

fftaspire Governor Dashboard

2015

Key
Stage
1

The FFT Governor Dashboard has been produced by FFT, working in partnership with the National Governors' Association and the Wellcome Trust. The dashboard helps school governors to hold schools to account, support and challenge the leadership team and make more informed strategic decisions.

The dashboard helps with answering these six key questions:

1. How does attainment and pupil progress at my school compare to the national average?
2. How are we performing in different subjects?
3. Do we have any under-performing groups of pupils?
4. How might the context of our school affect our performance?
5. How does pupil attendance compare to the national average?
6. What are the strengths and weaknesses of your school?

The Governor Dashboard is one part of the FFT Aspire dashboard series, a set of high quality, simple-to-use reports for school leaders, teachers and governors. The dashboards support rigorous self-evaluation, inspection preparation and in-depth planning using the latest available national data.

Guidance on using the dashboard

Attainment actual results for your school using a range of measures such as averages and thresholds.

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.

Gauges show your headline school performance for actual results and pupil progress, indicating whether performance is in line with the national average, or significantly above/below the national average.

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

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.

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 (↓).

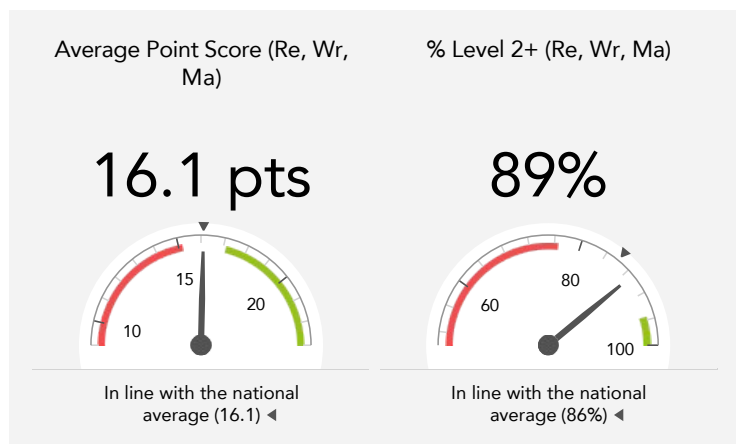
Small cohorts for small pupil cohorts we will suppress the data with an asterisk (*). Where it is not possible to calculate a figure or if data is not available, this will be shown by a dash (—).

Data sources the dashboard is generated using data 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.

Overview

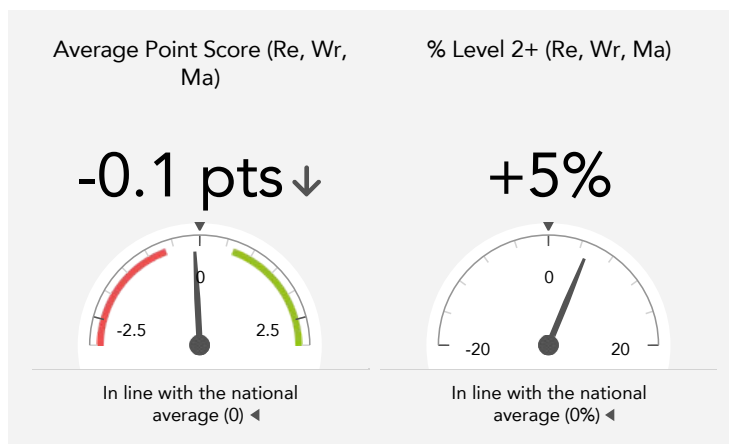
KS1 Attainment 2015 · Actual results

53 pupils



KS1 Progress 2015 · Value Added

38 matched pupils



KS1 higher and lower performing pupil groups 2015

| | Higher performing | Lower performing |
|--|---|---|
| Overall achievement pupil progress | Not FSM (in last 6 years) (8) ⊕ Lower attainers (8) First language not English (22) | First language English (16) ⊖ ↓ Middle attainers (14) Black African (8) ↓ |
| KS1 reading achievement pupil progress | Not FSM (in last 6 years) (8) First language not English (22) Bangladeshi (6) | First language English (16) ⊖ ↓ Middle attainers (14) FSM (18) ↓ |
| KS1 writing achievement pupil progress | Not FSM (in last 6 years) (8) Lower attainers (8) First language not English (22) | First language English (16) Middle attainers (14) FSM (18) |
| KS1 mathematics achievement pupil progress | Not FSM (in last 6 years) (8) ⊕ ↑ Lower attainers (8) First language not English (22) | First language English (16) ↓ Black African (8) Middle attainers (14) |

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.

