

Reports help guide



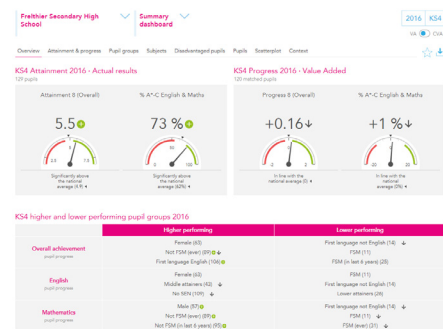
School summary dashboard series KS4 - August 2018

Contents

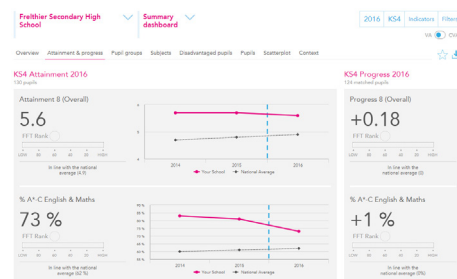
Introduction to the KS4 school summary dashboard within FFT Aspire

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

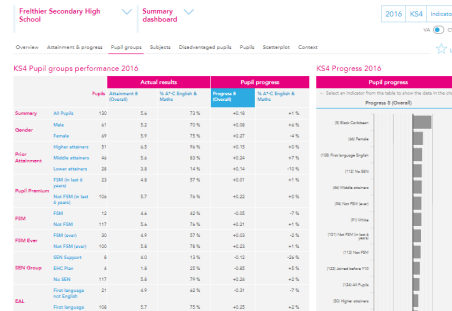
KS4 School summary dashboard



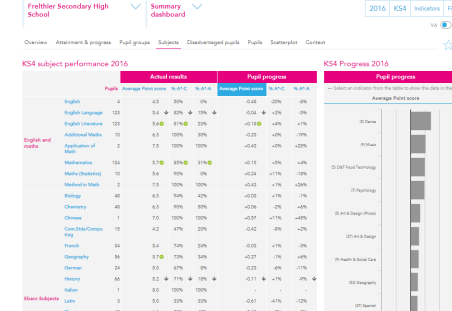
Overview
Self-evaluation summary dashboard



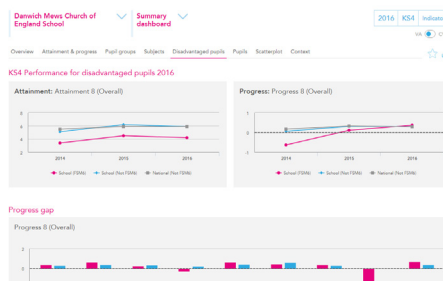
Attainment & progress
Self-evaluation summary dashboard
(2 pages)



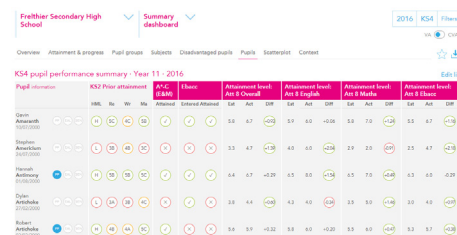
Pupil groups
Self-evaluation summary dashboard



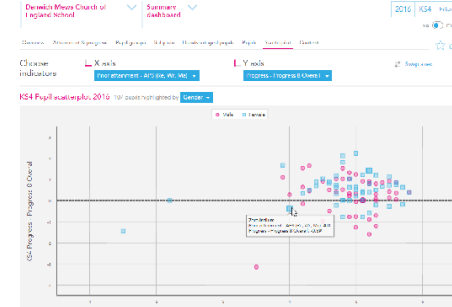
Subjects
Self-evaluation summary dashboard



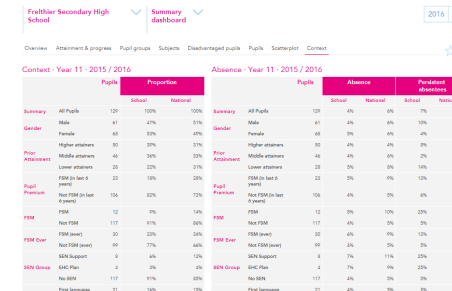
Disadvantaged pupils
Self-evaluation summary dashboard



