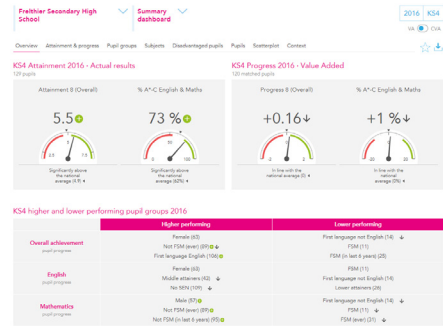# Reports help guide

fftaspire

School summary dashboard series Key Stage 2 - August 2017

Contents

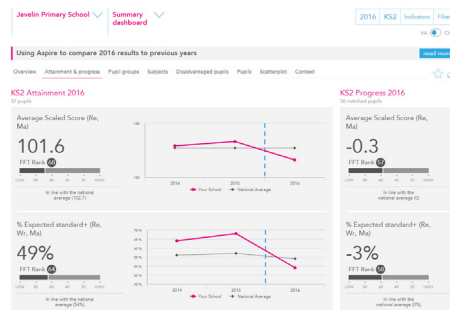**Introduction to the KS2 school summary dashboard FFT Aspire**
The following help files provide a quick overview of the Key Stage 2 school summary dashboard reports currently available within FFT Aspire (August 2017).

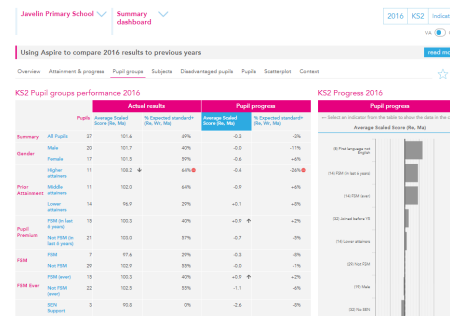**KS2** # School summary dashboard

Overview
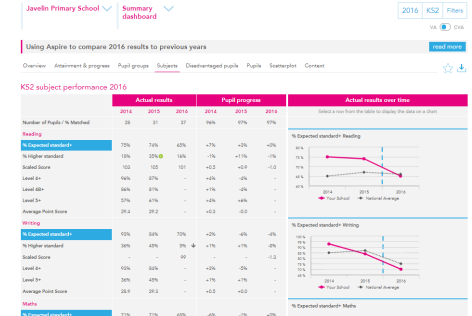Self-evaluation summary dashboard

Attainment & progress
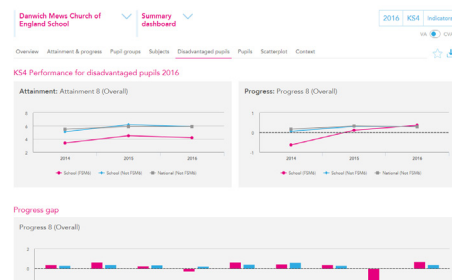Self-evaluation summary dashboard
(2 pages)

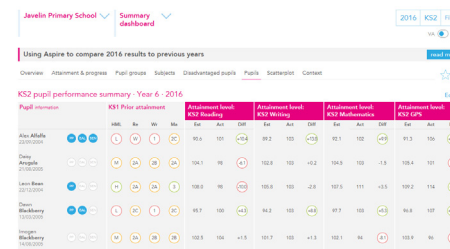## Pupil groups
Self-evaluation summary dashboard

Subjects
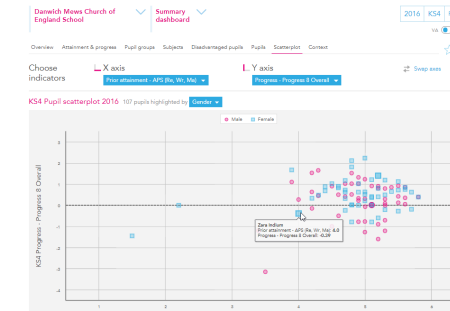Self-evaluation summary dashboard

Disadvantaged pupils
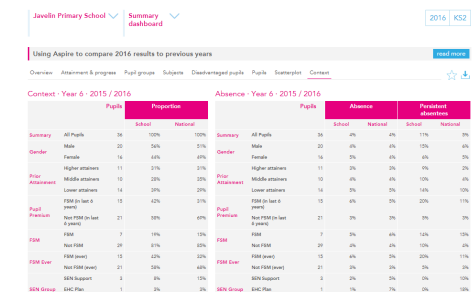Self-evaluation summary dashboard

Pupils
Self-evaluation summary dashboard

Scatterplots
Self-evaluation summary dashboard

Context
Self-evaluation summary dashboard

FFTaspire

KS2

School summary dashboard: Overview

What does the report show?
The Overview report is the starting point for self-evaluation. The gauges on the left display school attainment and the national averages for key performance measures. The gauges on the right display school progress for the same measures (value added). The lower part of the report highlights which pupil groups make the highest and lowest progress in key areas. Use caution when interpreting performance of smaller cohorts; in a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance.

Year groups
Outcomes of previous cohorts can be displayed on the report by selecting the appropriate year group. The KS2 assessments approach introduced in 2016 have been back-calculated for the 2014 and 2015 reported years.

2016

2016
2015
2014
2013
2012
2011

Navigation
Eight reports make up the KS2 summary dashboard. Click on a tab name to change report.
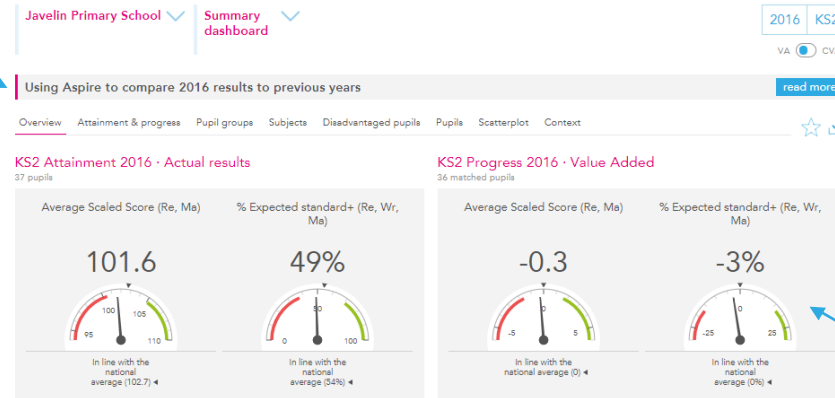
KS2 attainment gauges
School attainment is compared against the national average. Statistically significant gaps between the school and the national average are indicated by a green circle for being Sig+ above the average and a red circle for being Sig- below (for more information see below under 'Statistical significance symbols'). Arrows indicate the direction of travel for performance. An up arrow indicates a statistically significant rise, and a down

Higher and lower performing pupil groups
The top 3 and bottom 3 performing pupil groups in terms of progress for a range of indicators. A group must have positive progress to appear in the top 3 or negative for the bottom 3. Statistical significance symbols are also indicated here. Switching the VA/CVA toggle may reorder the list or change which groups appear. Cohort size is indicated within brackets. Groups fewer than 5 are not shown.
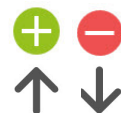
Use of FFT data
· Provides questions not answers
· Used as the starting point for discussions
· Triangulate alongside a range of other data and professional judgement.