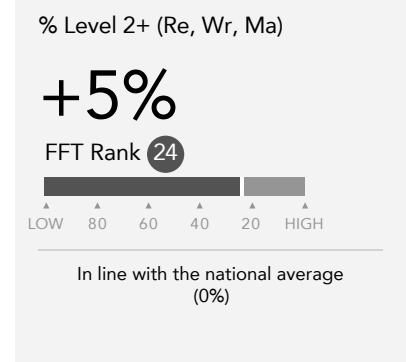
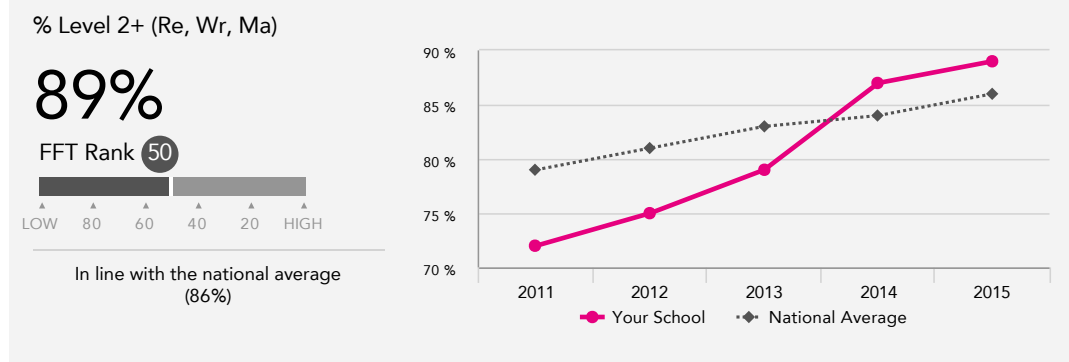
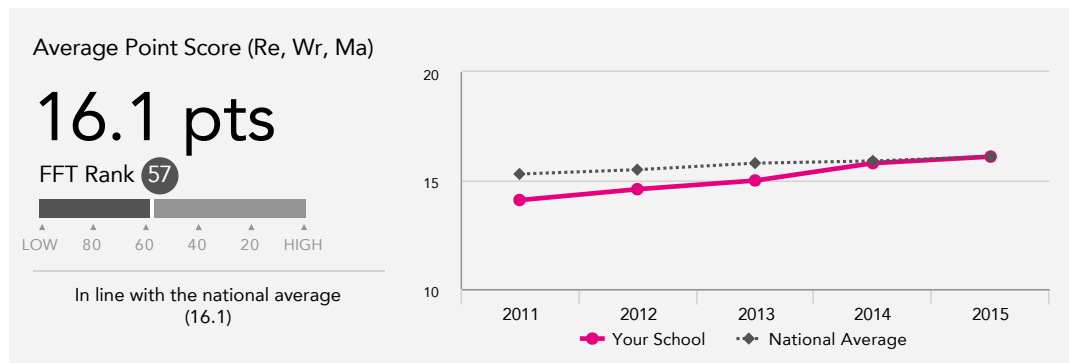
Attainment & progress