Pupils
Self-evaluation summary dashboard



Scatterplots
Self-evaluation summary dashboard



Context
Self-evaluation summary dashboard

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 Attainment 8 and the percentage of pupils attaining A*-C grades in English and mathematics combined. The gauges on the right display Progress 8 and value added for the English and maths A*-C measure. The lower part of the report highlights which pupil groups make the highest and lowest value added progress in key areas.

Navigation

Eight reports make up the KS4 summary dashboard. Click on a tab name to change report.

KS4 attainment gauges

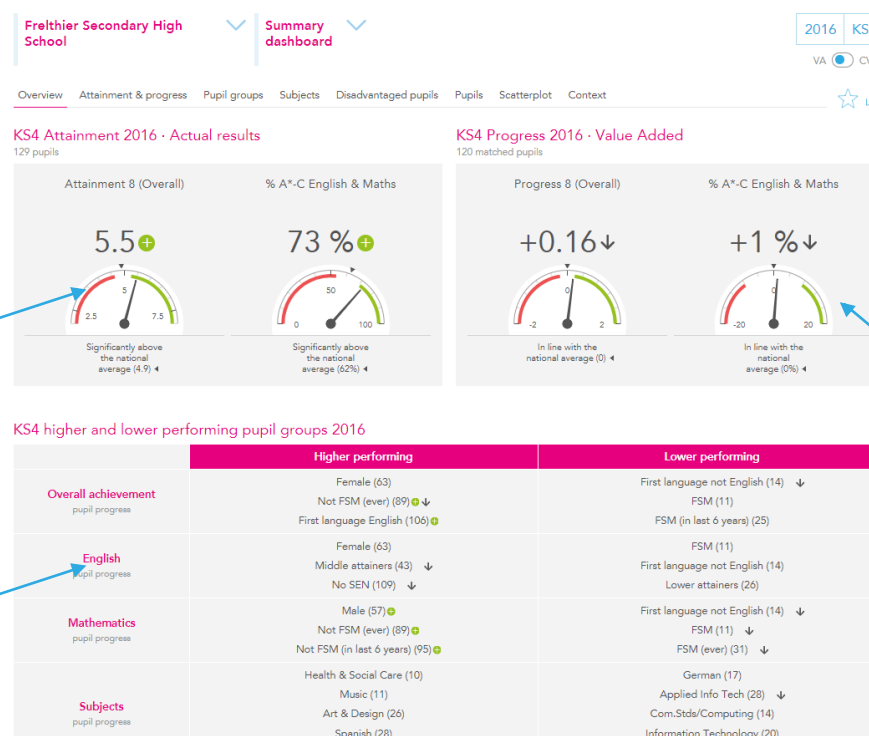
School attainment is compared against the national average. Statistically significant gaps between the school and the national average are indicated by a green circle for being Sig+ above the average and a red circle for being Sig- below (for more information see below under 'Statistical significance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

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.



Year groups

Outcomes of previous cohorts can be displayed on the report by selecting the appropriate year group. FFT have calculated the new attainment indicators for previous years with FFT VA and CVA.

KS4 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).

Statistical significance symbols

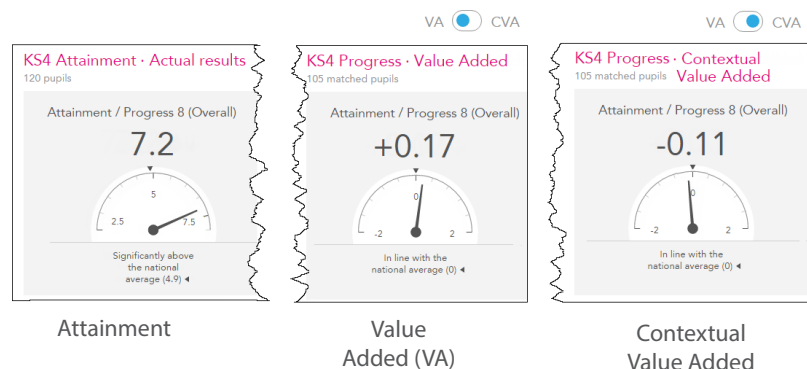


Statistical significance symbols indicate that the particular area may be worthy of further investigation as part of the self-evaluation process. Green (significantly above) and red (significantly below) circles compare the school's performance with the national average. Up and down arrows indicate significant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

