

for Governors and School Leaders

What it is

Six easy-to-use reports which help school leaders and governors to evaluate school performance using the latest 2016 DFE school performance indicators.

What it tells you

The FFT School Dashboard will help school leaders and governors to identify strengths and areas for improvement:

How does attainment and pupil progress compare to the national average?

How are you performing in different subjects?

Do you have any under-performing groups of pupils?

How might the context of your school affect performance?

How does pupil attendance compare to the national average?



Important information for analysing 2016 results

The national curriculum and school performance indicators have changed with new 'expected' and 'higher' national standards replacing levels. The expected standard for pupils in 2016 is higher than the expected standard in previous years.

Schools should take care when comparing performance using old indicators (e.g. Level 2+) and new indicators (e.g. % Expected Standard). A blue dotted line has been included on trend charts in order to highlight the changes in 2016.

For new indicators, only 2016 data is shown on the charts. To view data in more detail or to produce your own bespoke dashboards, you can use the interactive reports in the main Aspire system (www.fftaspire.org).

About the data shown

1 2 3

Actual results

Actual results for your school, using a range of measures such as averages and thresholds.



Gauges

These display headline indicators and whether actual results and pupils' progress are in line with, or significantly above or below, the national average.

Small cohorts

For small pupil cohorts we will suppress the data with an asterisk (*). Where it is not possible to calculate a figure or if data is not available this will be shown by a dash (-).

ESTIMATED ↔ 1 2 3

Pupil progress

The value added progress that your pupils have made from one key stage to the next. FFT compares your actual results to the estimated results based on the progress of similar pupils nationally.



Statistical significance

Green plus signs and red minus signs highlight where either actual results or pupils' progress is significantly above or below the national average.

Data sources

Generated from FFT Aspire which includes data sourced from the DFE (National Pupil Database) and data calculated by FFT. The headline performance indicators will be consistent with RAISEonline and the DFE School Performance tables.



Trends

The dashboard analyses school performance over 3-5 years. Any significant year-on-year improvement is highlighted using an up arrow. Significant declines in performance are highlighted with a down arrow.



Strengths & weaknesses

These highlight key pupil groups and subjects where progress is above or below the national average.

