Wales Reports help guide

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School summary dashboard series KS4 - November 2015

Contents

KS4

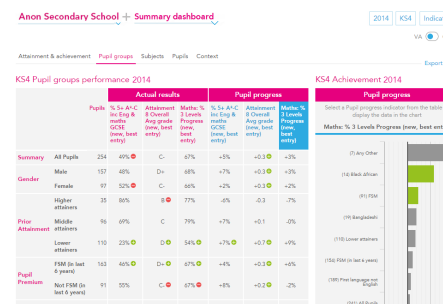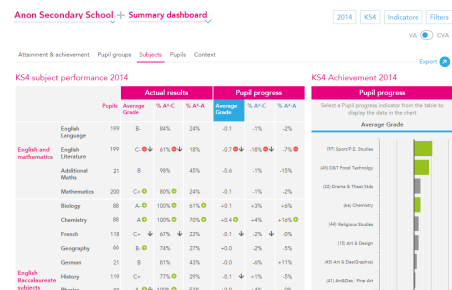# School summary dashboard
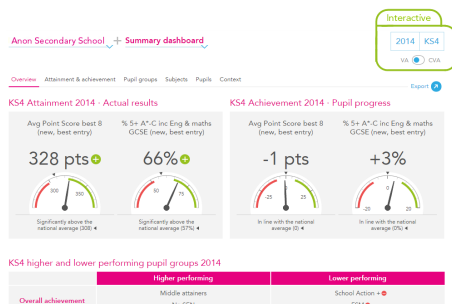
Overview
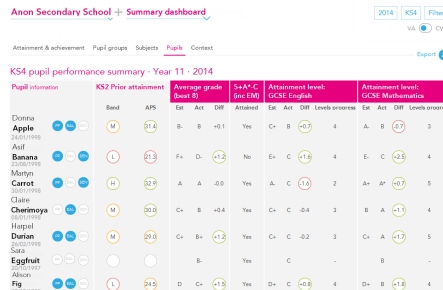School self-evaluation
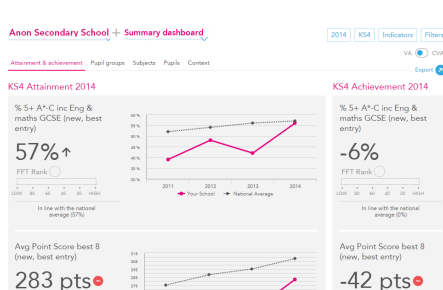
Achievement & attainment
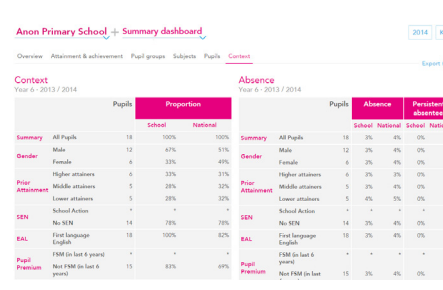School self-evaluation (2 pages)

