 = highest, 100 = lowest). Ranks are calculated for attainment and progress. Caution: ranks between 20 to 80 tend to be volatile between years.

Displaying other indicators

Any two indicators can be selected to appear in the charts by clicking on the button.



School summary dashboard: Attainment & progress

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

What does the report show?

The report displays a three year history of attainment and progress for a range of key performance indicators. Statistical significance is indicated for attainment and progress in comparison with the national average. Statistically significant changes from the previous year are also indicated with the direction. The whole report can be recalculated to focus on specific groups of pupils (e.g. FSM6 boys).

Navigation

Eight reports make up the KS2 summary dashboard. Click on a tab name to change report.

KS2 Actual Results

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 the report.

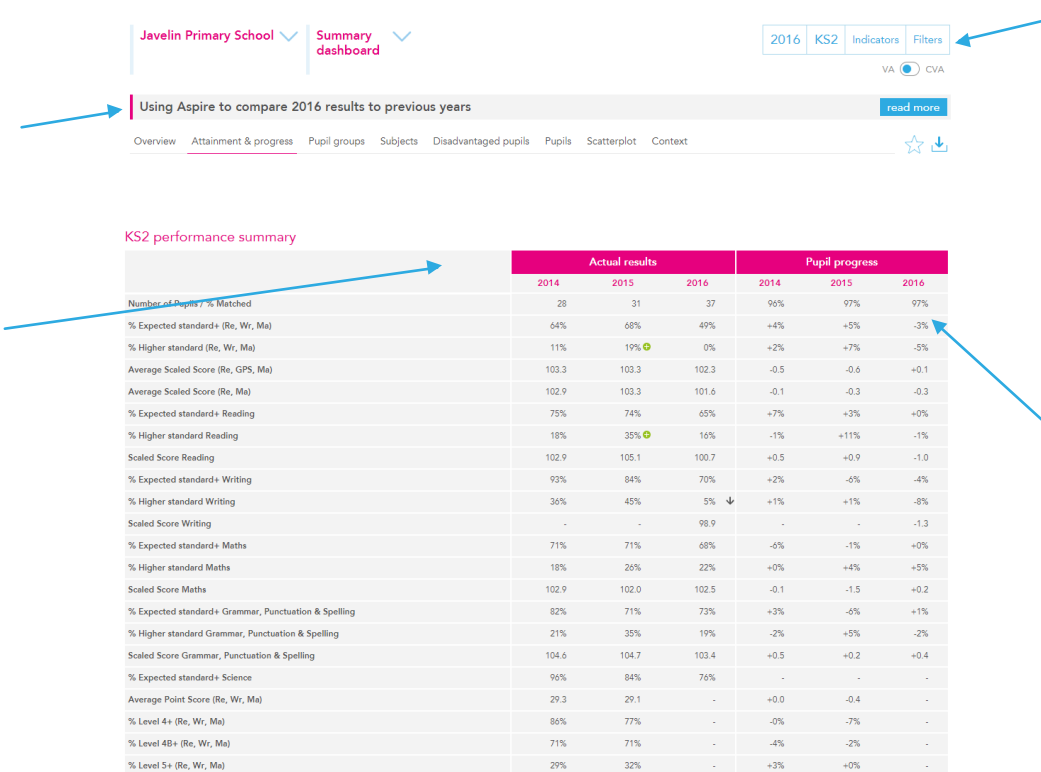
Small cohorts

Use caution when interpreting performance of smaller cohorts; in a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance.

Statistical significance symbols



Statistical significance symbols indicate that the particular area may be worthy of further investigation as part of the self-evaluation process. Green (above) and red (below) circles compare the pupil group's performance with the national average. Up and down arrows indicate significant rises or falls in performance in comparison with the previous year. Smaller cohorts are more unlikely to be statistically significant.



Filters

Use the filters to recalculate the values on the whole report for specific groups of pupils. The selected group names will appear at the top of the report in a grey bar.

KS2 Pupil progress indicators

Progress compares school attainment against the attainment of 'similar pupils' nationally. The VA/CVA toggle switches the progress model between Value Added (VA) and Contextual Value Added (CVA). Only matched pupils (those with KS1 prior attainment) are included within progress. The % of matched pupils is displayed for each cohort on the top row.