Dashboard panel

Javelin Primary School ⌄   Summary dashboard ⌄   2016 KS2
                                                                      VA ● CVA

Using Aspire to compare 2016 results to previous years   read more

Overview Attainment & progress Pupil groups Subjects Disadvantaged pupils Pupils Scatterplot Context

KS2 Attainment 2016 · Actual results
37 pupils

Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)
101.6	49%
In line with the national average (102.7) ◄	In line with the national average (54%) ◄

KS2 Progress 2016 · Value Added
36 matched pupils

Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)
-0.3	-3%
In line with the national average (0) ◄	In line with the national average (0%) ◄

KS2 higher and lower performing pupil groups 2016

	Higher performing	Lower performing
Overall achievement pupil progress	First language not English (8) FSM (ever) (14) ↑ FSM (in last 6 years) (14) ↑	Middle attainers (11) Not FSM (ever) (22) Female (17)
KS2 reading achievement pupil progress	FSM (ever) (14) FSM (in last 6 years) (14) First language not English (8)	Higher attainers (11) ↓ Not FSM (ever) (22) ↓ Not FSM (in last 6 years) (21) ↓
KS2 writing achievement pupil progress	First language not English (8) Female (17) Lower attainers (14)	Higher attainers (11) Male (19) ⊖ Not FSM (ever) (22)
KS2 mathematics achievement pupil progress	Higher attainers (11) Male (19) First language not English (8)	FSM (6) Middle attainers (11) Female (17)
KS2 grammar, punctuation & spelling achievement pupil progress	First language not English (8) FSM (ever) (14) ↑ FSM (in last 6 years) (14) ↑	Not FSM (ever) (22) Not FSM (in last 6 years) (21) Higher attainers (11)

KS2 Progress - Value Added gauges
Progress compares the school's attainment against the attainment of 'similar pupils' nationally. The VA/CVA toggle switches the progress model between two definitions of 'similar pupils': Value Added (VA) and Contextual Value Added (CVA).

In this VA example, 35% of pupils attained the Expected standard in reading, writing and maths combined. Although below the national average, the attainment was 9 percentage points above the performance of similar pupils nationally.

Statistical significance symbols
Statistical significance symbols indicate that the particular area may be worthy of further investigation as part of the self-evaluation process. Green (significantly above) and red (significantly below) circles compare the school's performance with the national average. Up and down arrows indicate significant rises or falls in performance in comparison with the previous year. Smaller cohorts are more unlikely to be statistically significant.

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Scaled Scores in FFT Aspire

Scaled scores

Choose up to 2 indicators
- ✓ % Expected standard+ (Re, Wr, Ma)
- + % Higher standard (Re, Wr, Ma)
- ✓ Average Scaled Score (Re, Ma)
- + % Expected standard+ Reading
- + % Higher standard Reading
- + Scaled Score Reading
- + % Expected standard+ Writing
- + % Higher standard Writing
- + % Expected standard+ Maths
- + % Higher standard Maths
- + Scaled Score Maths
- + % Expected standard+ Grammar, Punctuation & Spelling
- + % Higher standard Grammar, Punctuation & Spelling
- + Scaled Score Grammar, Punctuation & Spelling
- + % Expected standard+ Science

The 2016 Key Stage 2 assessments were the first to assess the new national curriculum, introduced by the DfE in 2014. Results are now no longer reported as levels, and each pupil now receives their test results as scaled scores and their teacher assessments based on the standards in the interim framework. The tests at the end of Key Stage 2 are administered in mathematics, English reading and English grammar, punctuation and spelling. Pupils were teacher assessed at the end of Key Stage 2 in reading, writing, mathematics and science. Scaled Scores for tests range between 80 and 120, with pupils scoring 100+ attaining the 'expected standard' and scores of 110+ attaining the 'higher standard'. Teacher assessments for each subject include a descriptor for working at the 'expected standard'. Only the writing teacher assessment is converted to a scaled score.

FFT Aspire delivers analysis of the new measures through its familiar suite of interactive visual dashboards. Alongside the headline DfE attainment measures, FFT Aspire includes an extensive list of new performance indicators. FFT Value Added (VA) and Contextual Value Added (CVA) is calculated for each indicator.

Overview   Attainment & progress   Pupil groups   Subjects   Pupils   Context

Pupil level scaled scores

Edward Cadmium attained a scaled score of 101 in the mathematics test. Being a score of over 100, he reached the DfE's expected standard. Edward's (VA) progress is shown as +1.2, as 1.2 was the positive difference between his actual score (101) and his estimated score (99.8). The estimated score is calculated by looking at the average scaled score attained by pupils nationally with similar Key Stage 1 starting points, same gender and month of birth. Switching to CVA may change Edward's estimate and difference.

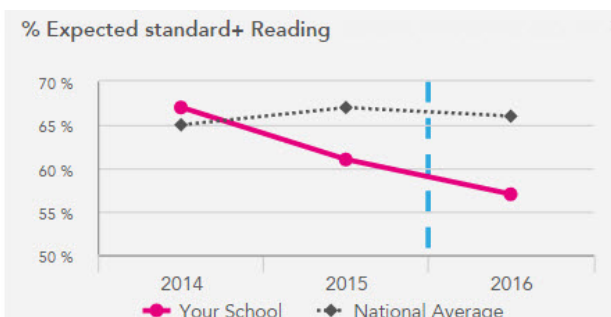| Edward Cadmium	KS1 Prior attainment				Attainment level: KS2 Mathematics		
	HML	Re	Wr	Ma	Est	Act	Diff
PP EAL SEN	L	2C	2C	2B	99.8	101	+1.2

School level scaled scores

Pupil level scaled scores and progress scores are aggregated up to group and school level. The 'VA scaled score' example below provides the mathematics scaled scores for two schools. School A attained a higher overall average scaled score in maths than school B. However, when considering the pupils' Key Stage 1 starting points, School B has made the most progress.