Pupil groups
School self-evaluation

Subjects
School self-evaluation

Pupil list
School self-evaluation

Context
School self-evaluation

School summary dashboard: Overview

Navigation & report options
Use the tabs to navigate through each area of the school summary dashboard. Click on the reporting year selector 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)
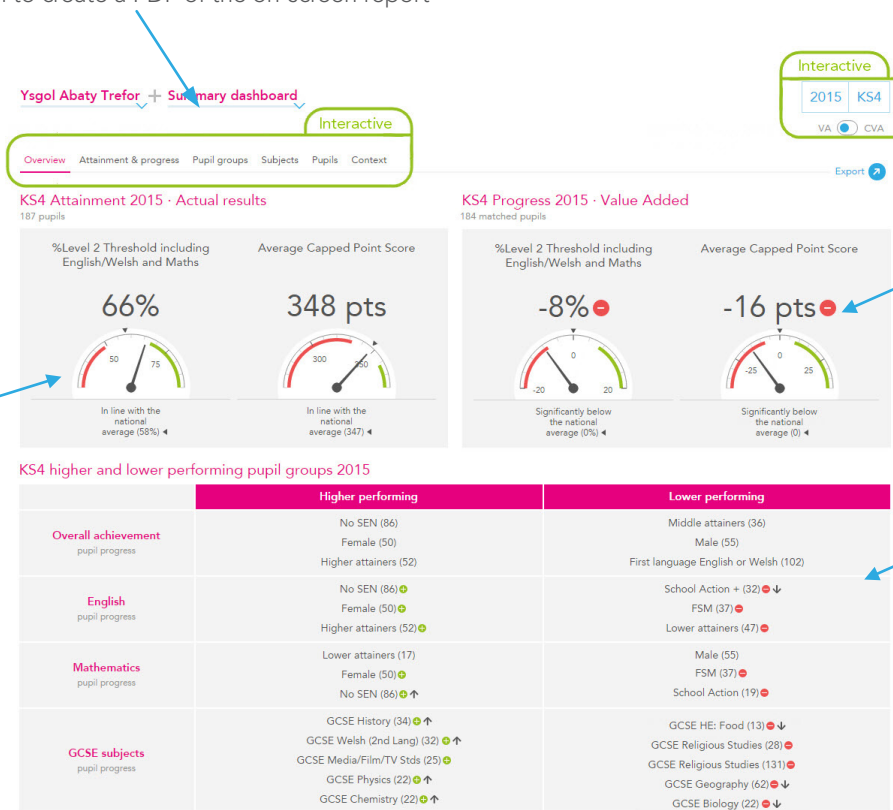
Statistical significance
Suggests the gap hasn't occurred by chance. A signpost that further investigation may be required into the particular area. Small cohorts are unlikely to be significant

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 in a range of indicators. A group must have positive progress to appear in top 3 or negative for bottom 3. Statistical significance 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

Dashboard screenshot

Interactive
2015   KS4
VA   CVA

Ysgol Abaty Trefor + Summary dashboard

Interactive

Overview   Attainment & progress   Pupil groups   Subjects   Pupils   Context

Export

KS4 Attainment 2015 · Actual results
187 pupils

%Level 2 Threshold including English/Welsh and Maths	Average Capped Point Score
66%	348 pts
In line with the national average (58%) ◂	In line with the national average (347) ◂

KS4 Progress 2015 · Value Added
184 matched pupils

%Level 2 Threshold including English/Welsh and Maths	Average Capped Point Score
-8% ⊖	-16 pts ⊖
Significantly below the national average (0%) ◂	Significantly below the national average (0) ◂

KS4 higher and lower performing pupil groups 2015

	Higher performing	Lower performing
Overall achievement pupil progress	No SEN (86) Female (50) Higher attainers (52)	Middle attainers (36) Male (55) First language English or Welsh (102)
English pupil progress	No SEN (86) ⊕ Female (50) ⊕ Higher attainers (52) ⊕	School Action + (32) ⊖ ↓ FSM (37) ⊖ Lower attainers (47) ⊖
Mathematics pupil progress	Lower attainers (17) Female (50) ⊕ No SEN (86) ⊕	Male (55) FSM (37) ⊖ School Action (19) ⊖
GCSE subjects pupil progress	GCSE History (34) ⊕ ↑ GCSE Welsh (2nd Lang) (32) ⊕ ↑ GCSE Media/Film/TV Stds (25) ⊕ GCSE Physics (22) ⊕ ↑ GCSE Chemistry (22) ⊕ ↑	GCSE HE: Food (13) ⊖ ↓ GCSE Religious Studies (28) ⊖ GCSE Religious Studies (131) ⊖ GCSE Geography (62) ⊖ ↓ GCSE Biology (22) ⊖ ↓

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

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

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KS4

School summary dashboard: Attainment & Progress

Navigation & report options

Use the tabs to navigate through each area of the school summary 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 report) 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 4 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

KS4 progress (achievement)

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. In the example: attainment in the school for Level 2 Inclusive was **59%**, this was **+6%** (progress) above the FFT estimate of 53% (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

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

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.