Use of FFT data

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- Used as the starting point for discussions
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School summary dashboard: Pupil groups

What does the report show?

The interactive report allows side-by-side comparison of attainment and progress across any three indicators from the indicators button. The tables and charts help illuminate variation between performance of pupil groups. Use caution when interpreting performance of smaller cohorts; in a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance.

Navigation

Eight reports make up the KS2 summary dashboard. Click on a tab name to change report.

Actual results

Aggregated attainment results for the selected indicators are displayed for each pupil group.

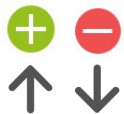
Pupil progress

Value Added (VA) or Contextual VA (CVA) perspective of progress. Only matched pupils are included in progress (those with KS1 prior attainment). Statistical significance and trends indicated.

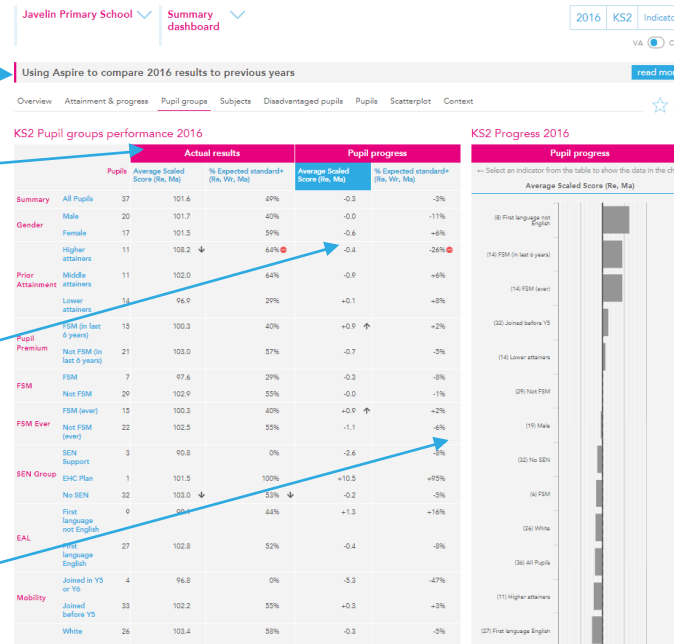
S-curve chart

Visual display of pupil groups performance for any highlighted (turns blue) attainment or progress indicator column. Cohort size is indicated within the brackets. The values are ranked high to low with statistical significance indicated (green or red). Grey values are not statistically significant, but could be larger than values that are. Cohort size impacts on statistical significance calculations.

Statistical significance symbols



Statistical significance symbols indicate that the particular area may be worthy of further investigation as part of the self-evaluation process. Green (above) and red (below) circles compare the pupil group's performance with the national average. Up and down arrows indicate significant rises or falls in performance in comparison with the previous year. Smaller cohorts are more unlikely to be statistically significant.



Year groups

Outcomes of previous cohorts can be displayed on the report by selecting the appropriate year group. The KS2 assessments introduced in 2016 have been back-calculated for the 2014 and 2015 reported years.

Displaying other indicators

Any two indicators can be selected to appear in the table by clicking on the button.

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.

School summary dashboard: Subjects

What does the report show?

This interactive report provides analysis of a wide range of performance indicators for each KS2 subject. The charts on the right side can display any of the listed measures by clicking on the indicator name to turn it blue. The whole report can be recalculated for specific pupil groups. Use caution when interpreting performance of smaller cohorts; in a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance.

Navigation

Eight reports make up the KS2 summary dashboard. Click on a tab name to change report.

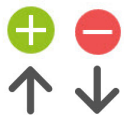
Actual results and Pupil progress

A range of attainment results and progress (VA or CVA) displayed for each subject. Only matched pupils are included in progress (those with KS1 prior attainment). Statistical significance and trends are indicated. The new assessments introduced in 2016 have been back-calculated for 2014 and 2015 cohorts.