VA scaled score

	Actual	Expected	VA
School A	106.3	107.4	- 1.1
School B	105.8	105.3	+ 0.5

% expected standard (RWM)

	Actual	Expected	VA
School A	80%	85%	- 5%
School B	75%	71%	+ 4%

Calculating scaled scores backwards for previous years

Following a statistical analysis of national datasets, FFT have now recalculated results for all schools in 2014 and 2015. We believe that this provides schools with a richer set of data and will allow them to broaden their understanding of this year's results rather than viewing them in relative isolation. To achieve this, we have calculated the percentage of pupils at each scaled score in the 2016 KS2 tests. Then we calculated the percentage of pupils at each mark-point in the KS2 tests, including the level 6 tests, for each year from 2013 to 2015. We use these two sets of percentages to create mark-point to scaled score conversion tables. For example: the top 0.1% of pupils achieved a scaled score of 120 reading. We therefore find the top-scoring 0.1% of pupils in the KS2 reading tests from the previous three years and assign them a scaled score of 120. We then repeat the process for the other scaled scores. This produces national distributions (and national averages) for 2013 to 2015 very close to the distribution for 2016. In FFT Aspire the back-calculations are visible for 2014 and 2015 cohorts. A blue dotted line indicates where back-calculated scores end and actual scaled score start.

% Expected standard+ Reading

Progress: Value Added and Contextual Value Added

Progress

Progress compares the attainment of pupils in the school with the attainment of 'similar pupils' nationally. The similar pupils' attainment becomes an estimate of performance. The difference between the school's attainment and the estimate is progress, which can be a positive, negative or a neutral value. Progress is only calculated for 'matched pupils'; those with prior KS1 attainment.

Attainment

Value Added (VA)

Contextual Value Added
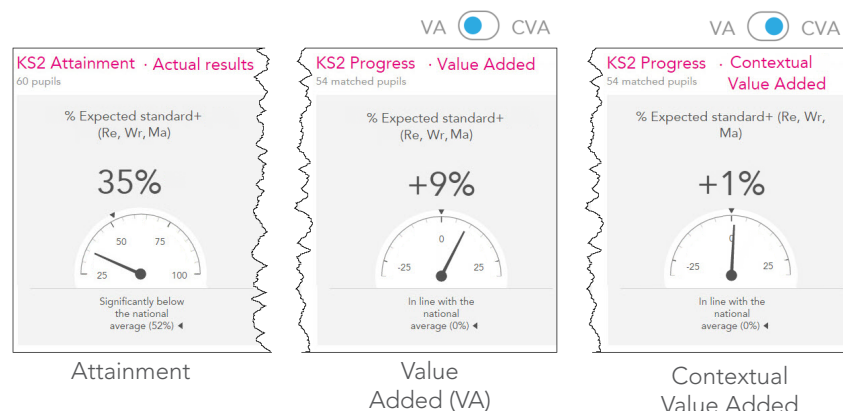
There are three types of progress models used within FFT Aspire: DFE Value Added, FFT Value Added (VA) and FFT Contextual Value Added (CVA). DfE Value Added is used for two indicators only, these are average scaled score in reading and average scaled score in mathematics. The remaining indicators use FFT Value Added. CVA is provided for all indicators which can be accessed through the on-screen VA / CVA toggle.

FFT Value Added and Contextual Value Added define 'similar pupils' differently. Value Added compares pupils with similar KS1 prior attainment, the same gender and month of birth. In addition to these factors, Context Value Added also includes further pupil context and the context of the school.

When analysing performance it is important to look at all three performance perspectives: attainment, value added and contextual value added. Used in isolation, each perspective can only indicate so much, but may mask other important aspects. Used in combination, further detail could be exposed and illuminated, building a more complete picture of performance and gaps.

KS1 prior attainment inputs and defining 'similar pupils'.

DfE Value Added uses average KS1 attainment based on English (reading & writing) and mathematics to define 'similar pupils'. For FFT models, the same KS1 prior attainment inputs are used for measuring both KS2 Value Added (VA) and Contextual Value Added (CVA). For each pupil, their average KS1 attainment from all available subjects is calculated, as are the differences between their attainment in the subjects. Taking account of pupils' subject variations at KS1 provides a closer relationship with outcomes at KS2.

All measures which appear in the performance tables use the same model as per DfE value added. For VA measure only included in Aspire similar pupils are defined as having similar prior attainment, the same gender and month of birth; CVA also includes these factors plus additional pupil contextual factors and accounts for the profile of the school. Both models use interaction terms; this means the impact of each factor on the other factors is accounted for.

Analysing performance

A common initial question for senior leaders is simply 'How did the cohort perform in comparison with national averages?'. The attainment gauge here supports this investigation. We can see that 35% of pupils attained the Expected Standard in reading, writing and mathematics combined, and we quickly identify that this performance is below the national average. The gap is 17 percentage points below the national average.

Arguably a more important question for self-evaluation purposes regards the relative progress made by pupils. The VA gauge supports senior leaders in answering the question 'How are the pupils in my school progressing in comparison to pupils with similar starting points nationally?' The VA gauge above suggests that 9 percent of pupils in the cohort made expected the standard than their equivalents nationally.

The third question for analysis is 'How are the pupils in my school progressing in comparison to pupils with similar profiles in those schools with similar intakes?' The CVA gauge indicates that progress is in-line with similar pupils in similar schools.

The next steps for the evaluation process are to move through the other reports within the summary dashboard and break down the headline indicators by subjects and pupil groups. This will provide a wider picture of performance.

Prior attainments inputs into FFT Key Stage 1 - 2 progress models

- Overall KS1 attainment
- writing
- speaking & listening
- mathematics
- reading
- science

Factors used within progress models

Pupil context factors	KS2 DfE Value added	FFT Value added	Contextual Value added
Prior attainment	✓ RWM	✓	✓
Subject variations		✓	✓
Gender		✓	✓
Month of Birth		✓	✓
EAL			✓
FSM			✓
SEN			✓
Ethnicity			✓
Mobility (joined late / time in school)			✓
School context factors			
Mean Intake TA Level			✓
Spread of Intake Test Level			✓
FSM Entitlement (Percentile Rank)			✓
Geodemographic Data (Percentile Rank)			✓

What does the report show?

A visual representation of school and national average attainment over time though charts and tables. Progress (Value Added or Contextual Value Added) is calculated for the selected indicators. Any two indicators can be displayed on the charts. The table at the bottom of the report provides analysis for a wide range of performance measures. The whole report can be recalculated for specific pupil groups. Use caution when interpreting performance of smaller cohorts; in a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance.

Navigation

Eight reports make up the KS2 summary dashboard. Click on a tab name to change report.

