# Reports help guide

fft aspire

School subject dashboard series Key Stage 5 - August 2018

# Contents

Introduction to the KS5 school subject dashboard within FFT Aspire
The following help files provide a quick overview of the Key Stage 5 subject dashboard reports currently available within FFT Aspire (August 2018).

## KS5 | School subject dashboard
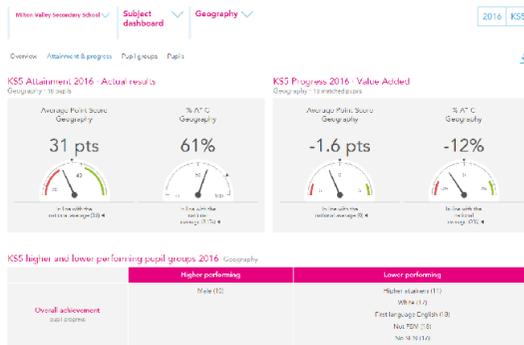


### Overview
Subject self-evaluation
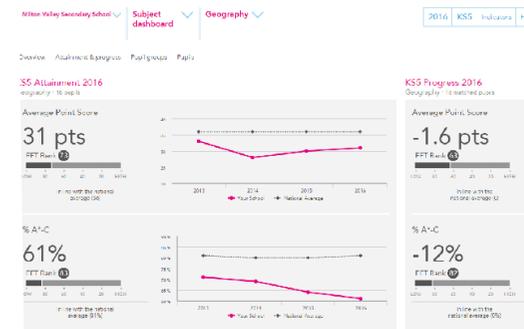


### Achievement & progress
Subject self-evaluation (2 pages)



### Pupil groups
Subject self-evaluation
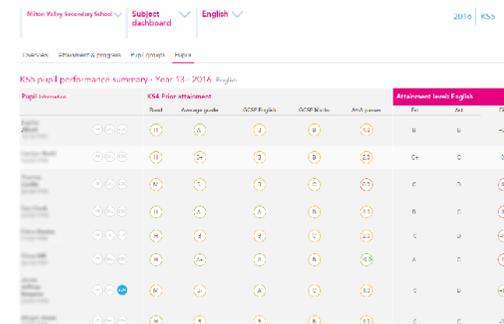


### Pupils
Subject self-evaluation

# School subject dashboard: Overview

## What does the report show?
High level summary of KS5 attainment and progress, (Value Added), for two key indicators. Higher and lower performing pupil groups are identified in terms of progress. The grade distribution chart compares the school's performance against the national average. This report is the starting point for Key Stage subject self-evaluation.

## Navigation & report options
Click on the subject name to view a different subject dashboard. Use the tabs to navigate through each area of the subject dashboard. Click on the reporting year to view performance from a previous year. Click on the Export icon to create a PDF of the on-screen report.

## KS5 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 statistically significant.
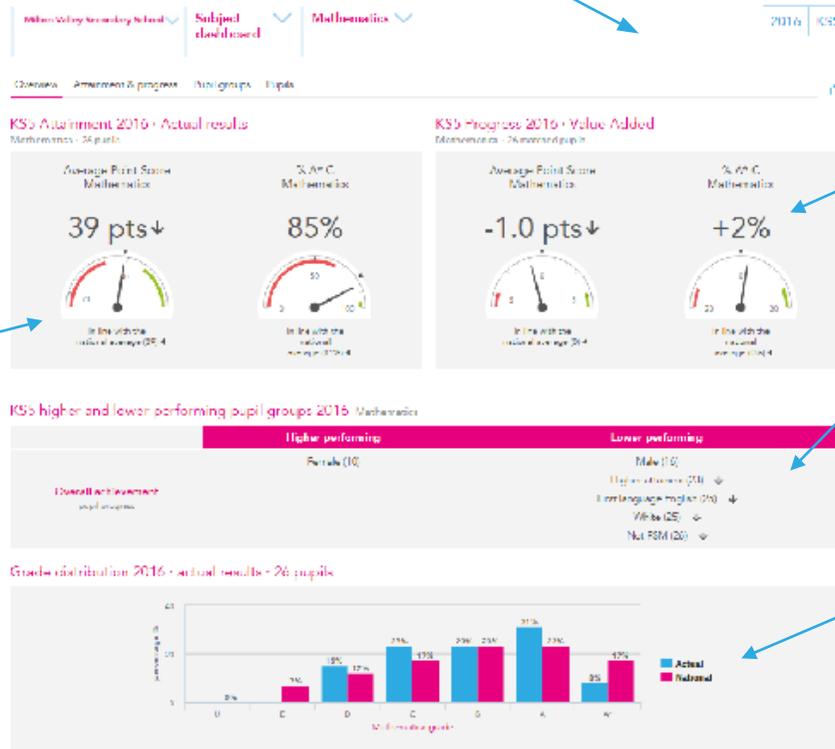
## KS5 Progress (Value Added)
The Value Added (VA) progress gauges compares attainment of each individual pupil with that of similar pupils nationally. Statistical significance (green & red) and trend (arrows) indicated. Matched pupils only, (pupils with KS4 prior attainment), are included within progress measures. See below for further details of VA.