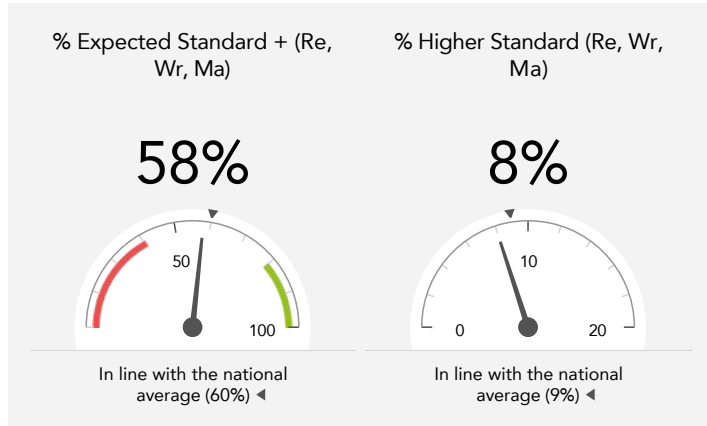
Working in partnership with



Overview

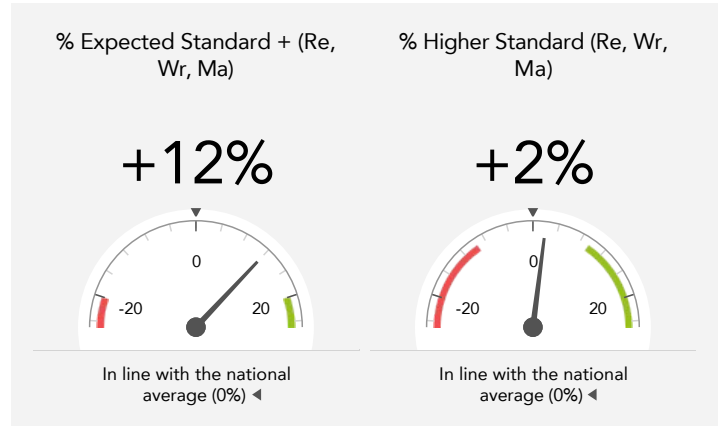
KS1 Attainment 2016 · Actual results

26 pupils



KS1 Progress 2016 · Value Added

26 matched pupils



KS1 higher and lower performing pupil groups 2016

| | Higher performing | Lower performing |
|--|---|-----------------------------------|
| Overall achievement pupil progress | Higher attainers (6) No SEN (22) Not FSM (23) | |
| KS1 reading achievement pupil progress | Higher attainers (6) No SEN (22) Female (15) | Middle attainers (6) Male (11) |
| KS1 writing achievement pupil progress | Higher attainers (6) No SEN (22) Not FSM (23) | |
| KS1 mathematics achievement pupil progress | Not FSM (23) No SEN (22) Male (11) | |

Using FFT Aspire dashboards



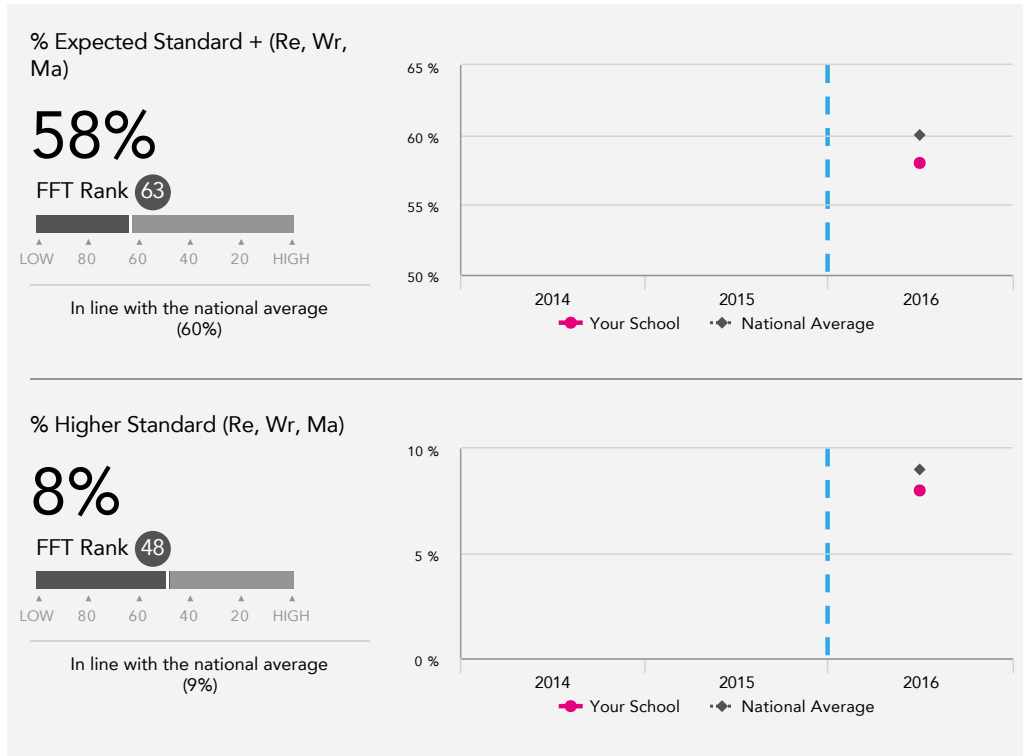
The dashboard provides an overview of performance in your school based on your actual results (**attainment**) and the value added pupil progress that pupils have made from one key stage to the next (**progress**).

The dashboard also provides a simple comparison of school performance against national averages. For value added progress measures, this comparison is based on the average progress made by similar pupils across the country. By 'similar pupils' we mean pupils with similar prior attainment, gender and month of birth.

