

Wales Reports help guide



School subject dashboard series KS4 - November 2015

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 (November 2015).

KS4 School subject dashboard

Anon Secondary School + Subject dashboard + GCSE Mathematics

Interactive 2014 KS4

Overview Attainment & achievement Pupil groups Pupils

KS4 Attainment 2014 - Actual results
GCSE Mathematics

Average Point Score GCSE Mathematics: 36 pts
Significantly below the national average (39) ↓

% A*-C GCSE Mathematics: 56% ↓
Significantly below the national average (71%) ↓

KS4 Achievement 2014 - Pupil progress
GCSE Mathematics

Average Point Score GCSE Mathematics: -0.6 pts
In line with the national average (0.0) ↓

% A*-C GCSE Mathematics: -7%
In line with the national average (2%) ↓

KS4 higher and lower performing pupil groups 2014 GCSE Mathematics

Overall achievement pupil progress	Higher performing	Lower performing
School Action + Lower attainers	School Action + Lower attainers	FSM (in last 6 years) ↓

Overview
Subject self-evaluation

Anon Secondary School + Subject dashboard + GCSE Biology

Interactive 2014 KS4 Indicators Filters

Overview Attainment & achievement Pupil groups Pupils

KS4 Attainment 2013
GCSE Biology

Average Point Score: 46 pts
FFT Rank 2
In line with the national average (44)

KS4 Achievement 2013
GCSE Biology

Average Point Score: -1.8 pts
FFT Rank 2
In line with the national average (1.3)

% A*-C: 100%
FFT Rank 1

% A*-C: +4%
FFT Rank 2

Achievement & attainment
Subject self-evaluation (2 pages)

Anon Secondary School + Subject dashboard + GCSE Science (Core)

Interactive 2014 KS4 Indicators

Overview Attainment & achievement Pupil groups Pupils

KS4 Pupil groups performance 2014
GCSE Science (Core)

	Pupils	Actual results		Pupil progress		Pupil progress	
		Average Grade	% A*-A	% A*-C	Average Grade	% A*-A	% A*-C
Summary	All Pupils	109	C	10%	64%	-0.0	-17% ↓
Gender	Male	70	C	12%	56%	-0.1	-16% ↓
	Female	79	C+	22%	70%	+0.1	+11% ↑
Prior Attainment	Higher attainers	51	B	37%	91%	+0.2	+14% ↑
	Middle attainers	49	C	8%	52%	-0.1	-16% ↓
	Lower attainers	23	D	0%	13%	-0.3	-20% ↓
Pupil Premium	FSM (in last 6 years)	19	C+	30%	50%	+0.1	+14% ↑
	Not FSM (in last 6 years)	122	C	17%	65%	-0.0	-19% ↓
	School Action	22	D	0%	32%	-0.5	-41% ↓
SEN	No SEN	110	C+	22%	70%	+0.1	+10% ↑

KS4 Achievement 2014
GCSE Science (Core)

Bar chart showing Pupil progress for 107 All Pupils.

Pupil groups
Subject self-evaluation

Anon Secondary School + Subject dashboard + GCSE History

Interactive 2014 KS4 Filters

Overview Attainment & achievement Pupil groups Pupils

KS4 pupil performance summary . GCSE History - Year 11 - 2014

Pupil information	KS2 Prior attainment					Attainment level: GCSE History		
	Band	APS	Re	W	Ma	Ext	Act	Diff
Dorina Apple	M	23.8	59	5A	5C	A	B	(9)
Asif Banana	M	27.2	52	4C	4B	C	B	(11)
Mistyn Carrot	L	25.3	59	4B	3B	D+	E	(13)
Clairie Chemioya	M	21.9	58	4B	3B	B+	F	(4)
Harpel Durian	L	24.9	4A	3A	4C	D	D	(-2)
Sara Eggfruit	M	20.9	4B	3C	4A	B+	C	(14)
Allison Fig	M	27.2	42	3A	4B	D+	G	(11)

Pupil list
Subject self-evaluation

School subject dashboard: Overview

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 selector ('2015') 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

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

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

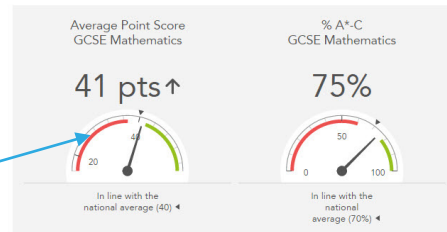
Contextual Value Added (CVA)

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 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

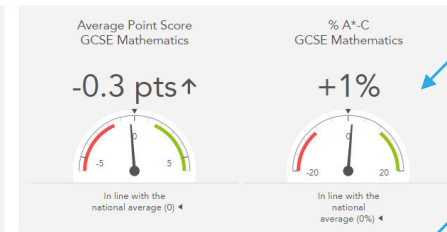
Ysgol Abaty Trefor + Subject dashboard + GCSE Mathematics