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

## Grade distribution chart
Displays the percentage of pupils attaining each grade in the subject. Click on a bar to view the number of pupils it represents.

## 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.

## Value Added (VA)
The FFT Key Stage 5 Value Added model compares students' Key Stage 5 attainment with that of other Key Stage 5 students nationally with similar Key Stage 4 starting points. The progress model uses the following as inputs to define similar pupils: Key Stage 4 APS, number of A*-A GCSE passes, attainment in the same/similar subject at KS4, (where available), gender and month of birth. Where values are positive, KS4-5 progress at the school is higher than for similar pupils nationally. A negative value means the opposite.

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

# KS5

# School subject dashboard: Attainment & Progress

### What does the report show?
A visual representation of school and national average attainment and progress. Values can be re-calculated for specific pupil groups selected from the pupil group 'Filters', (filter selections appear at the top of the grey bar on report).

### Navigation & report options
Click on the subject name to view a different subject dashboard. Use the tabs to navigate through each area of the subject dashboard. Click on the reporting year to view performance from a previous year. Select up to 2 performance indicators to be displayed visually from the 'Indicators' selector. Use 'Filters' to recalculate the report for specific groups of pupils, (e.g. FSM & male). Click on the Export icon to create a PDF of the on-screen report.

### KS5 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)
The FFT Key Stage 5 Value Added model compares students' Key Stage 5 attainment with that of other Key Stage 5 students nationally with similar Key Stage 4 starting points. The progress model uses the following as inputs to define similar pupils: Key Stage 4 average point score, number of A*-A GCSE passes, attainment in the same/similar subject at KS4, (where available), gender and month of birth. Where values are positive, KS4-5 progress at the school is higher than for similar pupils nationally. A negative value means the opposite.
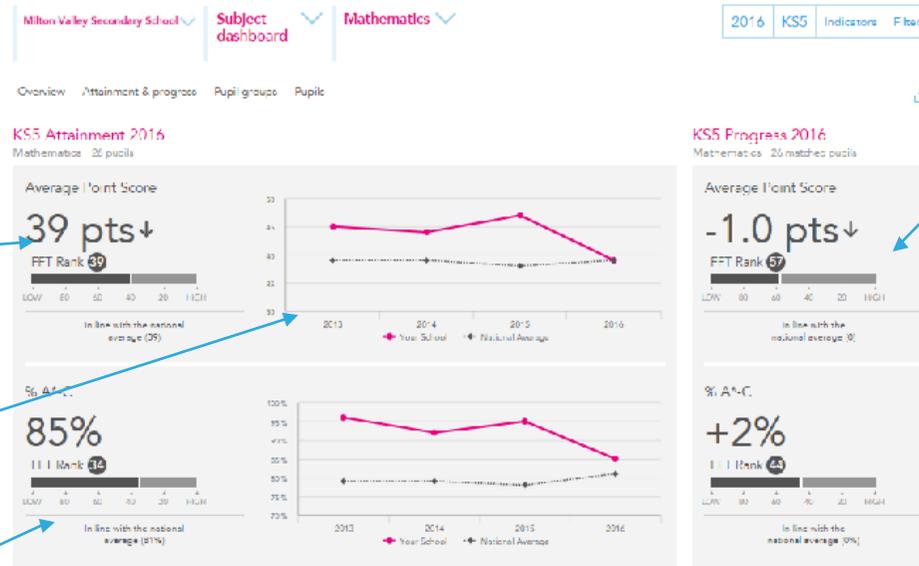
### KS5 progress (Value Added)
Value Added (VA) compares attainment of each individual pupil with that of similar pupils nationally. Statistical significance (green & red circles) and trend (arrows) indicated. Matched pupils only, (pupils with KS4 prior attainment), are included within progress measures. See below for further details of VA.