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 KS2 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 Attainment 8/Progress 8 and the underpinning elements (aka 'Buckets'). The remaining indicators use FFT Value Added. CVA is provided for all indicators. The user can switch CVA on and off through the VA/CVA toggle.

FFT Value Added (VA) and Contextual Value Added (CVA) define 'similar pupils' differently. VA compares pupils with similar KS2 prior attainment, the same gender and month of birth. In addition to these factors, CVA 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 performance gaps.

KS2 prior attainment inputs and defining 'similar pupils'

DfE Value Added uses average KS2 attainment based on reading and mathematics to define 'similar pupils'. The same KS2 prior attainment inputs are used for measuring both Value Added (VA) and Contextual Value Added (CVA). For each pupil, their average KS2 attainment from all available subjects is calculated, as are the differences between their attainment in the subjects. Taking account of pupils' subject variations at KS2 provides a closer relationship with outcomes at KS4. For VA, 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.

Prior attainment inputs into FFT Key Stage 2 - 4 progress models

- Overall attainment
- reading (test and TA)
- writing(TA)
- maths (test and TA)
- science(TA)

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. The KS4 attainment gauge displays the Attainment 8 score for the cohort as 7.2 points. We can quickly identify that performance is above the national average. The gap for the cohort is 2.3 points above 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 Value Added gauge shows a positive Progress 8 score of +0.17. This indicates that overall, the cohort is making a higher rate of progress than their peers are nationally, by almost a 1/5th of a grade.

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 when pupil and school context is considered, progress is lower – around 1/10th of a grade lower. This presents potential opportunities; 'could we, and should we be making more progress?'

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 much wider picture of performance.

Factors used within progress models

Pupil context factors	DfE KS4 Value added	FFT Value added	Contextual Value added
Prior attainment	✓	✓	✓
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 the full range of performance measures. The whole report can be recalculated for specific pupil groups.

Navigation

Eight reports make up the KS4 summary dashboard. Click on a tab name to change report.

KS4 attainment & progress (value added)

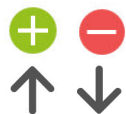
School attainment is compared against the national average. Progress compares the school's attainment against the attainment of 'similar pupils' nationally. The VA/CVA toggle switches the progress model between Value Added (VA) and Contextual Value Added (CVA).

In this VA example, the Attainment 8 score of 5.6 was in line with the national average. The VA Progress 8 score was 0.18 of a grade above the estimated performance of similar pupils nationally.