KS1 Attainment 2015

53 pupils

KS1 Progress 2015

38 matched pupils



KS1 performance summary

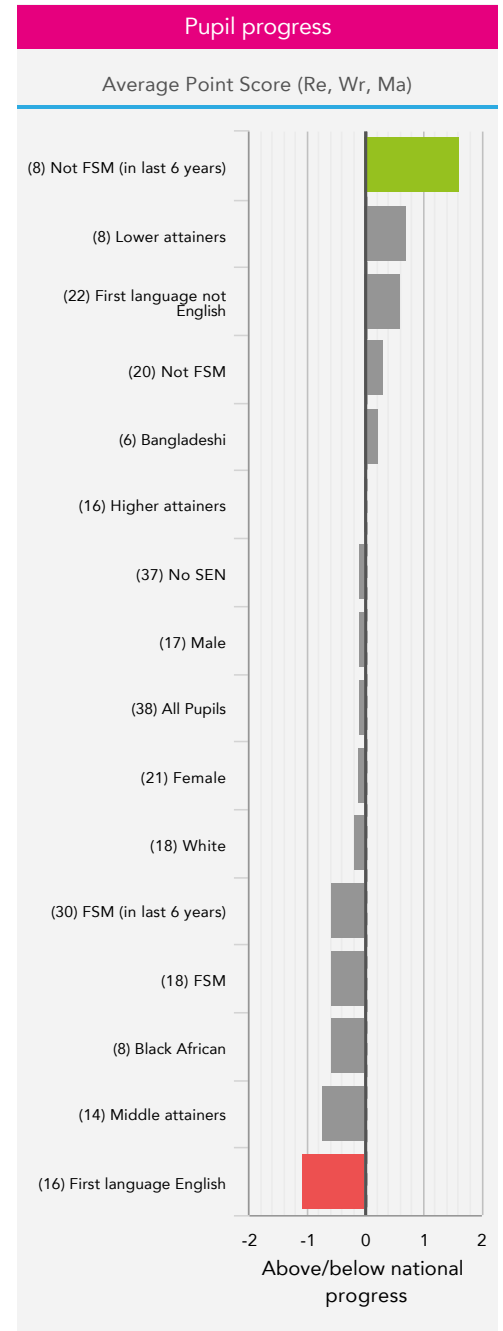
| | Actual results | | | Pupil progress | | |
|----------------------------------|----------------|-------|------|----------------|--------|--------|
| | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 |
| Number of pupils / % matched | 52 | 53 | 53 | 85% | 91% | 72% |
| Average level (Re, Wr, Ma) | 2B | 2B | 2A | +0.0 ↓ | +0.1 + | -0.0 ↓ |
| Average Point Score (Re, Wr, Ma) | 15.0 | 15.8 | 16.1 | +0.2 ↓ | +0.6 + | -0.1 ↓ |
| % Level 2+ (Re, Wr, Ma) | 79% | 87% | 89% | -1% | +8% | +5% |
| % Level 2B+ (Re, Wr, Ma) | 56% | 68% | 72% | +6% | +10% | +3% |
| % Level 3+ (Re, Wr, Ma) | 4% | 9% | 13% | -3% | +3% | +3% |
| Average Point Score Reading | 15.0 - | 16.3 | 16.4 | -0.0 | +0.7 + | -0.2 ↓ |
| % Level 2+ Reading | 90% | 91% | 91% | +6% | +6% | +2% |
| % Level 3+ Reading | 8% - | 28% ↑ | 26% | -10% | +8% ↑ | -9% |
| Average Point Score Writing | 14.3 | 15.0 | 15.2 | +0.4 | +0.6 | -0.1 |
| % Level 2+ Writing | 83% | 87% | 89% | +2% | +6% | +4% |
| % Level 3+ Writing | 6% | 11% | 13% | -3% | +1% | -2% |
| Average Point Score Maths | 15.6 | 16.0 | 16.6 | +0.3 ↓ | +0.5 | -0.1 |
| % Level 2+ Maths | 87% | 96% | 96% | -4% | +5% | +3% |
| % Level 3+ Maths | 15% | 17% | 25% | +2% | +2% | -4% |