Attainment & progress

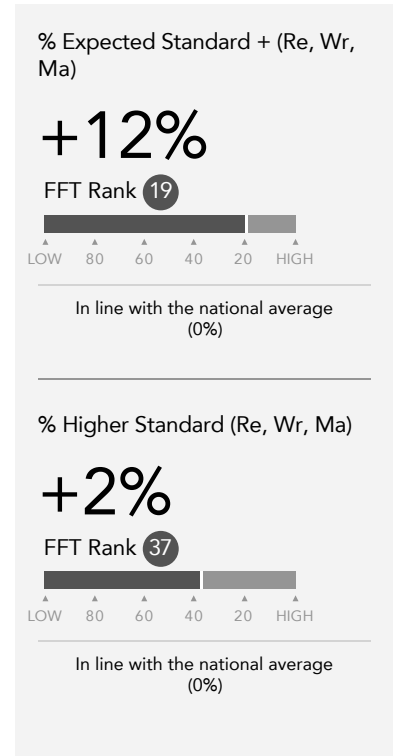
KS1 Attainment 2016

26 pupils



KS1 Progress 2016

26 matched pupils



KS1 performance summary

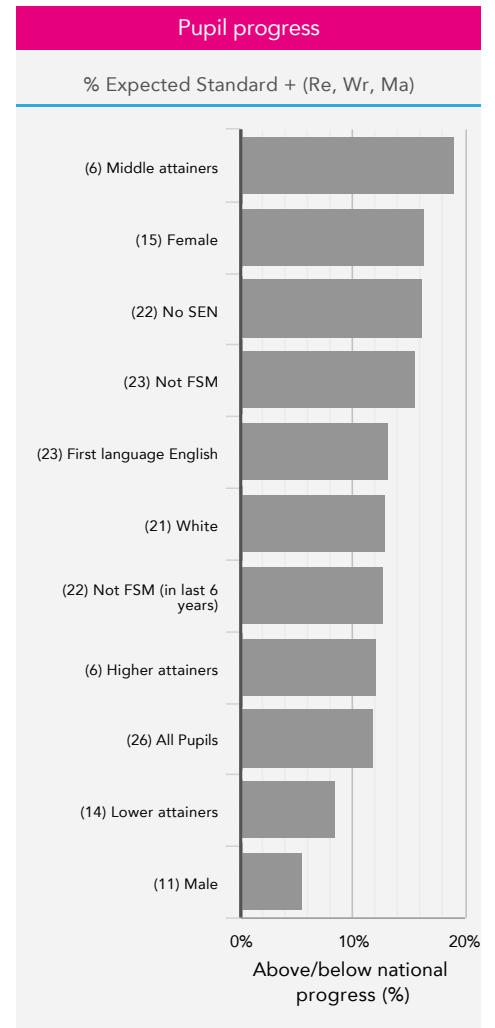
| | Actual results | | | Pupil progress | | |
|------------------------------------|---------------------------------------|---|------|----------------|---|------|
| | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 |
| Number of Pupils / % Matched | 26 | 24 | 26 | 100% | 96% | 100% |
| % Expected Standard + (Re, Wr, Ma) | - | - | 58% | - | - | +12% |
| % Higher Standard (Re, Wr, Ma) | - | - | 8% | - | - | +2% |
| % Expected Standard + Reading | - | - | 65% | - | - | +5% |
| % Higher Standard Reading | - | - | 19% | - | - | +3% |
| % Expected Standard + Writing | - | - | 62% | - | - | +9% |
| % Higher Standard Writing | - | - | 12% | - | - | +2% |
| % Expected Standard + Maths | - | - | 73% | - | - | +15% |
| % Higher Standard Maths | - | - | 8% | - | - | -3% |
| % Level 2+ (Re, Wr, Ma) | 65% | 100% | - | -6% | +12% | - |
| % Level 2B+ (Re, Wr, Ma) | 54% | 83% | - | +4% | +15% | - |
| % Level 3+ (Re, Wr, Ma) | 4% | 13% | - | -5% | +6% | - |
| Average Point Score (Re, Wr, Ma) | 14.1 ⬇ | 16.9 ⬆ | - | -0.4 | +1.0 ⬆ | - |

