

### for Governors and School Leaders

#### What it is

Six easy-to-use reports which help school leaders and governors to evaluate school performance using the latest 2016 DFE school performance indicators.

#### What it tells you

The FFT School Dashboard will help school leaders and governors to identify strengths and areas for improvement:

How does attainment and pupil progress compare to the national average?

How are you performing in different subjects?

Do you have any under-performing groups of pupils?

How might the context of your school affect performance?

How does pupil attendance compare to the national average?



#### Important information for analysing 2016 results

The national curriculum and school performance indicators have changed with scaled scores replacing levels. The expected standard for pupils in 2016 is higher than the expected standard in previous years.

Schools should take care when comparing performance using old indicators (e.g. Level 4+ or APS) and new indicators (e.g. % Expected Standard and Scaled Scores)

To provide trends over time and context for the 2016 results, FFT has converted pupil results from previous years to the new 2016 DFE performance indicators, taking into account the new standards. The blue dotted line on trend charts highlights the changes in 2016.

#### About the data shown

1 2 3

##### Actual results

Actual results for your school, using a range of measures such as averages and thresholds.



##### Gauges

These display headline indicators and whether actual results and pupils' progress are in line with, or significantly above or below, the national average.

##### 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 (-).

ESTIMATED ↔ 1 2 3

##### Pupil 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.



##### 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.

##### Data sources

Generated 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.



##### 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.



##### Strengths & weaknesses

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

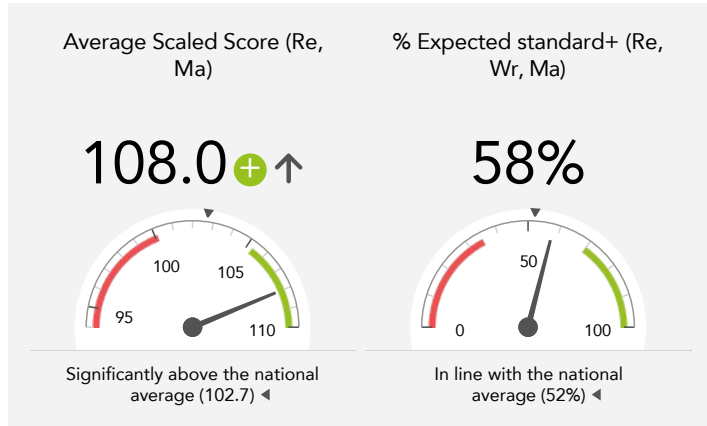
#### Working in partnership with



## Overview

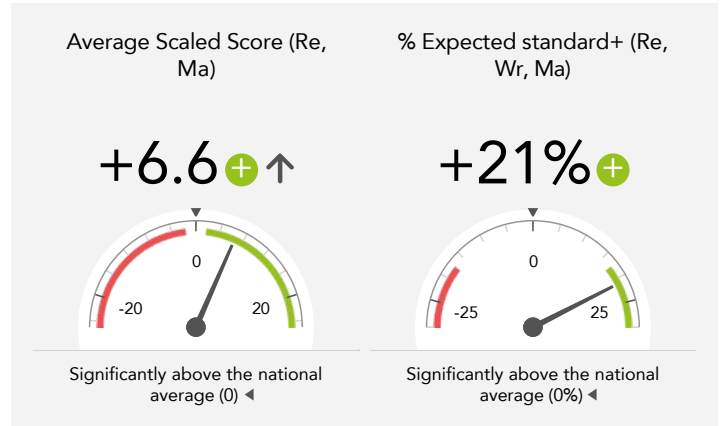
### KS2 Attainment 2016 · Actual results