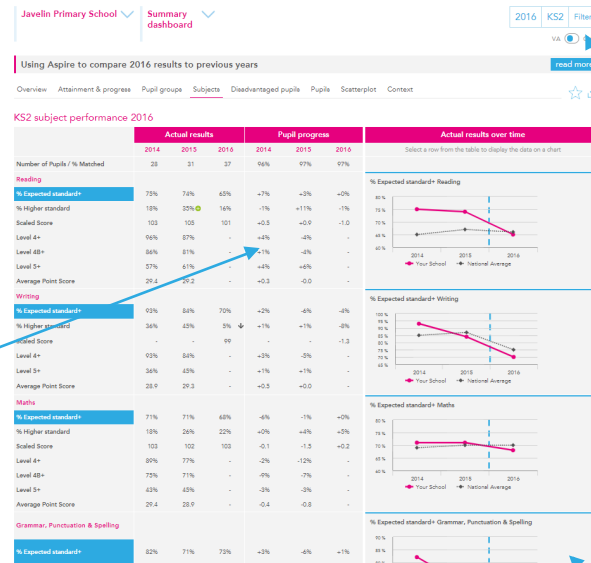
Use of FFT data

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Statistical significance symbols



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Year groups

Outcomes of previous cohorts can be displayed on the report by selecting the appropriate year group. The KS2 assessments introduced in 2016 have been back-calculated for the 2014 and 2015 reported years.

Filters

Use the filters to recalculate the values on the whole report for specific groups of pupils. The selected group names will appear at the top of the report in a grey bar.

Time series chart

Visual display of school and national average attainment over time for each subject. Any listed indicator can be displayed once it is highlighted (turns blue). New scaled score indicators have been back-calculated for 2014 & 2015 results. A blue dotted line indicates where back-calculated scores end and actual scaled scores start.

School summary dashboard: Disadvantaged pupils

What does the report show?

This interactive report focuses on the gap or difference between FSM6 students (those in receipt of Free School Meals within the last six years) and non-FSM6 students.

Navigation & report options

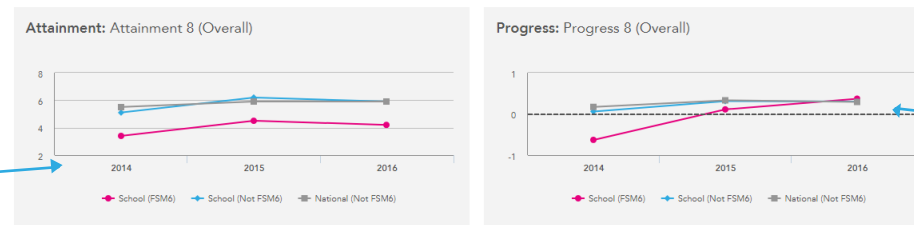
Click on the reporting year to view performance from a previous year. Select a performance indicator to be displayed in the table from the 'Indicators' button. Click on the Export icon to create a PDF of the on-screen report.

Attainment line graph

The actual score in the measure over three years. Each line represents a different group of pupils: the FSM6 students at the school (pink); the non-FSM6 students at the school (blue); non-FSM6 students across the national cohort (grey). The lines highlight the trend for each group over the three year period.



KS4 Performance for disadvantaged pupils 2016



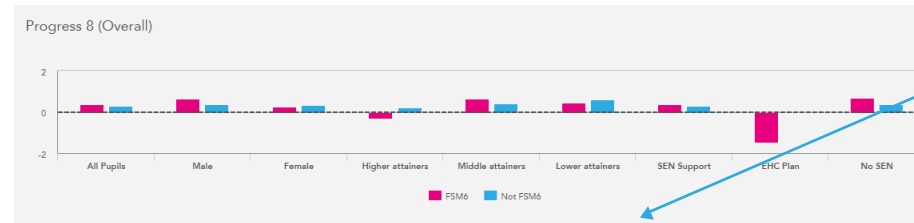
Indicators

Select the measure to be calculated in the dashboard.

Progress line graph

The value added score in the selected measure.

Progress gap



Progress gap bar chart

The value added score in the measure defined by various pupil characteristics. Each pair of bars represent the scores of the FSM6 and non-FSM6 pupils in amongst various pupil groups. The pupil group is described at the bottom of the chart. The vertical distance between the pink and blue bar represents the attainment gap between the FSM6 and non-FSM6 pupils within the year group.

Table

The table details the attainment and progress score for FSM6 and non-FSM6 pupils at the school. The "Gap" column is the percentage difference between FSM6 and non-FSM6 students in the attainment or progress measure. The groups on the left-hand side correspond to those on the Progress gap bar chart.