### 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. Three-year analysis is recommended for small pupil groups.

# School subject dashboard: Attainment & Progress

## What does the report show?
Displays a three year history of attainment and progress within a range of key performance indicators. Statistical significance is indicated for attainment and progress.

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

## KS5 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)
The FFT Key Stage 5 Value Added model compares students' Key Stage 5 attainment with that of other Key Stage 5 students nationally with similar Key Stage 4 starting points. The progress model uses the following as inputs to define similar pupils: Key Stage 4 APS, number of A*-A GCSE passes, attainment in the same/similar subject at KS4, (where available), gender and month of birth. Where values are positive, KS4-5 progress at the school is higher than for similar pupils nationally. A negative value means the opposite.

### KS5 performance summary — Mathematics

| | Actual results | | | Pupil progress | | |
|---|---|---|---|---|---|---|
| | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 |
| Number of Pupils / % Matched | 24 | 20 | 26 | 100% | 100% | 100% |
| Average Point Score | 44 | 47 🟢 | 39 ↓ | +3.1 | +4.7 | -1.0 ↓ |
| Average Grade | B+ | A- 🟢 | B ↓ | +0.3 | +0.5 | -0.1 ↓ |
| % A*-A | 50% | 55% | 38% | +6% | +7% | -4% |
| % A*-B | 79% | 90% 🟢 | 62% | +11% | +18% | -4% |
| % A*-C | 92% | 95% | 85% | +8% | +9% | +2% |
| % A*-E | 100% | 100% | 100% | +2% | +2% | 0% |

## Pupil progress (Value Added)
Value Added (VA) compares attainment of each individual pupil with that of similar pupils nationally. Statistical significance (green & red circles) and trend (arrows) indicated. Matched pupils only, (pupils with KS4 prior attainment), are included within progress measures. See below for further details of VA.

## Filters (pupil groups)
The report can be recalculated for any pupil groups or combinations of pupil groups e.g. FSM Males as selected from the 'Filters' selector. Filter selections are displayed in a grey bar, (not illustrated). Click 'x' to remove a group.

## Number of pupils / percentage matched
Progress is only calculated for pupils with KS4 prior attainment (matched). The number of pupils in the cohort and the percentage of those with prior attainment is indicated.