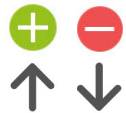## KS2 attainment & progress (value added)

School attainment is compared against the national average. Progress compares the school's attainment against the attainment of 'similar pupils' nationally. The VA/CVA toggle switches the progress model between Value Added (VA) and Contextual Value Added (CVA). VA ⬤ CVA

In this VA example, 35% of pupils attained the Expected standard. Although below the national average, the attainment was 9 percentage points above the performance of similar pupils nationally.
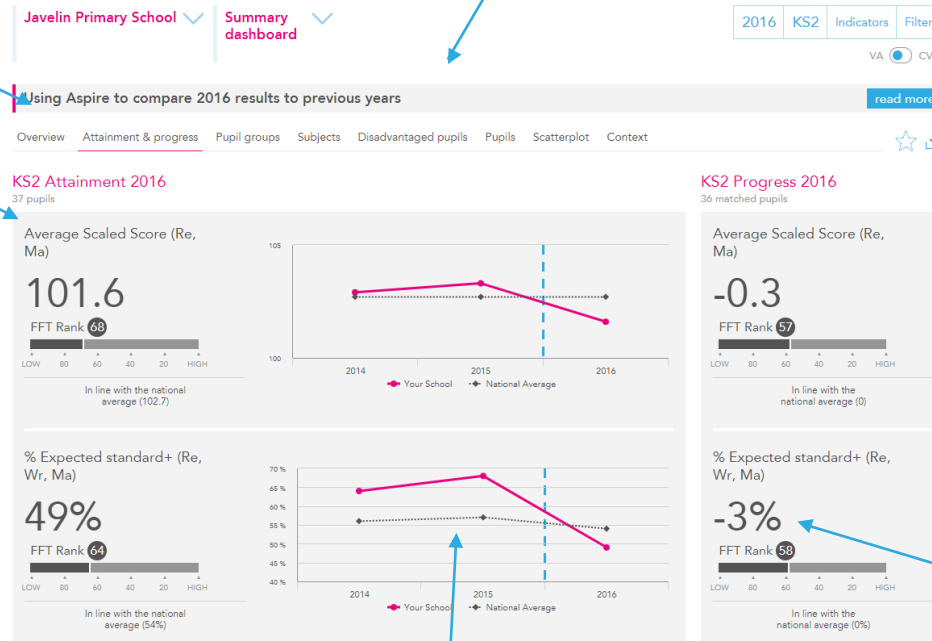
Use of FFT data

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Statistical significance symbols

Statistical significance symbols indicate that the particular area may be worthy of further investigation as part of the self-evaluation process. Green (above) and red (below) circles compare the pupil group's performance with the national average. Up and down arrows indicate significant rises or falls in performance in comparison with the previous year. Smaller cohorts are more unlikely to be statistically significant.

Year groups

2016   Outcomes of previous cohorts can be displayed on the report by selecting the required year group.

Javelin Primary School ⌄   Summary dashboard ⌄

2016 | KS2 | Indicators | Filters

VA ⬤ CVA

Using Aspire to compare 2016 results to previous years   read more

Overview   Attainment & progress   Pupil groups   Subjects   Disadvantaged pupils   Pupils   Scatterplot   Context

KS2 Attainment 2016
37 pupils

Average Scaled Score (Re, Ma)

101.6

FFT Rank 68

LOW   80   60   40   20   HIGH

In line with the national average (102.7)

% Expected standard+ (Re, Wr, Ma)

49%

FFT Rank 64

LOW   80   60   40   20   HIGH

In line with the national average (54%)

KS2 Progress 2016
36 matched pupils

Average Scaled Score (Re, Ma)

-0.3

FFT Rank 57

LOW   80   60   40   20   HIGH

In line with the national average (0)

% Expected standard+ (Re, Wr, Ma)

-3%

FFT Rank 58

LOW   80   60   40   20   HIGH

In line with the national average (0%)

Filters

Gender ⌄ | Ethnicity ⌄ | Pupil Premium ⌄ | Apply | Cancel
SEN Group ⌄ | EAL ⌄ | FSM ⌄ | ✕ Clear all
Prior Attainment ⌄ | Mobility ⌄ | FSM Ever ⌄

Use the filters to recalculate the values on the whole report for specific groups of pupils. The selected group names will appear at the top of the report in a grey bar.

FFT Rank

FFT national ranking for indicator split into hundredths (1 = highest, 100 = lowest). Ranks are calculated for attainment and progress. Caution: ranks between 20 to 80 tend to be volatile between years.

Time series chart

Visual display of school and national average attainment over time for up to two selected indicators. Where appropriate, new scaled score indicators have been calculated backwards for 2014 & 2015 results. A blue dotted line indicates where back-calculated scores end and actual scaled scores start.

Displaying other indicators

Any two indicators can be selected to appear in the charts by clicking on the Indicators button.

Choose up to 2 indicators
✓ % Expected standard+ (Re, Wr, Ma)
✓ % High standard (Re, Wr, Ma)
+ Average Scaled Score (Re, Ma)
+ % Expected standard+ Reading
+ % High standard Reading
+ Scaled Score Reading
+ % Expected standard+ Writing

KS2

# School summary dashboard: Attainment & progress

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

What does the report show?

The report displays a three year history of attainment and progress for a range of key performance indicators. Statistical significance is indicated for attainment and progress in comparison with the national average. Statistically significant changes from the previous year are also indicated with the direction. The whole report can be re-calculated to focus on specific groups of pupils (e.g. FSM6 boys).

Navigation

Eight reports make up the KS2 summary dashboard. Click on a tab name to change report.
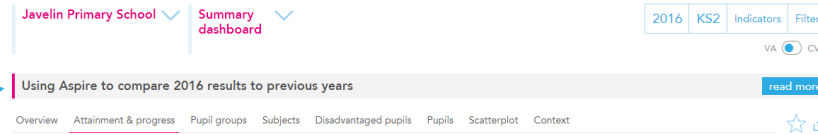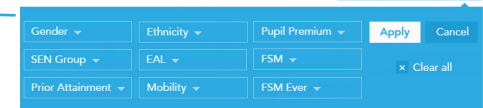
KS2 Actual Results

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 the report. | Indicators |

Small cohorts

Use caution when interpreting performance of smaller cohorts; in a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance.

Filters

Use the filters to recalculate the values on the whole report for specific groups of pupils. The selected group names will appear at the top of the report in a grey bar.

KS2 Pupil progress indicators

Progress compares school attainment against the attainment of 'similar pupils' nationally. The VA/CVA toggle switches the progress model between Value Added (VA) and Contextual Value Added (CVA). Only matched pupils (those with KS1 prior attainment) are included within progress. The % of matched pupils is displayed for each cohort on the top row.