Pupil groups

KS1 Pupil groups performance 2015

| | Pupils | Actual results | | | Pupil progress | | | |
|-------------------------|----------------------------|----------------------------------|-------------------------|-------------------------|----------------------------------|-------------------------|-------------------------|------|
| | | Average Point Score (Re, Wr, Ma) | % Level 2+ (Re, Wr, Ma) | % Level 3+ (Re, Wr, Ma) | Average Point Score (Re, Wr, Ma) | % Level 2+ (Re, Wr, Ma) | % Level 3+ (Re, Wr, Ma) | |
| Summary | All Pupils | 53 | 16.1 | 89% | 13% | -0.1 ↓ | +5% | +3% |
| Gender | Male | 25 | 15.3 | 84% | 8% | -0.1 | +11% | -1% |
| | Female | 28 | 16.7 | 93% | 18% | -0.1 | +1% | +7% |
| Prior Attainment | Higher attainers | 16 | 18.5 | 100% | 38% | +0.0 ↓ | +1% | +8% |
| | Middle attainers | 14 | 15.9 | 100% | 7% | -0.7 | +5% | -1% |
| | Lower attainers | 8 | 13.8 | 75% | 0% | +0.7 | +13% | -1% |
| Pupil Premium | FSM (in last 6 years) | 32 | 15.8 | 91% | 13% | -0.6 ↓ | +4% | -2% |
| | Not FSM (in last 6 years) | 20 | 16.8 | 90% | 15% | +1.6 ↑ | +9% | +20% |
| SEN | School Action | * | * | * | * | * | * | * |
| | No SEN | 50 | 16.5 | 94% | 14% | -0.1 | +6% | +3% |
| EAL | First language not English | 34 | 16.4 | 91% | 15% | +0.6 | +10% | +7% |
| | First language English | 18 | 15.8 | 89% | 11% | -1.1 ↓ | -2% | -3% |
| FSM | FSM | 20 | 15.4 | 85% | 10% | -0.6 | +1% | -1% |
| | Not FSM | 32 | 16.7 | 94% | 16% | +0.3 | +9% | +7% |
| Ethnicity | White | 26 | 15.5 | 88% | 8% | -0.1 | +5% | -2% |
| | Black Caribbean | * | * | * | * | * | * | * |
| | Black African | 10 | 16.3 | 90% | 20% | -0.6 ↓ | -1% | +7% |
| | Pakistani | * | * | * | * | * | * | * |
| | Bangladeshi | 6 | 16.4 | 100% | 0% | +0.2 | +16% | -13% |
| | Chinese | * | * | * | * | * | * | * |
| | Any Other | 5 | 15.9 | 80% | 0% | -1.2 ↓ | +2% | -18% |
| | No Ethnicity Data | * | * | * | * | * | * | * |

KS1 Progress 2015



Subjects

KS1 subject performance 2015

| | Actual results | | | Pupil progress | | | Actual results over time |
|-------------------------------|---------------------------------------|--|---------------------------------------|---------------------------------------|---|--|--------------------------|
| | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 | |
| Number of pupils / % matched | 52 | 53 | 53 | 85% | 91% | 72% | |
| Reading | | | | | | | |
| % Level 2+ | 90% | 91% | 91% | +6% | +6% | +2% | |
| % Level 2B+ | 77% | 79% | 83% | +6% | +5% | +3% | |
| % Level 3+ | 8% - | 28% ↑ | 26% | -10% | +8% ↑ | -9% | |
| Average level | 2B - | 2A | 2A | -0.0 | +0.1 + | -0.0 ↓ | |
| Average Point Score | 15.0 - | 16.3 | 16.4 | -0.0 | +0.7 + | -0.2 ↓ | |
| Writing | | | | | | | |
| % Level 2+ | 83% | 87% | 89% | +2% | +6% | +4% | |
| % Level 2B+ | 63% | 72% | 72% | +10% | +10% | +0% | |
| % Level 3+ | 6% | 11% | 13% | -3% | +1% | -2% | |
| Average level | 2B | 2B | 2B | +0.1 | +0.1 | -0.0 | |
| Average Point Score | 14.3 | 15.0 | 15.2 | +0.4 | +0.6 | -0.1 | |
| Maths | | | | | | | |
| % Level 2+ | 87% | 96% | 96% | -4% | +5% | +3% | |
| % Level 2B+ | 81% | 81% | 87% | +7% | +9% | +4% | |
| % Level 3+ | 15% | 17% | 25% | +2% | +2% | -4% | |
| Average level | 2B | 2B | 2A | +0.1 ↓ | +0.1 | -0.0 | |
| Average Point Score | 15.6 | 16.0 | 16.6 | +0.3 ↓ | +0.5 | -0.1 | |
| Speaking and Listening | | | | | | | |
| % Level 2+ | 88% | 92% | 87% | +3% | +7% | -3% | |
| % Level 3+ | 10% - | 21% | 19% | -5% | +5% | -8% | |
| Average level | 2 | 2 | 2 | +0.0 | +0.1 | -0.1 ↓ | |
| Average Point Score | 14.8 | 15.7 | 15.3 | +0.0 | +0.6 | -0.5 ↓ | |
| Science | | | | | | | |
| % Level 2+ | 90% | 92% | 85% | +4% | +6% | -1% | |
| % Level 3+ | 6% - | 17% | 17% | -9% | +3% | -8% | |
| Average level | 2 | 2 | 2 - | -0.0 ↓ | +0.1 | -0.1 - ↓ | |
| Average Point Score | 14.8 | 15.5 | 14.7 - | -0.0 ↓ | +0.5 | -0.8 - ↓ | |