Pupil groups

KS1 Pupil groups performance 2016

| | | Pupils | Actual results | | Pupil progress | |
|-------------------------|----------------------------|--------|------------------------------------|--------------------------------|------------------------------------|--------------------------------|
| | | | % Expected Standard + (Re, Wr, Ma) | % Higher Standard (Re, Wr, Ma) | % Expected Standard + (Re, Wr, Ma) | % Higher Standard (Re, Wr, Ma) |
| Summary | All Pupils | 26 | 58% | 8% | +12% | +2% |
| Gender | Male | 11 | 36% | 0% | +6% | -1% |
| | Female | 15 | 73% | 13% | +16% | +4% |
| Prior Attainment | Higher attainers | 6 | 100% | 33% | +12% | +11% |
| | Middle attainers | 6 | 83% | 0% | +19% | -3% |
| | Lower attainers | 14 | 29% | 0% | +9% | -0% |
| Pupil Premium | FSM (in last 6 years) | 4 | 25% | 0% | +6% | -0% |
| | Not FSM (in last 6 years) | 22 | 64% | 9% | +13% | +2% |
| FSM | FSM | 3 | 0% | 0% | -17% | -0% |
| | Not FSM | 23 | 65% | 9% | +16% | +2% |
| SEN Group | SEN Support | 3 | 0% | 0% | -15% | -0% |
| | EHC Plan | 1 | 0% | 0% | -6% | -0% |
| | No SEN | 22 | 68% | 9% | +16% | +2% |
| EAL | First language not English | 3 | 33% | 0% | +1% | -2% |
| | First language English | 23 | 61% | 9% | +13% | +2% |
| Ethnicity | White | 21 | 57% | 10% | +13% | +5% |
| | Black Caribbean | 1 | 0% | 0% | -13% | -0% |
| | Black African | 1 | 100% | 0% | +27% | -5% |
| | Other Asian | 2 | 50% | 0% | +10% | -2% |
| | Unknown | 1 | 100% | 0% | +2% | -48% |

KS1 Progress 2016



Subjects

KS1 subject performance 2016

| | Actual results | | | Pupil progress | | | Actual results over time |
|------------------------------|---------------------------------------|---|------|----------------|---|------|--------------------------|
| | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 | |
| Number of Pupils / % Matched | 26 | 24 | 26 | 100% | 96% | 100% | |
| Reading | | | | | | | |
| % Expected Standard + | - | - | 65% | - | - | +5% | |
| % Higher Standard | - | - | 19% | - | - | +3% | |
| % Level 2+ | 77% | 100% | - | -2% | +8% | - | |
| % Level 2B+ | 65% | 96% | - | -0% | +12% | - | |
| % Level 3+ | 12% ⬇ | 38% | - | -9% | +17% | - | |
| Average Point Score | 13.9 ⬇ | 17.7 ⬆ | - | -0.8 | +1.2 ⬆ | - | |
| Writing | | | | | | | |
| % Expected Standard + | - | - | 62% | - | - | +9% | |
| % Higher Standard | - | - | 12% | - | - | +2% | |
| % Level 2+ | 77% | 100% | - | +4% | +10% | - | |
| % Level 2B+ | 58% | 83% | - | +5% | +10% | - | |
| % Level 3+ | 12% | 13% | - | +0% | +3% | - | |
| Average Point Score | 13.8 | 16.2 ⬆ | - | +0.1 | +1.0 ⬆ | - | |
| Maths | | | | | | | |
| % Expected Standard + | - | - | 73% | - | - | +15% | |
| % Higher Standard | - | - | 8% | - | - | -3% | |
| % Level 2+ | 77% | 100% | - | -6% | +6% | - | |
| % Level 2B+ | 58% ⬇ | 96% | - | -9% | +14% | - | |
| % Level 3+ | 15% | 21% | - | -2% | +5% | - | |
| Average Point Score | 14.5 ⬇ | 16.9 ⬆ | - | -0.5 | +0.8 ⬆ | - | |
| Science | | | | | | | |
| % Expected Standard + | - | - | 77% | - | - | - | |
| % Level 2+ | 77% | 100% | - | -4% | +7% | - | |
| % Level 3+ | 8% | 13% | - | -9% | -2% | - | |
| Average Point Score | 14.1 ⬇ | 15.8 ⬆ | - | -0.4 | +0.4 | - | |