## 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.

FFT aspire

## KS5

# School subject dashboard: Pupil groups

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

### Navigation & report options
Click on the subject name to view a different subject dashboard. Use the tabs to navigate through each area of the subject dashboard. Click on the reporting year to view performance from a previous year. Select up to 3 performance indicators to be displayed in the table from the 'Indicators' selector. Click on an indicator heading to view performance within the chart. Click on the Export icon to create a PDF of the on-screen report.
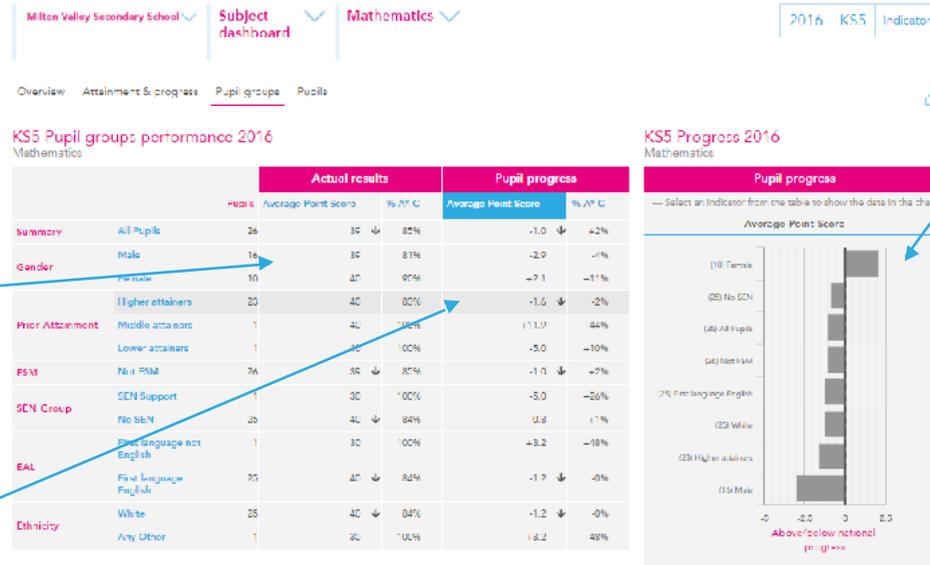
### Actual results
Aggregated attainment results for the selected indicators are displayed for each pupil group. Always consider the cohort size when analysing performance data.

### Pupil progress
Value Added (VA) progress. Only matched pupils are included in progress, (those with KS4 attainment). Statistical significance and trends indicated. In the example, 93% of Female pupils attained an A*-C grade in English Language. Attainment was 10% (progress) above the FFT estimate of performance of 83%, (figure not displayed on report).

### Value Added (VA)
The FFT Key Stage 5 Value Added model compares students' Key Stage 5 attainment with that of other Key Stage 5 students nationally with similar Key Stage 4 starting points. The progress model uses the following as inputs to define similar pupils: Key Stage 4 APS, number of A*-A GCSE passes, attainment in the same/similar subject at KS4, (where available), gender and month of birth. Where values are positive, KS4-5 progress at the school is higher than for similar pupils nationally. A negative value means the opposite.

### S-curve chart
Select any attainment or progress indicator from the table to view its performance within the chart, (heading turns blue), pupil groups are ranked high to low with statistical significance indicated. Cohort size is indicated within the brackets. Click on a bar to view its actual 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.

### 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) 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.

fft aspire

**KS5**

# School subject dashboard: Pupils

### What does the report show?
Key stage 5 pupil level attainment and progress against similar pupils and the number of levels made between KS4 & KS5.

### Navigation & report options
Click on the subject name to view a different subject dashboard. Use the tabs to navigate through each area of the subject dashboard. Click on the reporting year to view cohorts from previous years. Use 'Filters' to view only pupils with specific characteristics, (e.g. FSM male). Click on the Export icon to create a PDF of the on-screen report.

### Pupil details and context
List of pupils within the cohort, a blue token can indicate free school meal entitlement (PP), English as an additional language (EAL) or special educational needs (SEN).

### Key stage 4 prior attainment
Displays Key Stage 4 prior attainment: Average Grade, results for English and Maths and the number of A*-A grades attained. 'Band' indicates the third nationally in which the pupil ranked in terms of their average KS4 attainment (H = highest third, M = middle & L = lowest). Pupils without KS4 attainment will not have estimated grades.



### Estimates, actuals and differences
The FFT 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. Actuals (Act) represent the pupil's attainment in the subject. Differences (Diff) are the number of grades between the FFT 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.

### Value Added (VA)
The FFT Key Stage 5 Value Added model compares students' Key Stage 5 attainment with that of other Key Stage 5 students nationally with similar Key Stage 4 starting points. The progress model uses the following as inputs to the define similar pupils: Key Stage 4 APS, number of A*-A GCSE passes, attainment in the same/similar subject at KS4, (where available), gender and month of birth. Where values are positive, KS4-5 progress at the school is higher than for similar pupils nationally. A negative value means the opposite.

**fft**aspire