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School summary dashboard: Attainment & Progress

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

Navigation & report options
Use the tabs to navigate through each area of the school summary 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

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

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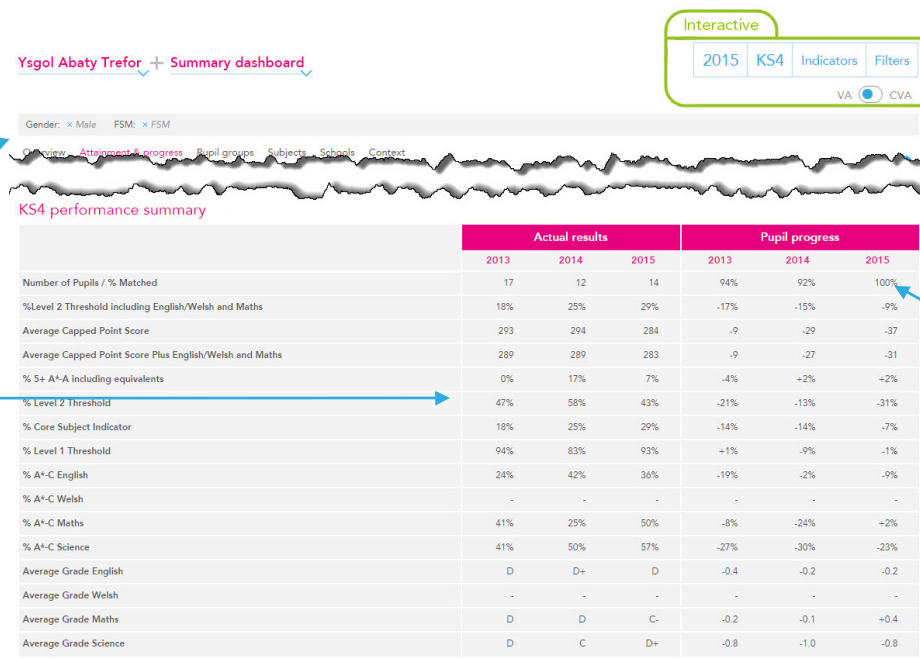
Statistical significance
Suggests the gap hasn't occurred by chance. It is a signpost that further investigation may be required into the particular area. Green (above) and red (below) circles compare performance to the national average. Up (rise) and down (fall) arrows compare school performance to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

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

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

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

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Interactive

Ysgol Abaty Trefor ✛ Summary dashboard

2015 KS4 Indicators Filters

VA ⬤ CVA

Gender: ✕ Male   FSM: ✕ FSM

Overview   Attainment & progress   Pupil groups   Subjects   Schools   Context

KS4 performance summary

	Actual results			Pupil progress		
	2013	2014	2015	2013	2014	2015
Number of Pupils / % Matched	17	12	14	94%	92%	100%
%Level 2 Threshold including English/Welsh and Maths	18%	25%	29%	-17%	-15%	-9%
Average Capped Point Score	293	294	284	-9	-29	-37
Average Capped Point Score Plus English/Welsh and Maths	289	289	283	-9	-27	-31
% 5+ A*-A including equivalents	0%	17%	7%	-4%	+2%	+2%
% Level 2 Threshold	47%	58%	43%	-21%	-13%	-31%
% Core Subject Indicator	18%	25%	29%	-14%	-14%	-7%
% Level 1 Threshold	94%	83%	93%	+1%	-9%	-1%
% A*-C English	24%	42%	36%	-19%	-2%	-9%
% A*-C Welsh	-	-	-	-	-	-
% A*-C Maths	41%	25%	50%	-8%	-24%	+2%
% A*-C Science	41%	50%	57%	-27%	-30%	-23%
Average Grade English	D	D+	D	-0.4	-0.2	-0.2
Average Grade Welsh	-	-	-	-	-	-
Average Grade Maths	D	D	C-	-0.2	-0.1	+0.4
Average Grade Science	D	C	D+	-0.8	-1.0	-0.8

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

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.