33 pupils



### KS2 Progress 2016 · Value Added

32 matched pupils



### KS2 higher and lower performing pupil groups 2016

|  | Higher performing   | Lower performing   |
|--|---|--|
| <p><b>Overall achievement</b><br/>pupil progress</p>                                 | <p>No SEN (27) <span style="color: green;">+</span> <span style="color: green;">↑</span><br/>Middle attainers (16) <span style="color: green;">+</span> <span style="color: green;">↑</span><br/>FSM (19) <span style="color: green;">+</span> <span style="color: green;">↑</span></p> |  |
| <p><b>KS2 reading achievement</b><br/>pupil progress</p>                             | <p>No SEN (27) <span style="color: green;">+</span> <span style="color: green;">↑</span><br/>FSM (19) <span style="color: green;">+</span> <span style="color: green;">↑</span><br/>Lower attainers (12) <span style="color: green;">+</span> <span style="color: green;">↑</span></p>  |  |
| <p><b>KS2 writing achievement</b><br/>pupil progress</p>                             | <p>Lower attainers (12)<br/>FSM (19)<br/>Male (15)</p>  | <p>Not FSM (13) <span style="color: red;">-</span><br/>Middle attainers (16)<br/>Female (17)</p> |
| <p><b>KS2 mathematics achievement</b><br/>pupil progress</p>                         | <p>Middle attainers (16) <span style="color: green;">+</span> <span style="color: green;">↑</span><br/>No SEN (27) <span style="color: green;">+</span> <span style="color: green;">↑</span><br/>FSM (19) <span style="color: green;">+</span> <span style="color: green;">↑</span></p> |  |
| <p><b>KS2 grammar, punctuation &amp; spelling achievement</b><br/>pupil progress</p> | <p>Middle attainers (16) <span style="color: green;">+</span> <span style="color: green;">↑</span><br/>No SEN (27) <span style="color: green;">+</span><br/>FSM (19) <span style="color: green;">+</span></p>   |  |

### Using FFT Aspire dashboards

attainment ← → progress

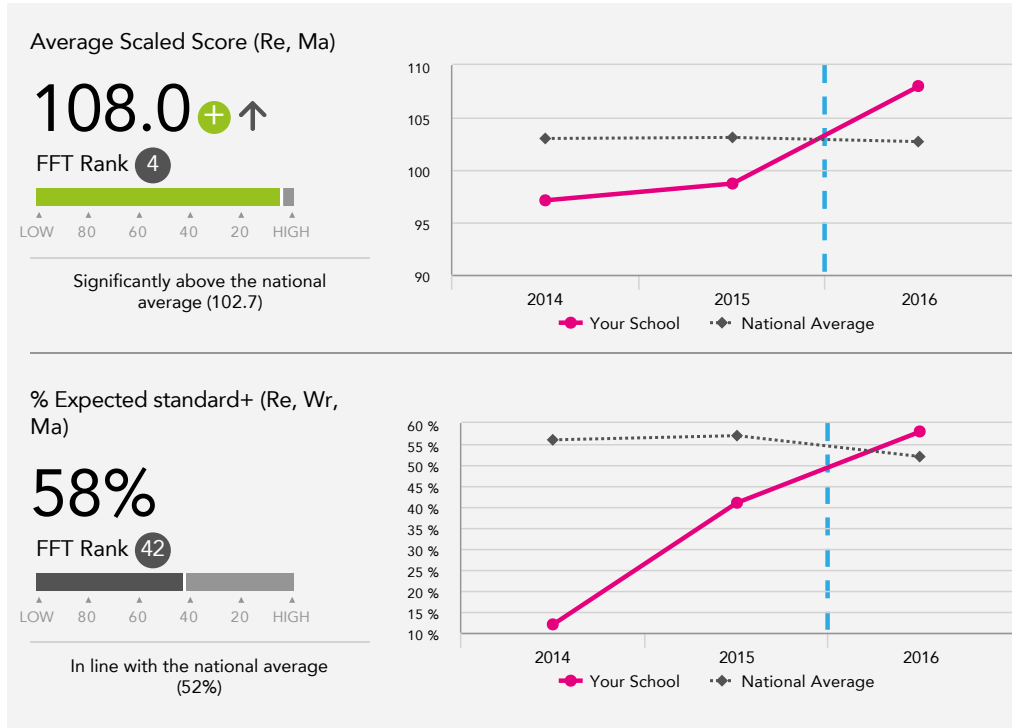
The dashboard provides an overview of performance in your school based on your actual results (**attainment**) and the value added pupil progress that pupils have made from one key stage to the next (**progress**).