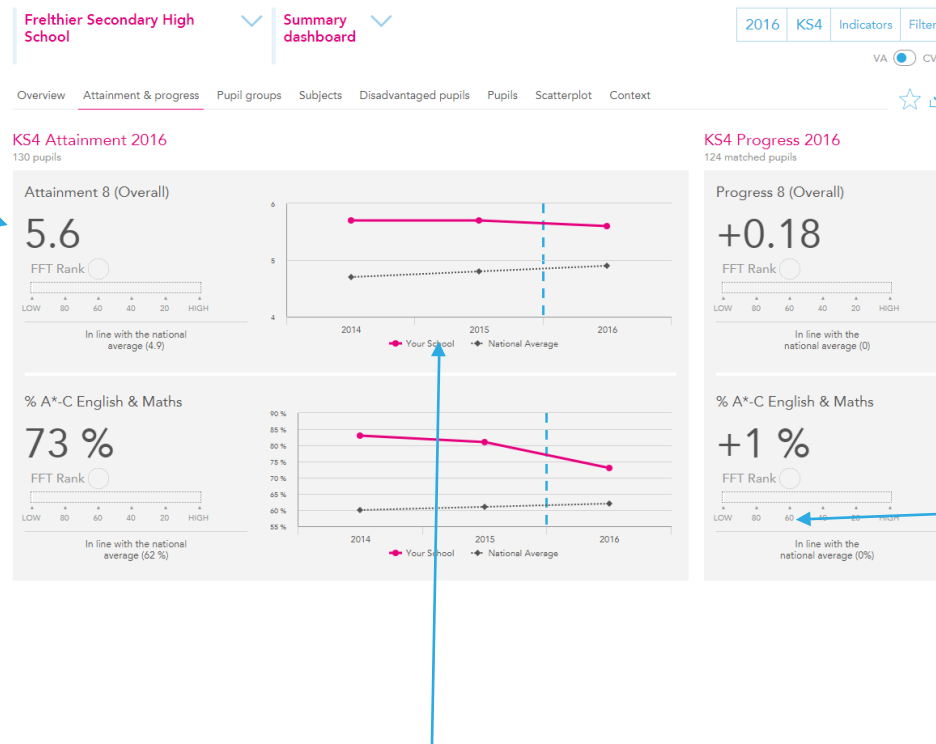
Use of FFT data

- 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.



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 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.

Time series chart

Visual display of school and national average attainment over time for up to two selected indicators. Results on the left side of a blue dotted line indicate a new performance measure has been back-calculated.

Displaying other indicators

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

School summary dashboard: Attainment & progress

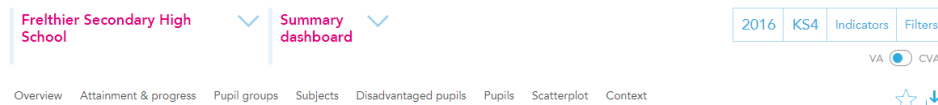
The help file for this report runs over 2 pages: page 2 of 2

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 rises or falls in performance since the previous year are indicated with the direction of travel. The whole report can be recalculated to focus on specific groups of pupils (e.g. FSM6 boys).

Navigation

Eight reports make up the KS4 summary dashboard. Click on a tab name to change report.



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.

KS4 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.

KS4 performance summary

	Actual results			Pupil progress		
	2014	2015	2016	2014	2015	2016
Number of Pupils / % Matched	121	145	130	93 %	93 %	95 %
Attainment / Progress 8 (Overall)	5.7	5.7	5.6	+0.25	+0.47	+0.18
Attainment / Progress 8 (English)	5.8	5.9	5.6	+0.19	+0.39	+0.04
Attainment / Progress 8 (Maths)	5.8	5.8	5.5	+0.27	+0.46	+0.19
Attainment / Progress 8 (EBacc)	5.1	5.3	5.3	+0.29	+0.55	+0.27
Attainment / Progress 8 (EBacc) (pre 2016)	5.4	5.6	5.3	+0.20	+0.53	+0.28
Attainment / Progress 8 (Open)	6.0	5.9	5.8	+0.23	+0.46	+0.18
Attainment / Progress 8 (Open) (pre 2016)	6.0	5.9	5.8	+0.21	+0.43	+0.19
% A*-C English & Maths	83 %	81 %	73 %	+8 %	+9 %	+1 %
% EBacc	34 %	41 %	35 %	-0 %	+9 %	+2 %
% EBacc (pre 2016)	34 %	41 %	-	-0 %	+9 %	-
% 5+ A*-C inc Eng & Maths GCSE	77 %	77 %	70 %	+7 %	+10 %	+2 %
% 5+ A*-A GCSEs	21 %	31 %	19 %	+0 %	+9 %	-3 %
Average point score best 8	46	48	45	+2.2	+4.0	+1.7
Average point score best 8 (pre 2016)	356	358	-	+15	+26	-

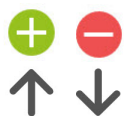
KS4 Pupil progress indicators

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 KS2 prior attainment) are included within progress. The % of matched pupils is displayed for each cohort on the top row.