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Wales School summary dashboard: Pupil groups

Navigation & report options
Use the tabs to navigate through each area of the school summary 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
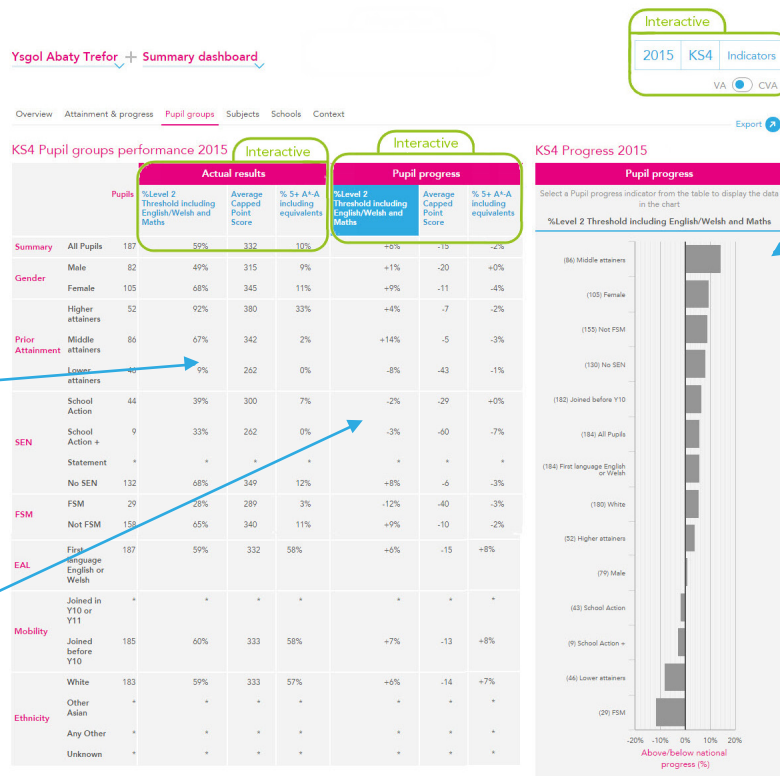
Pupil progress
Value Added (VA) or Contextual VA (CVA) perspective of progress. Only matched pupils are included in progress (those with KS2 attainment). Statistical significance and trends indicated. In the example: **68%** of females attained Level 2+ Inclusive, this was **+9%** above the FFT estimate of 59% (figure not displayed on report)

S-curve chart
Visual display of pupil groups performance ranked high to low with statistical significance indicated. Cohort size is indicated within the brackets. Click on another progress indicator to view performance

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) circles compare performance against the national average. Up (rise) and down (fall) arrows compare performance against 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 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

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

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Ysgol Abaty Trefor + Summary dashboard

Interactive — 2015 | KS4 | Indicators — VA ● CVA

Overview   Attainment & progress   Pupil groups   Subjects   Schools   Context

Export ↗

KS4 Pupil groups performance 2015   Interactive   Interactive

		Pupils	Actual results			Pupil progress		
			%Level 2 Threshold including English/Welsh and Maths	Average Capped Point Score	% 5+ A*-A including equivalents	%Level 2 Threshold including English/Welsh and Maths	Average Capped Point Score	% 5+ A*-A including equivalents
Summary	All Pupils	187	59%	332	10%	+6%	-15	-2%
Gender	Male	82	49%	315	9%	+1%	-20	+0%
	Female	105	68%	345	11%	+9%	-11	-4%
Prior Attainment	Higher attainers	52	92%	380	33%	+4%	-7	-2%
	Middle attainers	86	67%	342	2%	+14%	-5	-3%
	Lower attainers	49	9%	262	0%	-8%	-43	-1%
SEN	School Action	44	39%	300	7%	-2%	-29	+0%
	School Action +	9	33%	262	0%	-3%	-60	-7%
	Statement	*	*	*	*	*	*	*
	No SEN	132	68%	349	12%	+8%	-6	-3%
FSM	FSM	29	28%	289	3%	-12%	-40	-3%
	Not FSM	158	65%	340	11%	+9%	-10	-2%
EAL	First language English or Welsh	187	59%	332	58%	+6%	-15	+8%
Mobility	Joined in Y10 or Y11	*	*	*	*	*	*	*
	Joined before Y10	185	60%	333	58%	+7%	-13	+8%
Ethnicity	White	183	59%	333	57%	+6%	-14	+7%
	Other Asian	*	*	*	*	*	*	*
	Any Other	*	*	*	*	*	*	*
	Unknown	*	*	*	*	*	*	*