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

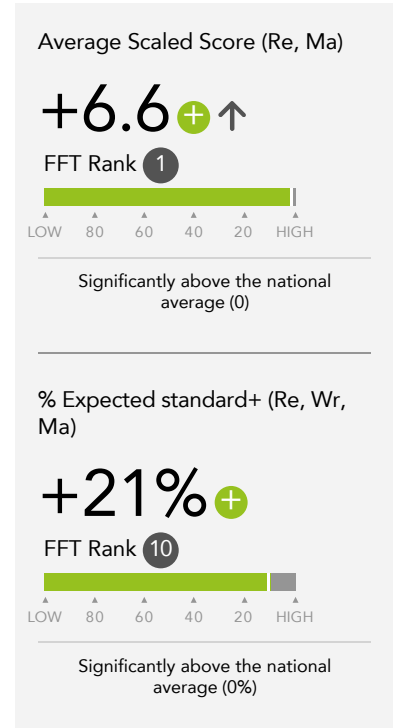
### KS2 Attainment 2016

33 pupils



### KS2 Progress 2016

32 matched pupils



### KS2 performance summary

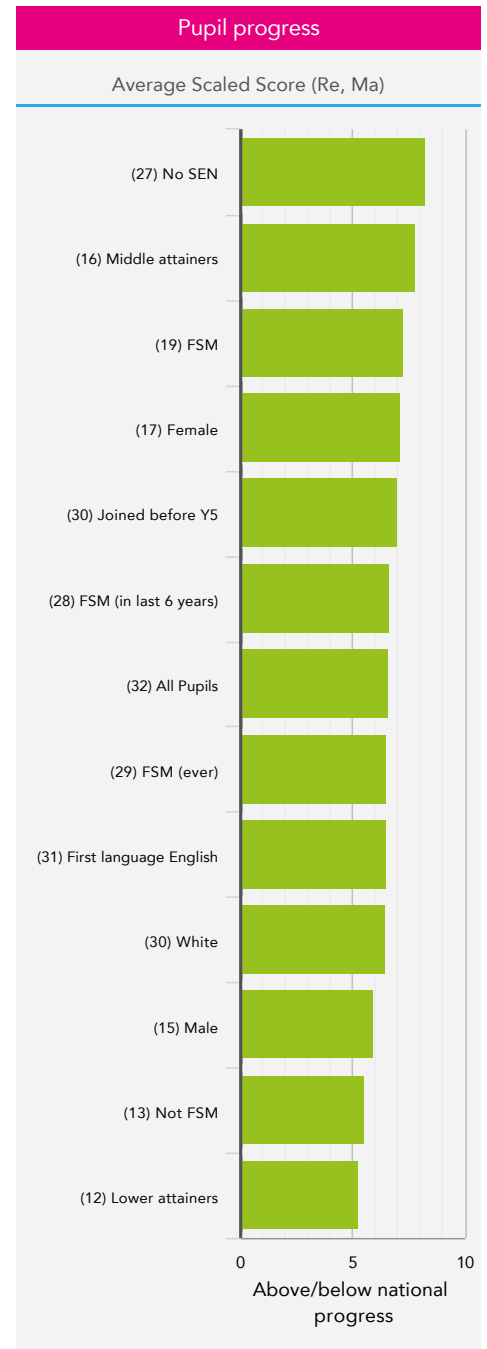
|  | Actual results |         |           | Pupil progress |        |          |
|--|----------------|---------|-----------|----------------|--------|----------|
|  | 2014           | 2015    | 2016      | 2014           | 2015   | 2016     |
| Number of Pupils / % Matched                         | 34             | 39      | 33        | 91%            | 97%    | 97%      |
| % Expected standard+ (Re, Wr, Ma)                    | 12% -          | 41% - ↑ | 58%       | -24% -         | +3% ↑  | +21% +   |
| % Higher standard (Re, Wr, Ma)                       | 0%             | 0%      | 0%        | -1%            | -2%    | -2%      |
| Average Scaled Score (Re, Ma)                        | 97.1 -         | 98.7 -  | 108.0 + ↑ | -3.2           | -0.7   | +6.6 + ↑ |
| % Expected standard+ Reading                         | 41% -          | 44% -   | 79% ↑     | -10%           | -5%    | +26% + ↑ |
| % Higher standard Reading                            | 0% -           | 0% -    | 33% + ↑   | -7%            | -7%    | +24% + ↑ |
| Scaled Score Reading                                 | 97.1 -         | 98.2 -  | 107.3 + ↑ | -2.8           | -0.8   | +6.5 + ↑ |
| % Expected standard+ Writing                         | 68% -          | 79%     | 61%       | -10%           | +8%    | -1%      |