Context

Context · Year 2 · 2014 / 2015

| | | Pupils | Proportion | |
|-------------------------|----------------------------|--------|------------|----------|
| | | | School | National |
| Summary | All Pupils | 49 | 100% | 100% |
| Gender | Male | 23 | 47% | 51% |
| | Female | 26 | 53% | 49% |
| Prior Attainment | Higher attainers | 16 | 33% | 35% |
| | Middle attainers | 14 | 29% | 33% |
| | Lower attainers | 8 | 16% | 29% |
| Pupil Premium | FSM (in last 6 years) | 31 | 63% | 25% |
| | Not FSM (in last 6 years) | 18 | 37% | 75% |
| SEN | School Action | * | * | * |
| | No SEN | 47 | 96% | 84% |
| EAL | First language not English | 33 | 67% | 20% |
| | First language English | 16 | 33% | 80% |
| FSM | FSM | 19 | 39% | 17% |
| | Not FSM | 30 | 61% | 83% |
| Ethnicity | White | 25 | 51% | 75% |
| | Black Caribbean | * | * | * |
| | Black African | 9 | 18% | 5% |
| | Pakistani | * | * | * |
| | Bangladeshi | 6 | 12% | 2% |
| | Chinese | * | * | * |
| | Any Other | * | * | * |
| | No Ethnicity Data | * | * | * |

Absence · Year 2 · 2014 / 2015

| | | Pupils | Absence | | Persistent absentees | |
|-------------------------|----------------------------|--------|---------|----------|----------------------|----------|
| | | | School | National | School | National |
| Summary | All Pupils | 49 | 6% | 5% | 2% | 4% |
| Gender | Male | 23 | 6% | 5% | 0% | 4% |
| | Female | 26 | 6% | 5% | 4% | 4% |
| Prior Attainment | Higher attainers | 16 | 5% | 4% | 0% | 1% |
| | Middle attainers | 14 | 5% | 5% | 0% | 3% |
| | Lower attainers | 8 | 11% | 7% | 13% | 7% |
| Pupil Premium | FSM (in last 6 years) | 31 | 6% | 7% | 3% | 8% |
| | Not FSM (in last 6 years) | 18 | 5% | 4% | 0% | 2% |
| SEN | School Action | * | * | * | * | * |
| | No SEN | 47 | 6% | 5% | 2% | 3% |
| EAL | First language not English | 33 | 5% | 6% | 0% | 5% |
| | First language English | 16 | 7% | 5% | 6% | 3% |
| FSM | FSM | 19 | 8% | 7% | 5% | 10% |
| | Not FSM | 30 | 4% | 5% | 0% | 2% |
| Ethnicity | White | 25 | 8% | 5% | 4% | 3% |
| | Black Caribbean | * | * | * | * | * |
| | Black African | 9 | 3% | 4% | 0% | 2% |
| | Pakistani | * | * | * | * | * |
| | Bangladeshi | 6 | 5% | 7% | 0% | 7% |
| | Chinese | * | * | * | * | * |
| | Any Other | * | * | * | * | * |
| | No Ethnicity Data | * | * | * | * | * |