Overview Attainment & progress Pupil groups Pupils

KS4 Attainment 2015 - Actual results
GCSE Mathematics - 99 pupils



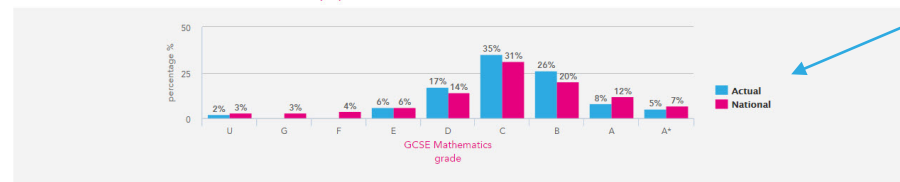
KS4 Progress 2015 - Value Added
GCSE Mathematics - 93 matched pupils



KS4 higher and lower performing pupil groups 2015 GCSE Mathematics

	Higher performing	Lower performing
Overall achievement	Lower attainers (22) ↑	Higher attainers (38)
pupil progress	School Action (16) Not FSM (73)	FSM (20)

Grade distribution 2015 - actual results - 99 pupils



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 KS2 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 top 3 or negative for bottom 3. Statistical significance is indicated

Grade distribution chart

Displays the percentage of pupils attaining each grade in the subject and a national comparison. 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

School subject dashboard: Attainment & Progress

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

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 selector ('2015') 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. FSM & 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

What does the report show?

A visual representation of school and national average attainment and achievement (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)

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 5 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

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's A*-C attainment for the cohort in Mathematics was 75%. This was 1% (progress) above the FFT estimated attainment figure of 74% (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

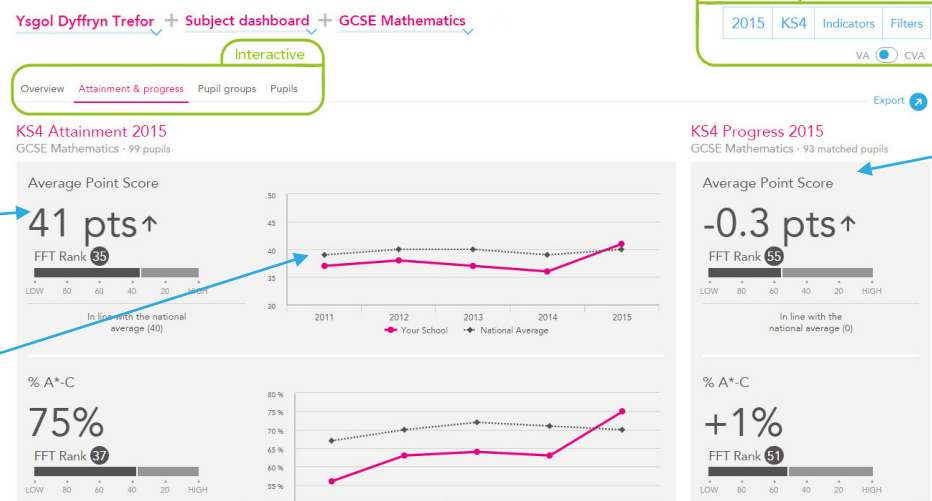
Suggests the gap hasn't occurred by chance. It is a signpost that further investigation may be required into the particular area. Green (above) and red (below) circles compare performance to the national average. Up (rise) and down (fall) arrows compare school performance to the previous year

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

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 selector ('2015') 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. FSM & 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

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

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

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

Value Added (VA)

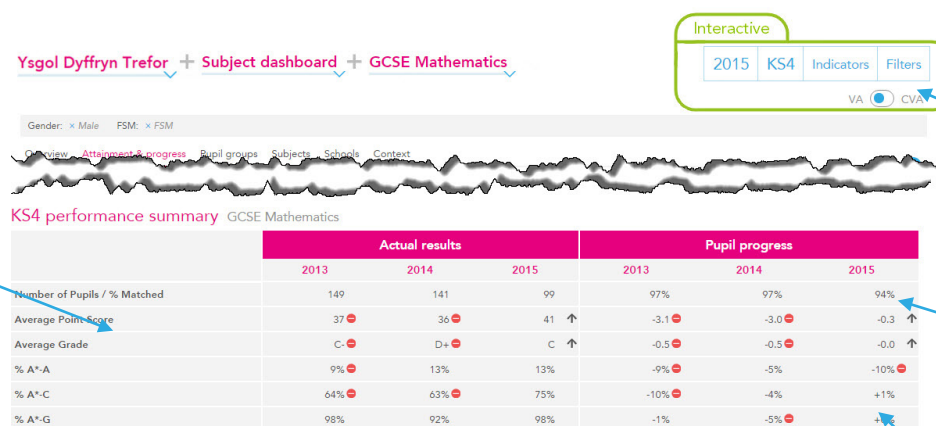
Pupil progress compared with similar pupils nationally. The FFT VA model uses prior attainment, gender and month of birth as a starting point for pupil comparisons. Where values are positive, KS2-4 progress at the school is higher than for similar pupils nationally. A negative value means the opposite

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

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



Filters (pupil groups)

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

Number of pupils / percentage matched

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

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

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

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 selector ('2015') 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