| % Higher standard Writing                            | 21%            | 21%     | 0% -      | +7%            | +5%    | -8%      |
| % Expected standard+ Maths                           | 29% -          | 59% ↑   | 79%       | -21% -         | +6% ↑  | +25% +   |
| % Higher standard Maths                              | 0% -           | 5%      | 42% + ↑   | -5%            | -1%    | +37% + ↑ |
| Scaled Score Maths                                   | 97.2 -         | 99.8 -  | 108.7 + ↑ | -3.2           | +0.8   | +7.1 + ↑ |
| % Expected standard+ Grammar, Punctuation & Spelling | 44% -          | 46% -   | 82% ↑     | -16%           | -5%    | +18% + ↑ |
| % Higher standard Grammar, Punctuation & Spelling    | 0% -           | 13%     | 21%       | -9%            | +4%    | +8%      |
| Scaled Score Grammar, Punctuation & Spelling         | 98.7 -         | 101.4 - | 105.8 ↑   | -2.2           | +1.4   | +2.8 +   |
| % Expected standard+ Science                         | 82%            | 77%     | 58%       | -              | -      | -        |
| Average Point Score (Re, Wr, Ma)                     | 25.3 -         | 25.9 -  | -         | -1.4 - ↓       | -0.1 ↑ | -        |
| % Level 4+ (Re, Wr, Ma)                              | 53% -          | 74%     | -         | -14%           | +12% ↑ | -        |
| % Level 4B+ (Re, Wr, Ma)                             | 24% -          | 62% ↑   | -         | -23% -         | +11% ↑ | -        |
| % Level 5+ (Re, Wr, Ma)                              | 6% -           | 10% -   | -         | -2%            | +1%    | -        |