KS4 Progress 2015

Pupil progress

Select a Pupil progress indicator from the table to display the data in the chart

%Level 2 Threshold including English/Welsh and Maths

(86) Middle attainers
(105) Female
(155) Not FSM
(130) No SEN
(182) Joined before Y10
(184) All Pupils
(184) First language English or Welsh
(180) White
(52) Higher attainers
(79) Male
(43) School Action
(9) School Action +
(46) Lower attainers
(29) FSM

-20% -10% 0% 10% 20%
Above/below national progress (%)

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School summary dashboard: Subjects

Navigation & report options
Use the tabs to navigate through each area of the school summary dashboard. Click on the reporting year selector ('2015') to view performance from a previous year. 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 range of attainment and progress indicators for each subject. Other indicators can be selected from the 'Indicators' selector. Use the 'Filters' selector to re-calculate whole report for specific pupil groups
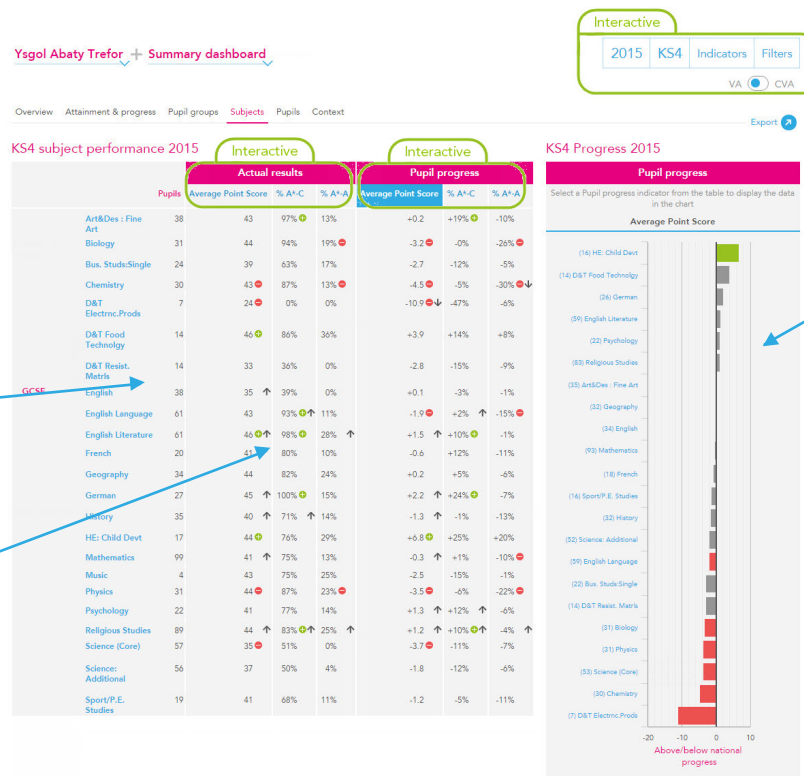
Actual results
Aggregated attainment results for the selected indicators are displayed for each subject.