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.

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: Pupil groups

What does the report show?

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 comparisons with the national average. Statistically significant rises or falls in performance since the previous year are indicated with the direction of travel. The whole report can be recalculated to focus on specific groups of pupils (e.g. FSM6 & boys).

Navigation

Eight reports make up the KS4 summary dashboard. Click on a tab name to change report.

KS4 Actual results

Actual results and progress are displayed for a range of key summary performance indicators. Clicking a column header (turns blue) displays the data in the chart on the right, ranked high to low. Select further measures by clicking on the Indicators selector.

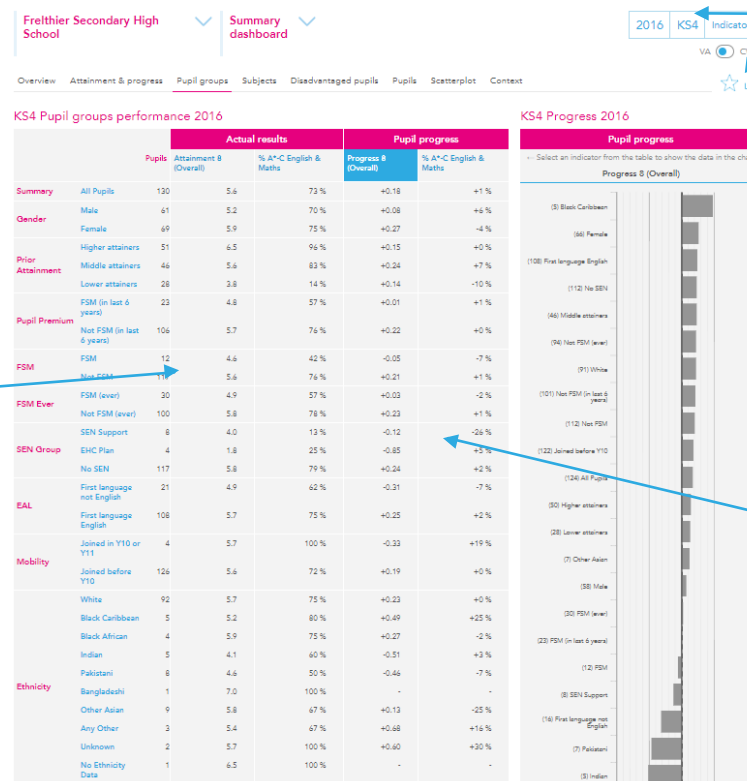
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Use caution when interpreting performance of smaller cohorts; in a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance.

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.



Year groups

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

Displaying other indicators

Any three indicators can be selected to appear in the table by clicking on the Filters selector.

KS4 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 KS2 prior attainment) are included within progress. The % of matched pupils is displayed for each cohort on the top row.

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 allows side-by-side comparison of attainment and progress across any three indicators from the indicators selector. 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

Six reports make up the KS4 summary dashboard. Click on a tab name to change report.

Overview Attainment & progress Pupil groups **Subjects** Pupils Context

Actual results

Aggregated attainment results for the selected indicators are displayed for each pupil group. Use the Indicators selector to view other measures.

Pupil progress

VA CVA

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.