## Pupil groups

### KS2 Pupil groups performance 2016

|                         |                            | Pupils | Actual results                      |                                   |                                | Pupil progress                     |                                   |                                |
|-------------------------|----------------------------|--------|-------------------------------------|-----------------------------------|--------------------------------|------------------------------------|-----------------------------------|--------------------------------|
|                         |                            |        | Average Scaled Score (Re, Ma)       | % Expected standard+ (Re, Wr, Ma) | % Higher standard (Re, Wr, Ma) | Average Scaled Score (Re, Ma)      | % Expected standard+ (Re, Wr, Ma) | % Higher standard (Re, Wr, Ma) |
| <b>Summary</b>          | All Pupils                 | 33     | 108.0 <span>+</span> <span>↑</span> | 58%                               | 0%                             | +6.6 <span>+</span> <span>↑</span> | +21% <span>+</span>               | -2%                            |
| <b>Gender</b>           | Male                       | 16     | 107.8 <span>+</span> <span>↑</span> | 56%                               | 0%                             | +6.0 <span>+</span> <span>↑</span> | +25% <span>+</span>               | -2%                            |
|                         | Female                     | 17     | 108.2 <span>+</span> <span>↑</span> | 59%                               | 0%                             | +7.1 <span>+</span> <span>↑</span> | +17% <span>+</span>               | -1%                            |
| <b>Prior Attainment</b> | Higher attainers           | 4      | 113.1 <span>↑</span>                | 75%                               | 0%                             | +5.5 <span>↑</span>                | -10%                              | -10%                           |
|                         | Middle attainers           | 16     | 109.8 <span>+</span> <span>↑</span> | 63%                               | 0%                             | +7.8 <span>+</span> <span>↑</span> | +14% <span>+</span>               | -1%                            |
|                         | Lower attainers            | 12     | 103.8 <span>+</span> <span>↑</span> | 50% <span>+</span>                | 0%                             | +5.3 <span>+</span> <span>↑</span> | +40% <span>+</span>               | -0%                            |
| <b>Pupil Premium</b>    | FSM (in last 6 years)      | 29     | 107.5 <span>+</span> <span>↑</span> | 55%                               | 0%                             | +6.7 <span>+</span> <span>↑</span> | +23% <span>+</span>               | -1%                            |
|                         | Not FSM (in last 6 years)  | 4      | 110.9                               | 75%                               | 0%                             | +6.0 <span>↑</span>                | +8%                               | -7%                            |
| <b>FSM</b>              | FSM                        | 20     | 106.9 <span>+</span> <span>↑</span> | 60% <span>+</span>                | 0%                             | +7.3 <span>+</span> <span>↑</span> | +33% <span>+</span>               | -0%                            |
|                         | Not FSM                    | 13     | 109.5 <span>+</span> <span>↑</span> | 54%                               | 0%                             | +5.5 <span>+</span> <span>↑</span> | +2%                               | -3%                            |
| <b>FSM Ever</b>         | FSM (ever)                 | 30     | 107.8 <span>+</span> <span>↑</span> | 57%                               | 0%                             | +6.6 <span>+</span> <span>↑</span> | +22% <span>+</span>               | -2%                            |
|                         | Not FSM (ever)             | 3      | 109.7                               | 67%                               | 0%                             | +6.7 <span>↑</span>                | +9%                               | -1%                            |
| <b>SEN Group</b>        | SEN Support                | 3      | 95.2                                | 0%                                | 0%                             | +4.3 <span>↑</span>                | -5%                               | -0%                            |
|                         | EHC Plan                   | 3      | -                                   | 0%                                | 0%                             | -                                  | -1%                               | -0%                            |
|                         | No SEN                     | 27     | 109.4 <span>+</span> <span>↑</span> | 70%                               | 0%                             | +8.3 <span>+</span> <span>↑</span> | +25% <span>+</span>               | -2%                            |
| <b>EAL</b>              | First language not English | 1      | 108.0                               | 100%                              | 0%                             | +8.1                               | +67%                              | -0%                            |
|                         | First language English     | 32     | 108.0 <span>+</span> <span>↑</span> | 56%                               | 0%                             | +6.5 <span>+</span> <span>↑</span> | +19% <span>+</span>               | -2%                            |
| <b>Mobility</b>         | Joined in Y5 or Y6         | 2      | 105.0                               | 50%                               | 0%                             | +0.3                               | +44%                              | -0%                            |
|                         | Joined before Y5           | 31     | 108.1 <span>+</span> <span>↑</span> | 58%                               | 0%                             | +7.0 <span>+</span> <span>↑</span> | +19% <span>+</span>               | -2%                            |
| <b>Ethnicity</b>        | White                      | 30     | 108.2 <span>+</span> <span>↑</span> | 60%                               | 0%                             | +6.5 <span>+</span> <span>↑</span> | +22% <span>+</span>               | -2%                            |
|                         | Black Caribbean            | 1      | 109.5                               | 0%                                | 0%                             | +6.6                               | -58%                              | -1%                            |
|                         | Black African              | 2      | 103.8                               | 50%                               | 0%                             | +8.9                               | +52%                              | -0%                            |