Pupil progress
VA or CVA perspective of progress. Only matched pupils are included in progress (those with KS2 attainment). In the example: attainment in English Language **98%** A*-C, this was **10%** above the FFT estimate of 88% (figure not shown)

Interactive

Ysgol Abaty Trefor + Summary dashboard

2015 KS4 Indicators Filters

VA ● CVA

Overview   Attainment & progress   Pupil groups   Subjects   Pupils   Context

Export

KS4 subject performance 2015

	Pupils	Actual results			Pupil progress		
		Average Point Score	% A*-C	% A*-A	Average Point Score	% A*-C	% A*-A
Art&Des : Fine Art	38	43	97% ●	13%	+0.2	+19% ●	-10%
Biology	31	44	94%	19% ●	-3.2	-0%	-26% ●
Bus. Studs:Single	24	39	63%	17%	-2.7	-12%	-5%
Chemistry	30	43 ●	87%	13% ●	-4.5 ●	-5%	-30% ● ↓
D&T Electrnc.Prods	7	24 ●	0%	0%	-10.9 ● ↓	-47%	-6%
D&T Food Technlgy	14	46 ●	86%	36%	+3.9	+14%	+8%
D&T Resist. Matrls	14	33	36%	0%	-2.8	-15%	-9%
GCSE English	38	35 ↑	39%	0%	+0.1	-3%	-1%
English Language	61	43	93% ●↑	11%	-1.9 ●	+2% ↑	-15% ●
English Literature	61	46 ●↑	98% ●	28% ↑	+1.5 ↑	+10% ●	-1%
French	20	41 ●	80%	10%	-0.6	+12%	-11%
Geography	34	44	82%	24%	+0.2	+5%	-6%
German	27	45 ↑	100% ●	15%	+2.2 ↑	+24% ●	-7%
History	35	40 ↑	71% ↑	14%	-1.3 ↑	-1%	-13%
HE: Child Devt	17	44 ●	76%	29%	+6.8 ●	+25%	+20%
Mathematics	99	41 ↑	75%	13%	-0.3 ↑	+1%	-10% ●
Music	4	43	75%	25%	-2.5	-15%	-1%
Physics	31	44 ●	87%	23% ●	-3.5 ●	-6%	-22% ●
Psychology	22	41	77%	14%	+1.3 ↑	+12% ↑	-6%
Religious Studies	89	44 ↑	83% ●↑	25% ↑	+1.2 ↑	+10% ●↑	-4% ↑
Science (Core)	57	35 ●	51%	0%	-3.7 ●	-14%	-7%
Science: Additional	56	37	50%	4%	-1.8	-12%	-6%
Sport/P.E. Studies	19	41	68%	11%	-1.2	-5%	-11%

KS4 Progress 2015

Select a Pupil progress indicator from the table to display the data in the chart

Average Point Score

(16) HE: Child Devt
(14) D&T Food Technology
(26) German
(59) English Literature
(22) Psychology
(63) Religious Studies
(35) Art&Des : Fine Art
(32) Geography
(34) English
(93) Mathematics
(18) French
(16) Sport/P.E. Studies
(32) History
(52) Science: Additional
(59) English Language
(22) Bus. Studs:Single
(14) D&T Resist. Matrls
(31) Biology
(31) Physics
(53) Science (Core)
(30) Chemistry
(7) D&T Electrnc.Prods

-20 -10   0   10
Above/below national progress

S-curve chart
Visual display of subject performance ranked high to low with statistical significance indicated. Cohort size is indicated within the brackets. Click on another indicator to view performance

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) circles compare performance to the national average. Up (rise) and down (fall) arrows compare school 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 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

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 (available on Att & ach and Pupil groups dashboards)

fft aspire

KS4

School summary dashboard: Pupils

Navigation & report options
Use the tabs to navigate through each area of the school summary 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 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.

Estimates, actuals and differences
The estimate (Est) represents the grade which 50% or more of 'similar pupils' attained or higher nationally. Estimates 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 gaps in 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