Male	8	43	4.6	5.7	-1.1	0.65	0.35	0.3
Female	6	36	4.7	6.3	-1.6	0.24	0.34	-0.1
Higher attainers	1	35	5.3	6.7	-1.4	-0.28	0.21	-0.49
Middle attainers	5	26	5.7	5.8	-0.1	0.65	0.42	0.23
Lower attainers	8	10	3.9	4.7	-0.8	0.46	0.61	-0.15
SEN Support	2	5	3.4	5.7	-2.3	0.37	0.31	0.06
EHC Plan	1	-	0	-	-	-1.45	-	-
No SEN	11	74	5.2	6	-0.8	0.67	0.35	0.32

Tooltips

Appears when hovering the mouse cursor over each of the marks and bars on the graph. Details the data behind the mark.

School summary dashboard: Pupils

What does the report show?

The report displays named pupil attainment and progress for end of Key Stage 2 tests and teacher assessments. The report helps quickly identify variations in an individual pupil's performance in reading, writing, mathematics & GPS.

Navigation

Eight reports make up the KS2 summary dashboard. Click on a tab name to change report.

Pupil details and context

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 1 prior attainment

Previous teacher assessment results in reading, writing and mathematics displayed.

HML indicates which third nationally the pupil ranked in terms of their overall average KS1 prior attainment (H = highest third, M = middle third & L = lowest third).

Coloured circles represent attainment being below (red), in-line (yellow) or above (green) with the relevant KS1 expected level. Pupils missing KS1 prior attainment will not have estimated grades.

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.

Attainment (Act)

Pupils' scaled scores are shown for attainment in Reading, Mathematics and GPS. Writing attainment is shown as one of 'N' = Expected Standard, 'A' = Higher Standard, and 'W' = working toward national standard. Cohorts prior to 2016 will have their NC levels shown for attainment.

Estimate (Est)

The estimate represents the average scaled score that was attained by 'similar pupils'. Estimates may change when switching between VA and CVA as the definition of 'similar pupils' changes.

Progress (Diff)

The difference between the estimated scaled score and the actual scaled score. Pupils in the top 20% or 25% (depending on the subject) nationally for progress have their score highlighted in green, with those in the bottom 20% or 25% are coloured red.

Year groups

Outcomes of previous cohorts can be displayed on the report by selecting the required year group.

Filters

Use the filters to recalculate the values on the whole report for a specific group of pupils. The selected group names will appear at the top of the report in a grey bar, and the cohort summary figures will reflect the filtered group's information.

Javelin Primary School Summary dashboard

2016 KS2 Filters

VA CVA

Using Aspire to compare 2016 results to previous years [read more](#)

Overview Attainment & progress Pupil groups Subjects Disadvantaged pupils Pupils Scatterplot Context

KS2 pupil performance summary · Year 6 · 2016 [Edit list](#)

Pupil information	KS1 Prior attainment				Attainment level: KS2 Reading			Attainment level: KS2 Writing			Attainment level: KS2 Mathematics			Attainment level: KS2 GPS		
	HML	Re	Wr	Ma	Est	Act	Diff	Est	Act	Diff	Est	Act	Diff	Est	Act	Diff
Alex Alfalfa 23/09/2004	L	W	1	2C	90.6	101	+10.4	89.2	103	+13.8	92.1	102	+9.9	91.3	106	+14.7
Daisy Arugula 21/08/2005	M	2A	2B	2A	104.1	98	-6.1	102.8	103	+0.2	104.5	103	-1.5	105.4	101	-4.4
Leon Bean 22/12/2004	H	2A	2A	3	108.0	98	-10.0	105.8	103	-2.8	107.5	111	+3.5	109.2	114	+4.8
Dawn Blackberry 18/03/2005	L	2C	1	2C	95.7	100	+4.3	94.2	103	+8.8	97.7	103	+5.3	96.8	107	+10.2
Imogen Blackberry 14/08/2005	M	2A	2B	2B	102.5	104	+1.5	101.7	103	+1.3	102.1	94	-8.1	103.9	96	-7.9

Attainment level: KS2 Reading

Est	Act	Diff
102.5	100	-2.5
108.0	112	+4.0
98.4	102	+3.6
90.8	80	-10.8

School summary dashboard: Scatterplot

What does this report show?