### KS2 Progress 2016



## Subjects

### KS2 subject performance 2016

|  | Actual results                        |  |  | Pupil progress                        |   |   | Actual results over time |
|--|---------------------------------------|--|--|---------------------------------------|---|---|--------------------------|
|  | 2014                                  | 2015                                   | 2016                                   | 2014                                  | 2015                                    | 2016                                    |                          |
| Number of Pupils / % Matched               | 34                                    | 39                                     | 33                                     | 91%                                   | 97%                                     | 97%                                     |                          |
| <b>Reading</b>                             |                                       |  |  |                                       |   |   |                          |
| % Expected standard+                       | 41% <span style="color:red">⬇</span>  | 44% <span style="color:red">⬇</span>   | 79% <span style="color:green">⬆</span> | -10%                                  | -5%                                     | +26% <span style="color:green">⬆</span> |                          |
| % Higher standard                          | 0% <span style="color:red">⬇</span>   | 0% <span style="color:red">⬇</span>    | 33% <span style="color:green">⬆</span> | -7%                                   | -7%                                     | +24% <span style="color:green">⬆</span> |                          |
| Scaled Score                               | 97 <span style="color:red">⬇</span>   | 98 <span style="color:red">⬇</span>    | 107 <span style="color:green">⬆</span> | -2.8                                  | -0.8                                    | +6.5 <span style="color:green">⬆</span> |                          |
| Level 4+                                   | 71%                                   | 77%                                    | -                                      | -11%                                  | +1%                                     | -                                       |                          |
| Level 4B+                                  | 59% <span style="color:red">⬇</span>  | 69%                                    | -                                      | -7%                                   | +5%                                     | -                                       |                          |
| Level 5+                                   | 18% <span style="color:red">⬇</span>  | 23% <span style="color:red">⬇</span>   | -                                      | -12%                                  | -8%                                     | -                                       |                          |
| Average Point Score                        | 25.3 <span style="color:red">⬇</span> | 25.3 <span style="color:red">⬇</span>  | -                                      | -1.7 <span style="color:red">⬇</span> | -0.7                                    | -                                       |                          |
| <b>Writing</b>                             |                                       |  |  |                                       |   |   |                          |
| % Expected standard+                       | 68% <span style="color:red">⬇</span>  | 79%                                    | 61%                                    | -10%                                  | +8%                                     | -1%                                     |                          |
| % Higher standard                          | 21%                                   | 21%                                    | 0% <span style="color:red">⬇</span>    | +7%                                   | +5%                                     | -8%                                     |                          |
| Level 4+                                   | 68%                                   | 79%                                    | -                                      | -9%                                   | +8%                                     | -                                       |                          |
| Level 5+                                   | 21%                                   | 21%                                    | -                                      | +7%                                   | +5%                                     | -                                       |                          |
| Average Point Score                        | 26.3                                  | 26.2 <span style="color:red">⬇</span>  | -                                      | -0.2                                  | +0.7                                    | -                                       |                          |
| <b>Maths</b>                               |                                       |  |  |                                       |   |   |                          |
| % Expected standard+                       | 29% <span style="color:red">⬇</span>  | 59% <span style="color:green">⬆</span> | 79%                                    | -21% <span style="color:red">⬇</span> | +6% <span style="color:green">⬆</span>  | +25% <span style="color:green">⬆</span> |                          |
| % Higher standard                          | 0% <span style="color:red">⬇</span>   | 5%                                     | 42% <span style="color:green">⬆</span> | -5%                                   | -1%                                     | +37% <span style="color:green">⬆</span> |                          |
| Scaled Score                               | 97 <span style="color:red">⬇</span>   | 100 <span style="color:red">⬇</span>   | 109 <span style="color:green">⬆</span> | -3.2                                  | +0.8                                    | +7.1 <span style="color:green">⬆</span> |                          |
| Level 4+                                   | 62%                                   | 74%                                    | -                                      | -15% <span style="color:red">⬇</span> | +1%                                     | -                                       |                          |
| Level 4B+                                  | 35% <span style="color:red">⬇</span>  | 62% <span style="color:red">⬇</span>   | -                                      | -22% <span style="color:red">⬇</span> | +1%                                     | -                                       |                          |
| Level 5+                                   | 18% <span style="color:red">⬇</span>  | 26% <span style="color:red">⬇</span>   | -                                      | -2%                                   | +2%                                     | -                                       |                          |
| Average Point Score                        | 24.9 <span style="color:red">⬇</span> | 25.9 <span style="color:red">⬇</span>  | -                                      | -1.9 <span style="color:red">⬇</span> | -0.2 <span style="color:green">⬆</span> | -                                       |                          |
| <b>Grammar, Punctuation &amp; Spelling</b> |                                       |  |  |                                       |   |   |                          |
| % Expected standard+                       | 44% <span style="color:red">⬇</span>  | 46% <span style="color:red">⬇</span>   | 82% <span style="color:green">⬆</span> | -16%                                  | -5%                                     | +18% <span style="color:green">⬆</span> |                          |
| % Higher standard                          | 0% <span style="color:red">⬇</span>   | 13%                                    | 21%                                    | -9%                                   | +4%                                     | +8%                                     |                          |
| Scaled Score                               | 99 <span style="color:red">⬇</span>   | 101 <span style="color:red">⬇</span>   | 106 <span style="color:green">⬆</span> | -2.2                                  | +1.4                                    | +2.8 <span style="color:green">⬆</span> |                          |
| <b>Science</b>                             |                                       |  |  |                                       |   |   |                          |
| % Expected standard+                       | 82%                                   | 77%                                    | 58%                                    | -                                     | -                                       | -                                       |                          |
| Level 4+                                   | 82%                                   | 77%                                    | -                                      | +4%                                   | +3%                                     | -                                       |                          |
| Level 5+                                   | 18% <span style="color:red">⬇</span>  | 21% <span style="color:red">⬇</span>   | -                                      | +1%                                   | -1%                                     | -                                       |                          |
| Average Point Score                        | 27.0                                  | 25.8 <span style="color:red">⬇</span>  | -                                      | +0.0                                  | -0.3                                    | -                                       |                          |