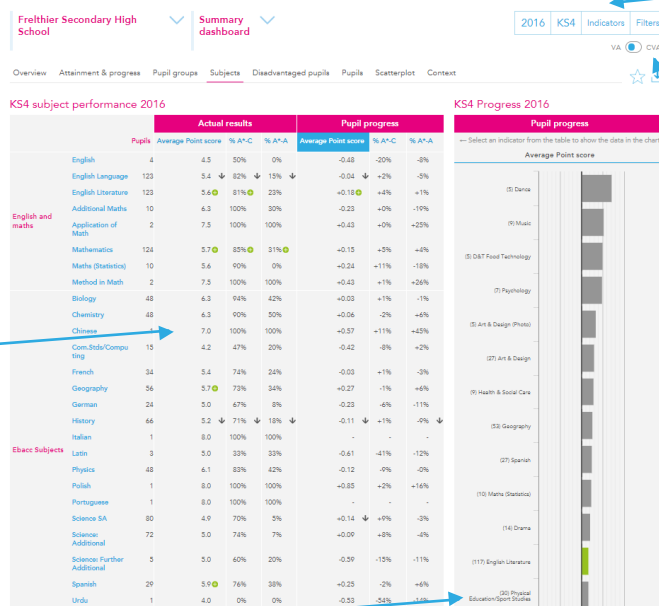
S-curve chart

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 - this is down to cohort size.

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.

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.

Displaying other indicators

Any three indicators can be selected to appear in the table by clicking on the Filters selector.

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.

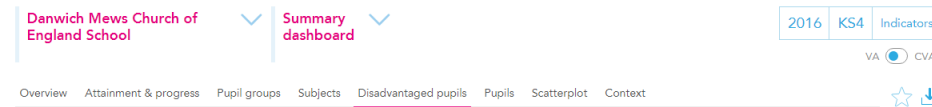
School summary dashboard: Disadvantaged pupils

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

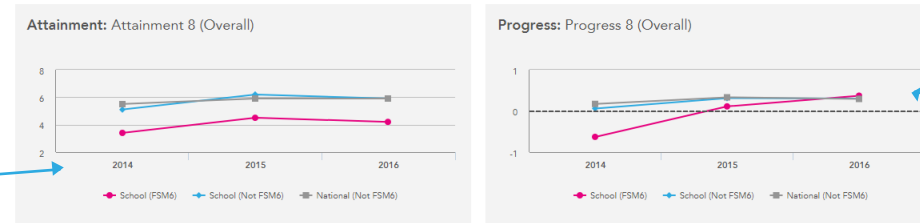
Click on the reporting year to view performance from a previous year. Select a performance indicator to be displayed in the table from the Indicators selector. Click on the Export icon to create a PDF of the on-screen report.



Indicators

Select the measure to be calculated in the dashboard.

KS4 Performance for disadvantaged pupils 2016



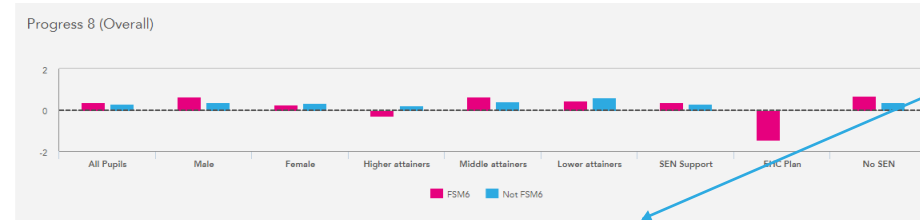
Progress line graph

The value added score in the selected measure.

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.

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.

Pupils				Attainment			Progress		
				Attainment 8 (Overall)			Progress 8 (Overall)		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	9	60	4.2	5.9	-1.7	0.37	0.3	0.07
Gender	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
Prior Attainment	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 Group	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 the each of the marks and bars on the graphs. Details the data behind the mark.

School summary dashboard: Pupils

What does the report show?

The report displays named pupil attainment and progress for a range of KS4 measures. The report helps quickly identify variations in an individual pupil's performance in the English, maths and Ebacc elements of Attainment 8 and Progress 8.

Navigation

Eight reports make up the KS4 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 2 prior attainment

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

HML indicates which third nationally the pupil ranked in terms of their overall average KS2 attainment (H = highest third, M = middle third & L = lowest third).

Coloured circles represent attainment being below (red), in-line (yellow) or above (green) the relevant KS2 expected level. Pupils missing KS2 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.