This interactive report shows an additional and easy way to analyse your performance visually. Using the scatterplot feature in FFT Aspire allows you to quickly identify excellence and under performance on the same chart.

Navigation & report options

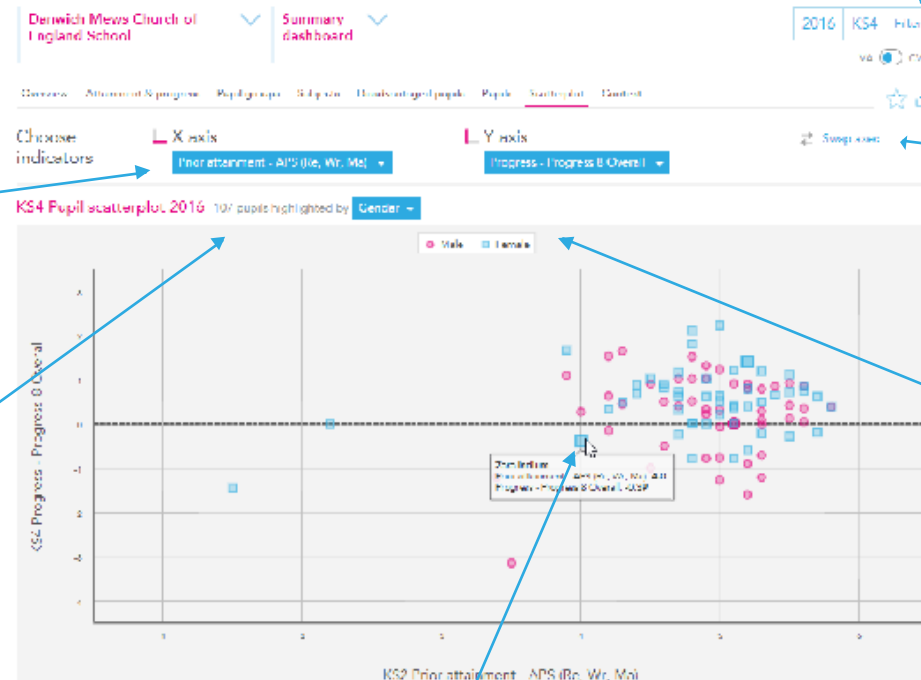
Use the tabs to navigate through each area of the summary dashboard. Click on the reporting year to view performance from a previous year. Click on the Export icon to create a PDF of the on-screen report.

X and Y axis dropdowns

Click the dropdowns to change the measure for the corresponding axis on the chart. There are a range of Attainment, Progress, Estimated and Prior Attainment measures from which to select.

Highlighted by

This dropdown lists pupil characteristics collected in the Census. Selecting a factor splits the marks on the scatterplot into each group based on that characteristic. By way of example, selecting "Gender" defines the sample on "Male" and "Female", with a different icon for each.



Filters

Use the filters to select a specific pupil group to include on the scatterplot. Applying no filter includes all pupils (this is the default).

Swap axes

Switches the measures selected in the axes dropdowns.

Highlight legend

Describes which icons define each group selected using the "highlighted by" dropdown. Click on the name of a sub-group to hide it from the scatterplot.

Tooltips

Hover over the mark on the scatterplot to display the pupil's name and their scores in the selected X and Y axes measures. Pupils with the same scores who occupy the same spot on the scatterplot stack into the one tooltip.

Grace Hafnium
Prior attainment - Average level (Re, Wr, Ma): 2.83
Progress - Scaled score (Re, Ma): -1.3

School summary dashboard: Context

What does this report show?

The report is separated into two areas: the context of the year group and attendance rates. The Context area provides a profile breakdown of the year group, and the profile of the national year group for comparative purposes. The Absence area focuses on absence rates of specific pupil groups and provides national comparative figures for the year group.

Navigation

Six reports make up the KS2 summary dashboard. Click on a tab name to change report.

Context

Breakdown of pupil context and characteristics in numbers and percentages of the cohort. The national cohort profile is provided for comparison.

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

Absence rates for small groups of pupils can be heavily influenced by a single pupil. Always consider the cohort size when interpreting aggregated data.