Javelin Primary School ⌄   Summary dashboard ⌄   2016 KS2 Indicators Filters   VA ⬤ CVA

Using Aspire to compare 2016 results to previous years   read more

Overview   Attainment & progress   Pupil groups   Subjects   Disadvantaged pupils   Pupils   Scatterplot   Context

Gender ⌄   Ethnicity ⌄   Pupil Premium ⌄   Apply   Cancel
SEN Group ⌄   EAL ⌄   FSM ⌄
Prior Attainment ⌄   Mobility ⌄   FSM Ever ⌄   × Clear all

KS2 performance summary

	Actual results			Pupil progress		
	2014	2015	2016	2014	2015	2016
Number of Pupils / % Matched	28	31	37	96%	97%	97%
% Expected standard+ (Re, Wr, Ma)	64%	68%	49%	+4%	+5%	-3%
% Higher standard (Re, Wr, Ma)	11%	19% ⊕	0%	+2%	+7%	-5%
Average Scaled Score (Re, GPS, Ma)	103.3	103.3	102.3	-0.5	-0.6	+0.1
Average Scaled Score (Re, Ma)	102.9	103.3	101.6	-0.1	-0.3	-0.3
% Expected standard+ Reading	75%	74%	65%	+7%	+3%	+0%
% Higher standard Reading	18%	35% ⊕	16%	-1%	+11%	-1%
Scaled Score Reading	102.9	105.1	100.7	+0.5	+0.9	-1.0
% Expected standard+ Writing	93%	84%	70%	+2%	-6%	-4%
% Higher standard Writing	36%	45%	5% ↓	+1%	+1%	-8%
Scaled Score Writing	-	-	98.9	-	-	-1.3
% Expected standard+ Maths	71%	71%	68%	-6%	-1%	+0%
% Higher standard Maths	18%	26%	22%	+0%	+4%	+5%
Scaled Score Maths	102.9	102.0	102.5	-0.1	-1.5	+0.2
% Expected standard+ Grammar, Punctuation & Spelling	82%	71%	73%	+3%	-6%	+1%
% Higher standard Grammar, Punctuation & Spelling	21%	35%	19%	-2%	+5%	-2%
Scaled Score Grammar, Punctuation & Spelling	104.6	104.7	103.4	+0.5	+0.2	+0.4
% Expected standard+ Science	96%	84%	76%	-	-	-
Average Point Score (Re, Wr, Ma)	29.3	29.1	-	+0.0	-0.4	-
% Level 4+ (Re, Wr, Ma)	86%	77%	-	-0%	-7%	-
% Level 4B+ (Re, Wr, Ma)	71%	71%	-	-4%	-2%	-
% Level 5+ (Re, Wr, Ma)	29%	32%	-	+3%	+0%	-

Statistical significance symbols

⊕ ⊖
↑ ↓

Statistical significance symbols indicate that the particular area may be worthy of further investigation as part of the self-evaluation process. Green (above) and red (below) circles compare the pupil group's performance with the national average. Up and down arrows indicate significant rises or falls in performance in comparison with the previous year. Smaller cohorts are more unlikely to be statistically significant.

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

KS2

School summary dashboard: Pupil groups

What does the report show?
The interactive report allows side-by-side comparison of attainment and progress across any three indicators from the indicators selector. The tables and charts helps illuminate variation between performance of pupil groups. Use caution when interpreting performance of smaller cohorts; in a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance.

Navigation
Eight reports make up the KS2 summary dashboard. Click on a tab name to change report.

Actual results
Aggregated attainment results for the selected indicators are displayed for each pupil group.
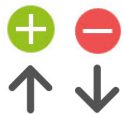
Pupil progress   VA ⬤ CVA
Value Added (VA) or Contextual VA (CVA) perspective of progress. Only matched pupils are included in progress (those with KS1 attainment). Statistical significance and trends indicated.
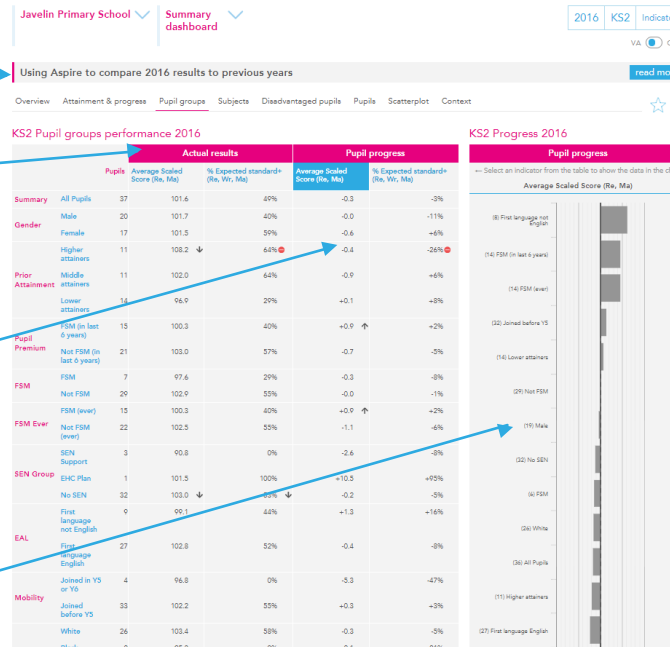
S-curve chart
Visual display of pupil groups performance for any highlighted (turns blue) attainment or progress indicator column. Cohort size is indicated within the brackets. The values are ranked high to low with statistical significance indicated (green or red). Grey values are not statistically significant, but could be larger than values that are. Cohort size impacts on statistical significance calculations.

Statistical significance symbols
Statistical significance symbols indicate that the particular area may be worthy of further investigation as part of the self-evaluation process. Green (above) and red (below) circles compare the pupil group's performance with the national average. Up and down arrows indicate significant rises or falls in performance in comparison with the previous year. Smaller cohorts are more unlikely to be statistically significant.

Year groups
Outcomes of previous cohorts can be displayed on the report by selecting the appropriate year group. The KS2 assessments introduced in 2016 have been back-calculated for the 2014 and 2015 reported years.

2016
2016
2015
2014
2013
2012
2011

Displaying other indicators
Any two indicators can be selected to appear in the table by clicking on the Indicators button.

Choose up to 2 indicators
✓ % Expected standard+ (Re, Wr, Ma)
✓ % High standard (Re, Wr, Ma)
+ Average Scaled Score (Re, Ma)
+ % Expected standard+ Reading
+ % High standard Reading
+ Scaled Score Reading
+ % Expected standard+ Writing

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

KS2

School summary dashboard: Subjects

What does the report show?