Context

Context · Year 2 · 2015 / 2016

| | | Pupils | Proportion | |
|-------------------------|----------------------------|--------|------------|----------|
| | | | School | National |
| Summary | All Pupils | 26 | 100% | 100% |
| Gender | Male | 11 | 42% | 51% |
| | Female | 15 | 58% | 49% |
| Prior Attainment | Higher attainers | 6 | 23% | 33% |
| | Middle attainers | 6 | 23% | 36% |
| | Lower attainers | 14 | 54% | 28% |
| Pupil Premium | FSM (in last 6 years) | 4 | 15% | 24% |
| | Not FSM (in last 6 years) | 22 | 85% | 76% |
| FSM | FSM | 3 | 12% | 15% |
| | Not FSM | 23 | 88% | 85% |
| SEN Group | SEN Support | 3 | 12% | 13% |
| | EHC Plan | 1 | 4% | 2% |
| | No SEN | 22 | 85% | 85% |
| EAL | First language not English | 3 | 12% | 21% |
| | First language English | 23 | 88% | 79% |
| Ethnicity | White | 21 | 81% | 75% |
| | Black Caribbean | 1 | 4% | 3% |
| | Black African | 1 | 4% | 5% |
| | Other Asian | 2 | 8% | 3% |
| | Unknown | 1 | 4% | 1% |

Absence · Year 2 · Autumn 2015

| | | Pupils | Absence | | Persistent absentees | |
|-------------------------|----------------------------|--------|---------|----------|----------------------|----------|
| | | | School | National | School | National |
| Summary | All Pupils | 26 | 3% | 4% | 0% | 3% |
| Gender | Male | 11 | 4% | 5% | 0% | 3% |
| | Female | 15 | 3% | 4% | 0% | 2% |
| Prior Attainment | Higher attainers | 6 | 2% | 3% | 0% | 1% |
| | Middle attainers | 6 | 2% | 4% | 0% | 2% |
| | Lower attainers | 14 | 5% | 6% | 0% | 5% |
| Pupil Premium | FSM (in last 6 years) | 4 | 6% | 6% | 0% | 6% |
| | Not FSM (in last 6 years) | 22 | 3% | 4% | 0% | 1% |
| FSM | FSM | 3 | 7% | 7% | 0% | 7% |
| | Not FSM | 23 | 3% | 4% | 0% | 2% |
| SEN Group | SEN Support | 3 | 5% | 6% | 0% | 6% |
| | EHC Plan | 1 | 5% | 8% | 0% | 11% |
| | No SEN | 22 | 3% | 4% | 0% | 2% |
| EAL | First language not English | 3 | 4% | 5% | 0% | 3% |
| | First language English | 23 | 3% | 4% | 0% | 2% |
| Ethnicity | White | 21 | 3% | 4% | 0% | 2% |
| | Black Caribbean | 1 | 1% | 5% | 0% | 4% |
| | Black African | 1 | 1% | 4% | 0% | 2% |
| | Other Asian | 2 | 5% | 5% | 0% | 2% |
| | Unknown | 1 | 6% | 5% | 0% | 3% |