Ysgol Abaty Trefor ✛ Summary dashboard

Interactive

2015   KS4   Indicators

VA ○ CVA

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

Export ↗

KS4 pupil performance summary · Year 11 · 2015

Pupil information	KS2 Prior attainment					Average Score (Capped Points PLUS)			Level 2 Threshold (inc Eng/Welsh and Maths)	Attainment grade: GCSE English			Attainment grade: GCSE Welsh			Attainment grade: GCSE Maths		
	Band	Eng	Cy1af	Ma	Sc	Est	Act	Diff	Attained	Est	Act	Diff	Est	Act	Diff	Est	Act	Diff
Yasmin Almond 27/01/1998 (EAL SEN)	H	5.3		5.3	5.3	404	385	-19	Yes	A-	B	-0.7				B+	B	-0.3
Naomi Apple 22/02/1998 (FSM EAL SEN)	H	4.5		5.3	4.5	359	343	-16	Yes	C+	C	-0.3				C+	B	+0.5
Adam Arsenic 12/08/1998 (FSM EAL SEN)	H	4.5		4.5	5.3	360	352	-8	Yes	C+	C	-0.3				C+	C	-0.5
David Asparagus 22/12/1997 (FSM EAL SEN)	H	5.3		5.3	5.3	407	464	+57	Yes	A-	A*	+1.3				B+	A*	+1.5

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

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

fft aspire

School summary dashboard: Context

Navigation & report options
Use the tabs to navigate through each area of the school summary dashboard. Click on the reporting year selector ('2015') to view context and absence from a previous cohort. Click on the Export icon to create a PDF of the on-screen report

What does this report show?
The report helps identify how the context and characteristics of the cohort compare against the national average

Context
Breakdown of pupil context and characteristics numbers and percentages of the cohort. National information 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

Interactive

2015   KS4

Ysgol Abaty Trefor + Summary dashboard

Overview   Attainment & progress   Pupil groups   Subjects   Context

Export

Context · Year 11 · 2014 / 2015

		Pupils	Proportion	
			Collaborate group	National
Summary	All Pupils	187	100%	100%
Gender	Male	82	44%	51%
	Female	105	56%	49%
Prior Attainment	Higher attainers	52	28%	37%
	Middle attainers	86	46%	38%
	Lower attainers	46	25%	21%
SEN	School Action	44	24%	13%
	School Action +	9	5%	7%
	Statement	*	*	*
	No SEN	132	71%	77%
FSM	FSM	29	16%	16%
	Not FSM	158	84%	84%
EAL	First language English or Welsh	187	100%	96%
Mobility	Joined in Y10 or Y11	*	*	*
	Joined before Y10	185	99%	98%
Ethnicity	White	183	98%	93%
	Other Asian	*	*	*
	Any Other	*	*	*
	Unknown	*	*	*

Absence · Year 11 · Autumn term 2014

		Pupils	Absence		Persistent absentees	
			Collaborate group	National	Collaborate group	National
Summary	All Pupils	187	5%	6%	3%	7%
Gender	Male	82	3%	5%	0%	6%
	Female	105	7%	6%	5%	7%
Prior Attainment	Higher attainers	52	4%	4%	0%	3%
	Middle attainers	86	6%	6%	6%	6%
	Lower attainers	46	7%	8%	4%	11%
SEN	School Action	44	10%	9%	12%	17%
	School Action +	9	5%	8%	0%	8%
	Statement	*	*	*	*	*
	No SEN	132	4%	5%	1%	5%
FSM	FSM	29	11%	9%	14%	15%
	Not FSM	158	4%	5%	0%	4%
EAL	First language English or Welsh	187	5%	6%	3%	7%
Mobility	Joined in Y10 or Y11	*	*	*	*	*
	Joined before Y10	185	5%	6%	3%	7%
Ethnicity	White	183	5%	6%	3%	7%
	Other Asian	*	*	*	*	*
	Any Other	*	*	*	*	*
	Unknown	*	*	*	*	*

School absence
Breakdown of absence by pupil groups for Year 11 pupils. Persistent absentees are pupils who miss 15% or more of attendance sessions. The table shows the percentage of persistent absentee pupils within each pupil group. Pupil group national averages are provided for comparison

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

Prior attainment, FSM and mobility pupil groups
Prior attainment group: each pupil is ranked nationally based on their overall Key Stage 2 teacher assessments. Attainment bands represent the third of pupils nationally where each pupil ranks in terms of their overall prior attainment. Higher = top third nationally, Middle = middle third and Lower = bottom third
FSM: pupils entitled to free school meals in the last census before the end of the key stage (also known as FSM current)
Mobility: Pupils who joined the school in year 10 or year 11

FFTaspire