This interactive report provides analysis of a wide range of performance indicators for each KS2 subject. The charts on the right side can display any of the listed measures by clicking on the indicator name to turn it blue. The whole report can be recalculated for specific pupil groups. Use caution when interpreting performance of smaller cohorts; in a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance.

Navigation

Eight reports make up the KS2 summary dashboard. Click on a tab name to change report.

Actual results and Pupil progress

A range of attainment results and progress (VA or CVA) displayed for each subject. Only matched pupils are included in progress (those with KS1 attainment). Statistical significance and trends are indicated. The new assessments introduced in 2016 have been back-calculated for 2014 and 2015 cohorts.

Use of FFT data

· Provides questions not answers
· Used as the starting point for discussions
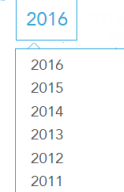· Triangulate alongside a range of other data and professional judgement

Statistical significance symbols

Statistical significance symbols indicate that the particular area may be worthy of further investigation as part of the self-evaluation process. Green (above) and red (below) circles compare the pupil group's performance with the national average. Up and down arrows indicate significant rises or falls in performance in comparison with the previous year. Smaller cohorts are more unlikely to be statistically significant.
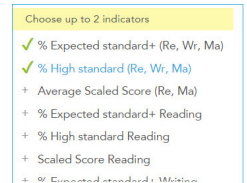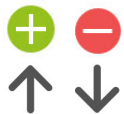
Year groups

Outcomes of previous cohorts can be displayed on the report by selecting the appropriate year group. The KS2 assessments introduced in 2016 have been back-calculated for the 2014 and 2015 reported years.

2016
2015
2014
2013
2012
2011

Filters

Use the filters to recalculate the values on the whole report for specific groups of pupils. The selected group names will appear at the top of the report in a grey bar.

Time series chart

Visual display of school and national average attainment over time for each subject. Any listed indicator can be displayed once it is highlighted (turns blue). New scaled score indicators have been calculated backwards for 2014 & 2015 results. A blue dotted line indicates where back-calculated scores end and actual scaled scores start.

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School summary dashboard: Disadvantaged pupils

Navigation & report options
Click on the reporting year selector to view performance from a previous year. Select a performance indicator to be displayed in the table from the 'Indicators' selector. Click on the Export icon to create a PDF of the on-screen report.

What does the report show?
This interactive report focuses on the gap or difference between FSM6 students (those in reciept of Free School Meals within the last six years) and non-FSM6 students.

Indicators
Select the measure to be calculated in the dashboard.

Attainment line graph
The actual score in the measure over three years. Each line represents a different group of pupils: the FSM6 students at the school (pink); the non-FSM6 students at the school (blue); non-FSM6 students across the national cohort (grey). The lines highlight the trend for each group over the three year period.

Progress line graph
The value added score in the selected measure.

Progress gap bar chart
The value added score in the measure defined by various pupil characteristics. Each pair of bars represent the scores of the FSM6 and non-FSM6 pupils in amongst various pupil groups. The pupil group is described at the bottom of the chart. The vertical distance between the pink and blue bar represents the attainment gap between the FSM6 and non-FSM6 pupil within the year group.
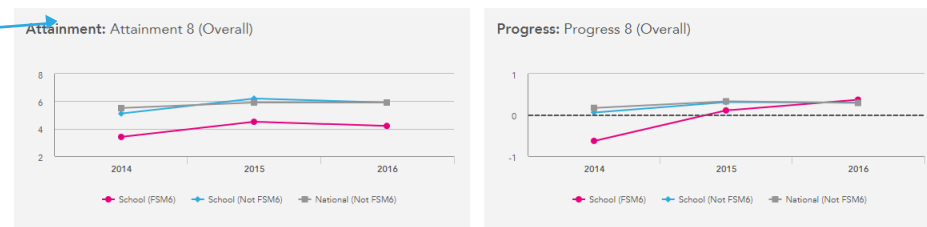
Table
The table details the attainment and progress score FSM6 and non-FSM6 pupils at the school. The "Gap" column is the pecentage difference between FSM6 and non-FSM6 students in the attainment or progress measure. The groups on the lefthand side correspond to those on the Progress gap bar chart.

Tooltips
Appears when hovering the mouse cursor over the each of the marks and bars on the graphs. Details the data behind the mark.

Danwich Mews Church of England School

Summary dashboard

2016   KS4   Indicators

VA ◉ CVA

Overview   Attainment & progress   Pupil groups   Subjects   Disadvantaged pupils   Pupils   Scatterplot   Context

KS4 Performance for disadvantaged pupils 2016

Attainment: Attainment 8 (Overall)

2014   2015   2016

● School (FSM6)   ● School (Not FSM6)   ■ National (Not FSM6)

Progress: Progress 8 (Overall)

2014   2015   2016

● School (FSM6)   ● School (Not FSM6)   ■ National (Not FSM6)

Progress gap

Progress 8 (Overall)

All Pupils   Male   Female   Higher attainers   Middle attainers   Lower attainers   SEN Support   EHC Plan   No SEN

■ FSM6   ■ Not FSM6
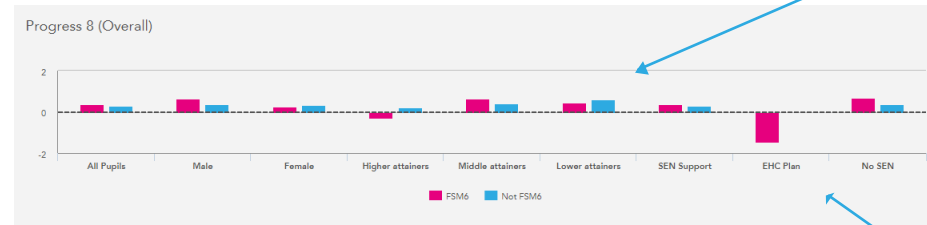
	Pupils			Attainment			Progress		
				Attainment 8 (Overall)			Progress 8 (Overall)		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	9	60	4.2	5.9	-1.7	0.37	0.3	0.07
Gender	Male	8	43	4.6	5.7	-1.1	0.65	0.35	0.3
	Female	6	36	4.7	6.3	-1.6	0.24	0.34	-0.1
Prior Attainment	Higher attainers	1	35	5.3	6.7	-1.4	-0.28	0.21	-0.49
	Middle attainers	5	26	5.7	5.8	-0.1	0.65	0.42	0.23
	Lower attainers	8	10	3.9	4.7	-0.8	0.46	0.61	-0.15
SEN Group	SEN Support	2	5	3.4	5.7	-2.3	0.37	0.31	0.06
	EHC Plan	1	-	0	-	-	-1.45	-	-
	No SEN	11	74	5.2	6	-0.8	0.67	0.35	0.32

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School summary dashboard: Pupils

What does the report show?
The report displays named pupil attainment and progress for end of Key Stage 2 tests and teacher assessments. The report helps quickly identify variations in an individual pupil's performance in reading, writing, mathematics & GPS.