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

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

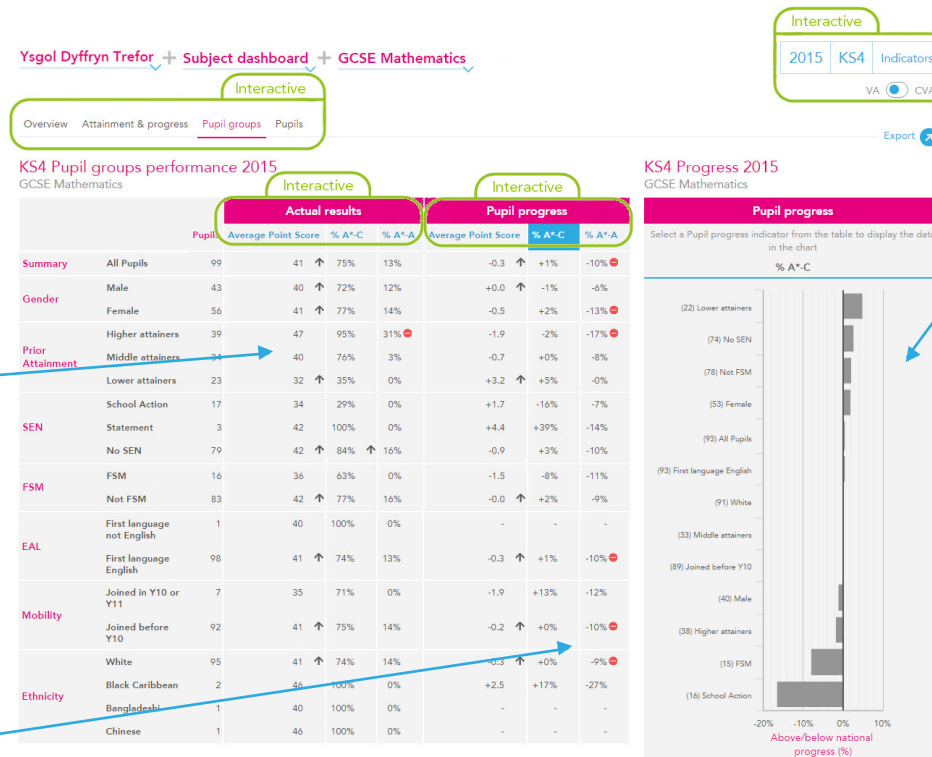
Value Added (VA) or Contextual Value Added (CVA) perspective of progress. Only matched pupils are included in progress (those with KS2 attainment). Statistical significance and trends indicated. In the example, **63%** of FSM pupils attained an A*-C grade in Mathematics. Attainment was **-8%** (progress) below the FFT estimate of performance of 71% (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 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 (turn blue) to view performance

Use of FFT data

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- 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

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 selector ('2015') to view cohorts from previous years. Use 'Filters' to view only pupils with specific characteristics (e.g. FSM & 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

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

Pupil details and context

List of pupils within the cohort, a blue token can indicate free school meal eligibility (FSM), English or Welsh as an additional language (EAL) or special educational needs (SEN)

Key stage 2 prior attainment

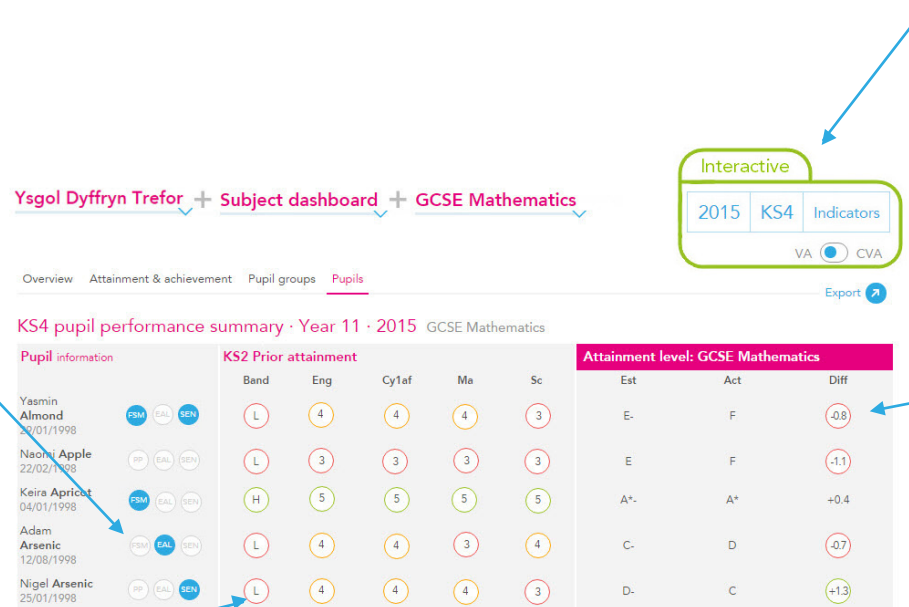
KS2 Average Point Score (APS). 'Band' indicates the third nationally the pupil ranked in terms of their average KS2 attainment (H = highest third, M = middle & L = lowest). Coloured circles represent attainment being below (red), in-line (yellow) or above (green) the KS2 expected level. Pupils without 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



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