## Context

## Context · Year 6 · 2015 / 2016

|                         |                            | Pupils | Proportion |          |
|-------------------------|----------------------------|--------|------------|----------|
|                         |                            |        | School     | National |
| <b>Summary</b>          | All Pupils                 | 33     | 100%       | 100%     |
| <b>Gender</b>           | Male                       | 16     | 48%        | 51%      |
|                         | Female                     | 17     | 52%        | 49%      |
| <b>Prior Attainment</b> | Higher attainers           | 4      | 12%        | 31%      |
|                         | Middle attainers           | 16     | 48%        | 35%      |
|                         | Lower attainers            | 12     | 36%        | 29%      |
| <b>Pupil Premium</b>    | FSM (in last 6 years)      | 29     | 88%        | 31%      |
|                         | Not FSM (in last 6 years)  | 4      | 12%        | 69%      |
| <b>FSM</b>              | FSM                        | 20     | 61%        | 16%      |
|                         | Not FSM                    | 13     | 39%        | 84%      |
| <b>FSM Ever</b>         | FSM (ever)                 | 30     | 91%        | 32%      |
|                         | Not FSM (ever)             | 3      | 9%         | 68%      |
| <b>SEN Group</b>        | SEN Support                | 3      | 9%         | 15%      |
|                         | EHC Plan                   | 3      | 9%         | 3%       |
|                         | No SEN                     | 27     | 82%        | 82%      |
| <b>EAL</b>              | First language not English | 1      | 3%         | 19%      |
|                         | First language English     | 32     | 97%        | 81%      |
| <b>Mobility</b>         | Joined in Y5 or Y6         | 2      | 6%         | 7%       |
|                         | Joined before Y5           | 31     | 94%        | 93%      |
| <b>Ethnicity</b>        | White                      | 30     | 91%        | 75%      |
|                         | Black Caribbean            | 1      | 3%         | 3%       |
|                         | Black African              | 2      | 6%         | 5%       |

## Absence · Year 6 · Autumn 2015

|                         |                            | Pupils | Absence |          | Persistent absentees |          |
|-------------------------|----------------------------|--------|---------|----------|----------------------|----------|
|                         |                            |        | School  | National | School               | National |
| <b>Summary</b>          | All Pupils                 | 33     | 6%      | 4%       | 3%                   | 2%       |
| <b>Gender</b>           | Male                       | 16     | 4%      | 4%       | 0%                   | 2%       |
|                         | Female                     | 17     | 7%      | 4%       | 6%                   | 1%       |
| <b>Prior Attainment</b> | Higher attainers           | 4      | 5%      | 3%       | 0%                   | 1%       |
|                         | Middle attainers           | 16     | 5%      | 4%       | 0%                   | 1%       |
|                         | Lower attainers            | 12     | 7%      | 5%       | 8%                   | 3%       |
| <b>Pupil Premium</b>    | FSM (in last 6 years)      | 29     | 6%      | 5%       | 3%                   | 3%       |
|                         | Not FSM (in last 6 years)  | 4      | 6%      | 3%       | 0%                   | 1%       |
| <b>FSM</b>              | FSM                        | 20     | 6%      | 6%       | 0%                   | 5%       |
|                         | Not FSM                    | 13     | 6%      | 4%       | 8%                   | 1%       |
| <b>FSM Ever</b>         | FSM (ever)                 | 30     | 6%      | 5%       | 3%                   | 3%       |
|                         | Not FSM (ever)             | 3      | 7%      | 3%       | 0%                   | 1%       |
| <b>SEN Group</b>        | SEN Support                | 3      | 6%      | 5%       | 0%                   | 3%       |
|                         | EHC Plan                   | 3      | 11%     | 6%       | 33%                  | 7%       |
|                         | No SEN                     | 27     | 5%      | 4%       | 0%                   | 1%       |
| <b>EAL</b>              | First language not English | 1      | 8%      | 4%       | 0%                   | 1%       |
|                         | First language English     | 32     | 6%      | 4%       | 3%                   | 2%       |
| <b>Mobility</b>         | Joined in Y5 or Y6         | 2      | 5%      | 6%       | 0%                   | 5%       |
|                         | Joined before Y5           | 31     | 6%      | 4%       | 3%                   | 1%       |
| <b>Ethnicity</b>        | White                      | 30     | 6%      | 4%       | 3%                   | 2%       |
|                         | Black Caribbean            | 1      | 2%      | 4%       | 0%                   | 2%       |
|                         | Black African              | 2      | 6%      | 3%       | 0%                   | 1%       |