Navigation
Eight reports make up the KS2 summary dashboard. Click on a tab name to change report.

Year groups

2016 Outcomes of previous cohorts can be displayed on the report by selecting the required year group.

Pupil details and context
A blue token can indicate free school meal entitlement in the last 6 years (PP), English as an additional language (EAL) or special educational needs (SEN).

Key stage 1 prior attainment
Previous teacher assessment results in reading, writing and maths displayed.

HML indicates which third nationally the pupil ranked in terms of their overall average KS1 attainment (H = highest third, M = middle third & L = lowest third).

Coloured circles represent attainment being below (red), in-line (yellow) or above (green) the relevant KS1 expected level. Pupils missing KS1 attainment will not have estimated grades.

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.

Javelin Primary School ⌄   Summary dashboard ⌄   2016 KS2 Filters

VA ◉ CVA

Using Aspire to compare 2016 results to previous years   read more

Overview   Attainment & progress   Pupil groups   Subjects   Disadvantaged pupils   Pupils   Scatterplot   Context

KS2 pupil performance summary · Year 6 · 2016   Edit list

Pupil information		KS1 Prior attainment				Attainment level: KS2 Reading			Attainment level: KS2 Writing			Attainment level: KS2 Mathematics			Attainment level: KS2 GPS		
		HML	Re	Wr	Ma	Est	Act	Diff	Est	Act	Diff	Est	Act	Diff	Est	Act	Diff
Alex Alfalfa 23/09/2004	PP EAL SEN	L	W	1	2C	90.6	101	+10.4	89.2	103	+13.8	92.1	102	+9.9	91.3	106	+14.7
Daisy Arugula 21/08/2005	PP EAL	M	2A	2B	2A	104.1	98	-6.1	102.8	103	+0.2	104.5	103	-1.5	105.4	101	-4.4
Leon Bean 22/12/2004	PP EAL	H	2A	2A	3	108.0	98	-10.0	105.8	103	-2.8	107.5	111	+3.5	109.2	114	+4.8
Dawn Blackberry 18/03/2005	PP EAL SEN	L	2C	1	2C	95.7	100	+4.3	94.2	103	+8.8	97.7	103	+5.3	96.8	107	+10.2
Imogen Blackberry 14/08/2005	PP EAL SEN	M	2A	2B	2B	102.5	104	+1.5	101.7	103	+1.3	102.1	94	-8.1	103.9	96	-7.9

Filters

KS2 Indicators Filters

Gender ⌄	Ethnicity ⌄	Pupil Premium ⌄	Apply Cancel
SEN Group ⌄	EAL ⌄	FSM ⌄	
Prior Attainment ⌄	Mobility ⌄	FSM Ever ⌄	✕ Clear all

Use the filters to recalculate the values on the whole report for a specific groups of pupils. The selected group names will appear at the top of the report in a grey bar, and the cohort summary figures will reflect the filtered group's information.

Attainment (Act)
Pupils' scaled scores are shown for attainment in Reading, Mathematics and GPS. Writing attainment is shown as one of 'N' = Expected Standard, 'A' = Higher Standard, and 'W' = working toward national standard. Cohorts prior to 2016 will have their NC levels shown for attainment.

Estimate (Est)
The estimate represents the average scaled score that was attained by 'similar pupils'. Estimates may change when switching between VA and CVA as the definition of 'similar pupils' changes.

Progress (Diff)
The difference between the estimated scaled score and the actual scaled score. Pupils in the top 20% or 25% (depending on the subect)nationally for progress have their score highlighted in green, with those in the bottom 20% or 25% are coloured red.

Attainment level: KS2 Reading

Est	Act	Diff
102.5	100	-2.5
108.0	112	+4.0
98.4	102	+3.6
90.8	80	-10.8

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School summary dashboard: Scatterplot

What does this report show?
This interactive report shows an additional and easy way to analyse your performance visually. Using the scatterplot feature in FFT Aspire allows you to quickly identify excellence and under performance on the same chart.
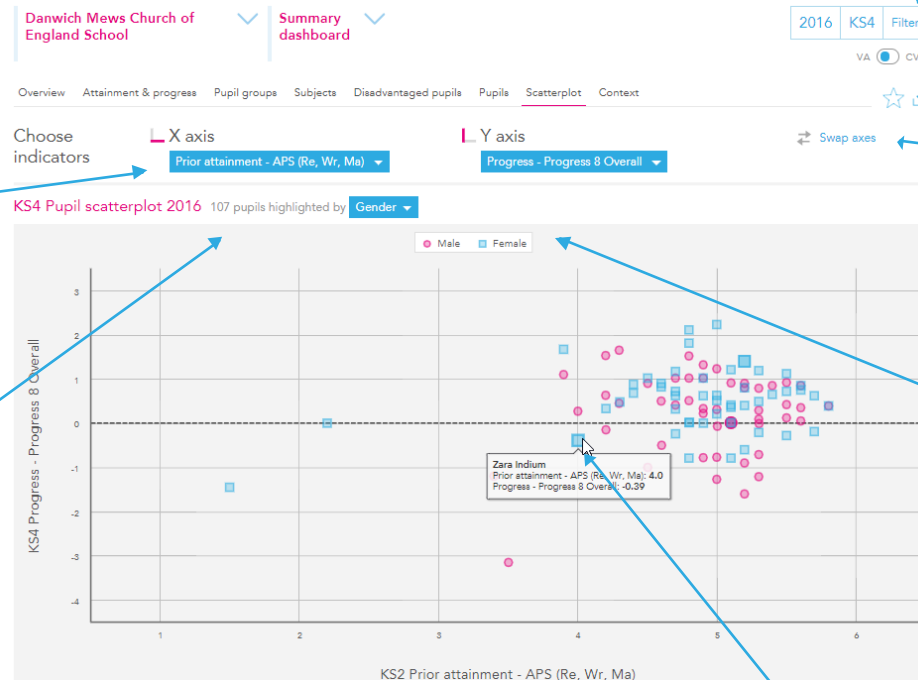
Navigation & report options
Use the tabs to navigate through each area of the summary dashboard. Click on the reporting year selector to view performance from a previous year. Click on the Export icon to create a PDF of the on-screen report.

Filters
Use the filters to select a specific pupil group tp include on the scatterplot. Applying no filter includes all pupils (this is the default).

X and Y axis dropdowns
Click the dropdowns to change the measure for the corresponding axis on the chart. There are a range of Attainment, Progress, Estimated and Prior Attainment measures from which to select.