Pupil groups

Prior attainment group: Each pupil is ranked nationally based on their overall Key Stage 1 teacher assessments. Attainment bands group pupils into thirds, based on their KS1 prior attainment ranking position. Note, the percentages may not add up to 100% here, as pupils who do not have prior attainment are not included in a group. The groups are:

- Higher = the percentage of pupils who were in the top third of KS1 attaining pupils nationally;
- Middle = the percentage of pupils who were in the middle third of KS1 attaining pupils nationally;
- Lower = the percentage of pupils who were in the bottom third of KS1 attaining pupils nationally.

FSM: pupils entitled to free school meals in the last census before the end of the key stage (also known as FSM current)

FSM (in last 6 years): Pupil Premium pupils, entitled to free school meals at any point in the last 6 years (referred to elsewhere as FSM6)

FSM Ever: pupils who have been ever been listed on a school census as entitled to free school meals

Mobility: Pupils who were in the school for half or less of the key stage i.e. those who joined in year 5 or year 6

Javelin Primary School

Summary dashboard

KS2

Using Aspire to compare 2016 results to previous years

Overview

Attainment & progress

Pupil groups

Subjects

Disadvantaged pupils

Pupils

Scatterplot

Context

Context · Year 6 · 2015 / 2016

		Pupils	Proportion	
			School	National
Summary	All Pupils	36	100%	100%
Gender	Male	20	56%	51%
	Female	16	44%	49%
Prior Attainment	Higher attainers	11	31%	31%
	Middle attainers	10	28%	35%
	Lower attainers	14	39%	20%
Pupil Premium	FSM (in last 6 years)	15	42%	31%
	Not FSM (in last 6 years)	21	58%	69%
FSM	FSM	7	19%	15%
	Not FSM	29	81%	85%
FSM Ever	FSM (ever)	15	42%	32%
	Not FSM (ever)	21	58%	68%
SEN Group	SEN Support	3	8%	15%
	EHC Plan	1	3%	3%
EAL	No SEN	32	89%	82%
	First language not English	9	25%	19%
Mobility	First language English	27	75%	81%
	Joined in Y5 or Y6	3	8%	7%
Ethnicity	Joined before Y5	33	92%	93%
	White	26	72%	76%
	Black Caribbean	2	6%	3%
	Black African	4	11%	5%
	Indian	1	3%	3%
	Pakistani	1	3%	4%

Absence · Year 6 · 2015 / 2016

		Pupils	Absence		Persistent absentees	
			School	National	School	National
Summary	All Pupils	36	4%	4%	11%	5%
Gender	Male	20	4%	4%	15%	6%
	Female	16	5%	4%	6%	5%
Prior Attainment	Higher attainers	11	3%	3%	9%	2%
	Middle attainers	10	4%	4%	10%	4%
	Lower attainers	14	5%	4%	14%	10%
Pupil Premium	FSM (in last 6 years)	15	6%	5%	20%	11%
	Not FSM (in last 6 years)	21	3%	3%	5%	3%
FSM	FSM	7	5%	6%	14%	15%
	Not FSM	29	4%	4%	10%	4%
FSM Ever	FSM (ever)	15	6%	5%	20%	12%
	Not FSM (ever)	21	3%	3%	5%	3%
SEN Group	SEN Support	3	2%	5%	0%	10%
	EHC Plan	1	1%	7%	0%	18%
EAL	No SEN	32	5%	4%	13%	4%
	First language not English	9	5%	4%	0%	5%
Mobility	First language English	27	4%	4%	15%	6%
	Joined in Y5 or Y6	3	8%	5%	33%	12%
Ethnicity	Joined before Y5	33	4%	4%	9%	5%
	White	26	4%	4%	12%	6%
	Black Caribbean	2	8%	4%	50%	8%
	Black African	4	3%	3%	0%	3%
	Indian	1	0%	3%	0%	2%
	Pakistani	1	6%	4%	0%	5%

Year groups

Profiles and absence rates of previous cohorts can be viewed by selecting the required year group.

School absence

The absence rate for each pupil group. For comparative purposes, the attendance rate for each pupil group within the national year group is provided.

Persistent absence

Persistent absentees are pupils who miss 10% or more of attendance sessions. For each pupil group, the table shows the percentage of the group that were persistent absentees. For comparative purposes, the persistent absentee percentage for each pupil group within the national year group is provided.