Frelthier Secondary High School

Summary dashboard

2016

KS4

Filters

Overview

Attainment & progress

Pupil groups

Subjects

Disadvantaged pupils

Pupils

Scatterplot

Context

VA

CVA

Edit list

KS4 pupil performance summary - Year 11 - 2016

Pupil information	KS2 Prior attainment				A*-C (E&M)		Ebacc		Attainment level: Att 8 Overall			Attainment level: Att 8 English			Attainment level: Att 8 Maths			Attainment level: Att 8 Ebacc					
	HML	Re	Wr	Ma	Attained	Entered	Attained	Est	Act	Diff	Est	Act	Diff	Est	Act	Diff	Est	Act	Diff				
Gavin Amaranth 10/07/2000	PP	PP	PP	PP	H	5C	4C	5B	✓	✓	✓	5.8	6.7	+0.93	5.9	6.0	+0.06	5.8	7.0	+1.24	5.5	6.7	+1.19
Stephen Americium 24/07/2000	PP	PP	PP	PP	L	3B	4B	3C	✗	✗	✗	3.3	4.7	+1.39	4.0	6.0	+2.04	2.9	2.0	-0.91	2.5	4.7	+2.18
Hannah Antimony 01/08/2000	PP	PP	PP	PP	H	5B	5B	5C	✓	✓	✓	6.4	6.7	+0.29	6.5	8.0	+1.54	6.5	7.0	+0.49	6.3	6.0	-0.29
Dylan Artichoke 27/02/2000	PP	PP	PP	PP	L	3A	3B	4C	✗	✓	✗	3.8	4.4	+0.60	4.3	4.0	-0.34	3.5	5.0	+1.40	3.0	4.0	+0.97
Robert Artichoke 03/03/2000	PP	PP	PP	PP	H	4B	4A	5C	✓	✗	✗	5.6	5.9	+0.32	5.8	6.0	+0.20	5.5	6.0	+0.47	5.3	5.7	+0.38

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 groups of pupils. The selected group names will appear at the top of the report in a grey bar.

Attainment 8 (A8) and Progress 8 (P8) elements, A*-C (E&M) and Ebacc

Learners' actual results and progress (VA) is displayed for the A8 and P8. Performance is also displayed for the A8/P8 contributing elements of English, Maths and Ebacc. Switch to CVA for a contextualised view of P8.

Ticks and crosses can indicate whether or not the learner attained a C grade or higher in both English and maths in combination, were entered for the English Baccalaureate subjects, and attained the English Baccalaureate.

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

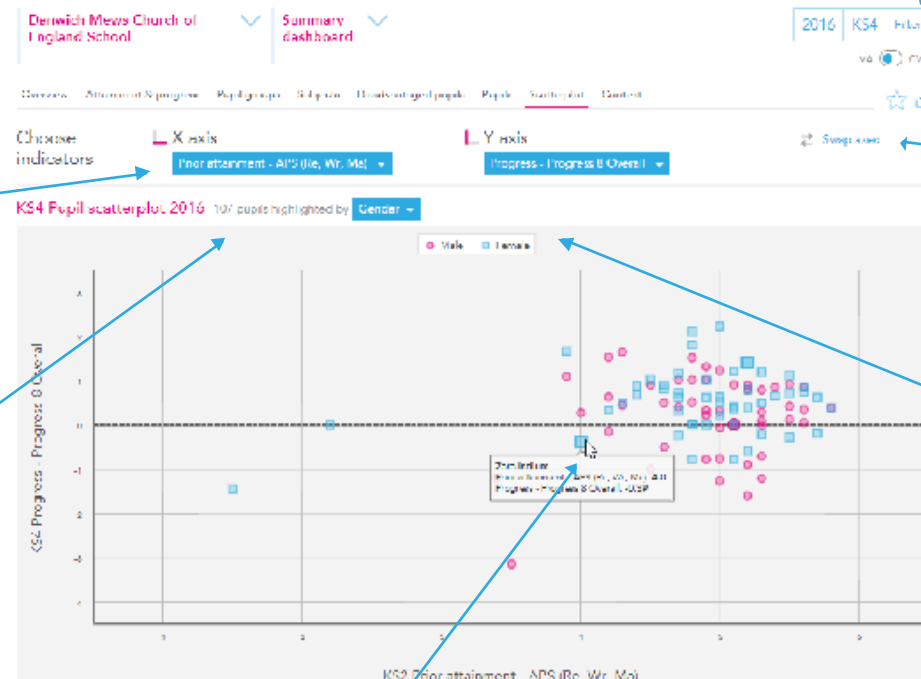
Switches the measures selected in the axes dropdowns.