Swap axes
Switches the measures selected in the axes dropdowns.

Highlighted by
This dropdown lists pupil characteristics collected in the Census. Selecting a factor splits the marks on the scatterplot into each groups based on that characteristic. By way of example, selecting "Gender" defines the sample on "Male" and "Female", which a different icon for each.

Highlight legend
Describes which icons define each group selected using the "highlighted by" dropdown. Click on the name of a sub-group to hide it from the scatterplot.

Tooltips
Hover over the mark on the scatterplot to display the pupil's name and their scores in the selected X and Y axes measures. Pupils with the same scores who occupy the same spot on the scatterplot stack into the one tooltip.

Danwich Mews Church of England School   Summary dashboard

2016 KS4 Filters

VA ⬤ CVA

Overview   Attainment & progress   Pupil groups   Subjects   Disadvantaged pupils   Pupils   Scatterplot   Context

Choose indicators

⌐ X axis
Prior attainment - APS (Re, Wr, Ma) ▼

⌐ Y axis
Progress - Progress 8 Overall ▼

⇄ Swap axes

KS4 Pupil scatterplot 2016   107 pupils highlighted by   Gender ▼

● Male   ▪ Female

Zara Indium
Prior attainment - APS (Re, Wr, Ma): 4.0
Progress - Progress 8 Overall: -0.39

(Y axis: KS4 Progress - Progress 8 Overall)
(X axis: KS2 Prior attainment - APS (Re, Wr, Ma))

Grace Hafnium
Prior attainment - Average level (Re, Wr, Ma): **2.83**
Progress - Scaled score (Re, Ma): **-1.3**

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KS2

School summary dashboard: Context

What does this report show?
The report is separated into two areas: the context of the year group and attendance rates. The Context area provides a profile breakdown of the year group, and the profile of the national year group for comparative purposes. The Absence area focuses on absence rates of specific pupil groups and provides national comparative figures for the year group.

Navigation
Six reports make up the KS2 summary dashboard.
Click on a tab name to change report.

Context
Breakdown of pupil context and characteristics in numbers and percentages of the cohort. The national cohort profile 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.

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.

Year groups
Profiles and absence rates of previous cohorts can viewed by selecting the required year group.

2016
2016
2015
2014
2013
2012
2011

School absence
The absence rate for each pupil group. For comparative purposes, the attendance rate for each pupil group within the national year group is provided.

Persistent absence
Persistent absentees are pupils who miss 10% or more of attendance sessions. For each pupil group, the table shows the percentage of the group that were persistent absentees. For comparative purposes, the persistent absentee percentage for each pupil group within the national year group is provided.

Javelin Primary School ⌄   Summary dashboard ⌄   2016 KS2

Using Aspire to compare 2016 results to previous years   read more

Overview   Attainment & progress   Pupil groups   Subjects   Disadvantaged pupils   Pupils   Scatterplot   Context

Context · Year 6 · 2015 / 2016

		Pupils	Proportion	
			School	National
Summary	All Pupils	36	100%	100%
Gender	Male	20	56%	51%
	Female	16	44%	49%
Prior Attainment	Higher attainers	11	31%	31%
	Middle attainers	10	28%	35%
	Lower attainers	14	39%	29%
Pupil Premium	FSM (in last 6 years)	15	42%	31%
	Not FSM (in last 6 years)	21	58%	69%
FSM	FSM	7	19%	15%
	Not FSM	29	81%	85%
FSM Ever	FSM (ever)	15	42%	32%
	Not FSM (ever)	21	58%	68%
SEN Group	SEN Support	3	8%	15%
	EHC Plan	1	3%	3%
	No SEN	32	89%	82%
EAL	First language not English	9	25%	19%
	First language English	27	75%	81%
Mobility	Joined in Y5 or Y6	3	8%	7%
	Joined before Y5	33	92%	93%
Ethnicity	White	26	72%	76%
	Black Caribbean	2	6%	3%
	Black African	4	11%	5%
	Indian	1	3%	3%
	Pakistani	1	3%	4%
	Bangladeshi	1	3%	2%

Absence · Year 6 · 2015 / 2016

		Pupils	Absence		Persistent absentees	
			School	National	School	National
Summary	All Pupils	36	4%	4%	11%	5%
Gender	Male	20	4%	4%	15%	6%
	Female	16	5%	4%	6%	5%
Prior Attainment	Higher attainers	11	3%	3%	9%	2%
	Middle attainers	10	4%	4%	10%	4%
	Lower attainers	14	5%	5%	14%	10%
Pupil Premium	FSM (in last 6 years)	15	6%	5%	20%	11%
	Not FSM (in last 6 years)	21	3%	3%	5%	3%
FSM	FSM	7	5%	6%	14%	15%
	Not FSM	29	4%	4%	10%	4%
FSM Ever	FSM (ever)	15	6%	5%	20%	11%
	Not FSM (ever)	21	3%	3%	5%	3%
SEN Group	SEN Support	3	2%	5%	0%	10%
	EHC Plan	1	1%	7%	0%	18%
	No SEN	32	5%	4%	13%	4%
EAL	First language not English	9	5%	4%	0%	5%
	First language English	27	4%	4%	15%	6%
Mobility	Joined in Y5 or Y6	3	8%	5%	33%	12%
	Joined before Y5	33	4%	4%	9%	5%
Ethnicity	White	26	4%	4%	12%	6%
	Black Caribbean	2	8%	4%	50%	8%
	Black African	4	3%	3%	0%	3%
	Indian	1	9%	3%	0%	2%
	Pakistani	1	6%	4%	0%	5%
	Bangladeshi	1	5%	4%	0%	4%

Pupil groups
Prior attainment group: Each pupil is ranked nationally based on their overall Key Stage 1 teacher assessments. Attainment bands group pupils into thirds, based on their KS1 attainment ranking position. Note, the percentages may not add up to 100% here, as pupils who do not have prior attainment are not included in a group. The groups are:

   Higher = the percentage of pupils who were in the top third of KS1 attaining pupils nationally;
   Middle = the percentage of pupils who were in the middle third of KS1 attaining pupils nationally;
   Lower = the percentage of pupils who were in the bottom third of KS1 attaining pupils nationally.

FSM: pupils entitled to free school meals in the last census before the end of the key stage (also known as FSM current)
FSM (in last 6 years): Pupil Premium pupils, entitled to free school meals at any point in the last 6 years (refered to elsewhere as FSM6)
FSM Ever: pupils who have been ever been listed on a school census as entitled to free school meals
Mobility: Pupils who were in the school for half or less of the key stage i.e. those who joined in year 5 or year 6

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