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.



Zara Indium
Prior attainment - APS (Re, Wr, Ma): 4.0
Progress - Progress 8 Overall: -0.39

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

Eight reports make up the KS4 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 2 teacher assessments. Attainment bands group pupils into approximate thirds, based on their KS2 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 KS2 attaining pupils nationally;
- Middle = the percentage of pupils who were in the middle third of KS2 attaining pupils nationally;
- Lower = the percentage of pupils who were in the bottom third of KS2 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 elsewhere as FSM6)

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

Mobility: Pupils who joined the school in Year 10 or Year 11

Frutlier Secondary High School

Summary dashboard

Overview

Attainment & progress

Pupil groups

Subjects

Disadvantaged pupils

Pupils

Scatterplot

Context

2016

KS4

Context - Year 11 - 2015 / 2016

Pupils

Proportion

School

National

Summary

All Pupils

129

100%

100%

Gender

Male

61

47%

51%

Female

68

53%

49%

Prior Attainment

Higher attainers

50

39%

31%

Middle attainers

46

36%

33%

Lower attainers

29

22%

31%

FSM (in last 6 years)

23

18%

28%

Pupil Premium

Not FSM (in last 6 years)

106

82%

72%

FSM

FSM

12

9%

14%

Not FSM

117

91%

86%

FSM Ever

FSM (ever)

30

23%

34%

Not FSM (ever)

99

77%

66%

SEN Group

SEN Support

8

6%

12%

EHC Plan

4

3%

4%

No SEN

117

91%

80%

EAL

First language not English

21

16%

15%

First language English

108

84%

85%

Mobility

Joined in Y10 or Y11

4

3%

4%

Joined before Y10

125

97%

96%

White

92

71%

78%

Black Caribbean

5

4%

3%

Black African

4

3%

4%

Indian

5

4%

3%

Ethnicity

Pakistani

8

6%

4%

Bangladeshi

1

1%

2%

Other Asian

9

7%

2%

Absence - Year 11 - 2015 / 2016

Pupils

Absence

Persistent absentees

School

National

School

National

Summary

All Pupils

129

4%

6%

7%

15%

Gender

Male

61

4%

6%

10%

14%

Female

68

5%

6%

4%

16%

Prior Attainment

Higher attainers

50

4%

4%

8%

8%

Middle attainers

46

4%

6%

2%

14%

Lower attainers

29

5%

8%

14%

23%

FSM (in last 6 years)

23

5%

9%

13%

28%

Pupil Premium

Not FSM (in last 6 years)

106

4%

5%

6%

10%

FSM

FSM

12

5%

10%

25%

22%

Not FSM

117

4%

5%

5%

12%

FSM Ever

FSM (ever)

30

6%

9%

13%

26%

Not FSM (ever)

99

4%

5%

5%

9%

SEN Group

SEN Support

8

7%

11%

25%

13%

EHC Plan

4

7%

9%

25%

20%

No SEN

117

4%

5%

5%

12%

EAL

First language not English

21

4%

5%

5%

11%

First language English

108

4%

6%

7%

16%

Mobility

Joined in Y10 or Y11

4

5%

17%

0%

48%

Joined before Y10

125

4%

6%

7%

16%

White

92

5%

6%

8%

16%

Black Caribbean

5

3%

7%

0%

19%

Black African

4

2%

4%

0%

8%

Indian

5

7%

4%

20%

6%

Ethnicity

Pakistani

8

5%

6%

0%

12%

Bangladeshi

1

3%

5%

0%

9%

Other Asian

9

4%

5%

11%

10%

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.