_joining the dots_

# Governor Dashboard (2012)

## Quick start guide and introduction for school governors

## Primary School (Key Stage 2)

## Pupil Results (Attainment)

The gauges show how your school compares to the national average for **actual attainment** in 2012. For most schools, the gauges are centred around national averages. If the dial points to the right, attainment is above average. If it points to the left, it is below average. School results that are significantly different from average are highlighted.

## Key Stage 2 Headline Performance Indicators

The solid lines show actual attainment at your school over the last three years. The dotted lines show estimated attainment for the next five years (pupils in years 3 to 6) based on the highest FFT **estimates** (Type A or Type D) provided to schools. They are very helpful in identifying variations in ability between year groups at your school. A sharp 'spike' indicates an atypically able year group whilst a sharp 'dip' indicates an atypically less able year group. If you see a spike or dip in your schools' data you might want to consider how teaching and learning will differ for the year group concerned.

## Value Added Pupil Progress (Achievement)

The gauges show how progress (**value added**) at your school compares to expectation given the prior attainment of pupils in 2012. For most schools, the gauge is centred on the national average. If the dial points to the right, progress is above average. If it points to the left, it is below average. School results that are significantly different from expectation are highlighted. This analysis is based on **matched pupils** only.

## Key Stage 2 Performance Summary

This table provides **actual attainment** data (based on all pupils) and **progress** data (based on matched pupils) for the latest academic year at your school. The final column shows the trend in **progress** over the last three years.

Six key indicators are shown:
- % pupils achieving level 4 or above in English and mathematics
- % pupils achieving level 5 or above in English and mathematics
- Average points score in English, mathematics and science
- % pupils making expected progress in English
- % pupils making expected progress in mathematics

Green stars (★) denote progress that is significantly above expectation and red circles (●) denote progress that is significantly below expectation.



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## Relative Strengths and Weaknesses (3 years)

This table is based upon the last three years of pupil progress (value added) data (the chart shown on page 3). It lists the four pupil groups which made most progress (strengths) and least progress (weaknesses) based on **average point score (English, maths and science)**

## Key Stage 2 Subject Performance

This table summarises both **actual attainment** and **progress** in reading, writing and mathematics in the most recent year at your school.
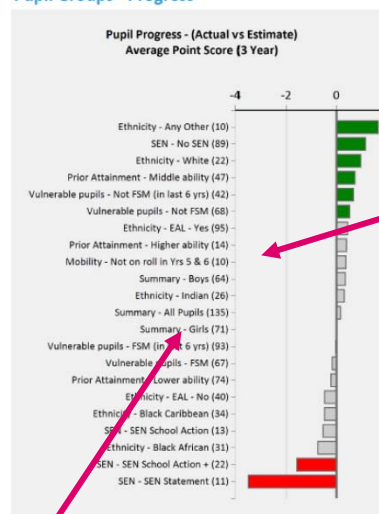
The **pupil progress** data takes account of the prior attainment of pupils in each subject. It also takes account of national differences in rates of progress between subjects. Green stars (★) denote progress that is significantly above expectation and red circles (●) denote progress that is significantly below expectation.

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**Key Stage 2 Subject Performance**
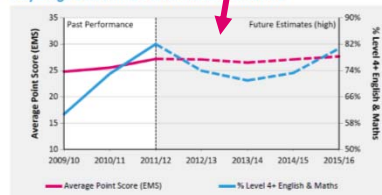
| | Actual Results | | | Pupil Progress (Act vs Est) | | |
| --- | --- | --- | --- | --- | --- | --- |
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| **Pupils** | 56 | 40 | 4 | | | |
| **Reading** | | | | | | |
| %Level 4+ | | 73% | 87% | | -2% ★ | 12% |
| %Level 5+ | | 35% | 45% | | 10% ★ | 17% |
| Average Point Score | | 25.8 | 28.4 | | 0.4 ★ | 2 |
| **Writing** | | | | | | |
| %Level 4+ | | 75% | 76% | | 10% | 8% |
| %Level 5+ | | 8% | 25% | | -1% ★ | 15% |
| Average Point Score | | 25 | 26.3 | | 0.7 ★ | 1 |
| **Mathematics** | | | | | | |
| %Level 4+ | 76% | 73% | 84% | ★ 8% | 8% ★ | 12% |
| %Level 5+ | 20% | 18% | 29% | 0% | 1% | 9% |
| Average Point Score | 26 | 25.2 | 26.9 | 0.5 | 0.4 | 0.8 |

**Pupil Groups - Progress**

Pupil Progress - (Actual vs Estimate) Average Point Score (3 Year)

Ethnicity - Any Other (10)
SEN - No SEN (89)
Ethnicity - White (22)
Prior Attainment - Middle ability (47)
Vulnerable pupils - Not FSM (in last 6 yrs) (42)
Vulnerable pupils - Not FSM (68)
Ethnicity - EAL - Yes (95)
Prior Attainment - Higher ability (14)
Mobility - Not on roll in Yrs 5 & 6 (10)
Summary - Boys (64)
Ethnicity - Indian (26)
Summary - All Pupils (135)
Summary - Girls (71)
Vulnerable pupils - FSM (in last 6 yrs) (93)
Vulnerable pupils - FSM (67)
Prior Attainment - Lower ability (74)
Ethnicity - EAL - No (40)
Ethnicity - Black Caribbean (34)
SEN - SEN School Action (13)
Ethnicity - Black African (31)
SEN - SEN School Action + (22)
SEN - SEN Statement (11)

## Pupil Premium

Governors are responsible for monitoring the impact of the **pupil premium (free school meals)**. Ofsted pay particular attention to how schools are using the pupil premium funding and the impact that this is having on pupil results. Using the dashboard you should look at the difference in **progress** between the **FSM (last 6 yrs) pupils** and the **Not FSM (last 6 yrs)** group.

## Pupil Groups – Progress

This chart identifies the groups of pupils at your school that have made the most and least progress at your school over the last three years based on **Average Point Score (English, maths and science).** Three years' data is shown as some groups would be small if a single year's data were used. The groups are ranked based on the **progress** they have made compared to pupils of similar prior attainment nationally. Groups that have made significantly more progress than expected are identified by green bars. Groups that have made **significantly** less progress than expected are identified by red bars. Grey bars denote groups whose progress is not significantly different from expectation.

## School Context

This table compares to national averages the characteristics (or **context**) of year 6 pupils from the previous academic year. It is for useful for exploring how your school's intake differed from the national average and, therefore, how suitable national averages are as benchmarks for evaluating its attainment.    Pupil groups are shown based on gender, special educational needs, deprivation (free school meal eligibility), ethnicity and mobility. The 'mobility' group consists of pupils who joined the school in year 5 or year 6. Pupils classified as **FSM (in last 6 yrs)** are eligible for the pupil premium.    If the characteristics of pupils at your school differ substantially from the national average, you may wish to ask your school to examine the **contextual value added** data available in FFTLive.

## Attendance by Year Group

The attendance gauges display attendance in each year group in the previous academic year. The red zone denotes the lower quartile (the lowest 25%) of all state-funded schools nationally. The green zone denotes the upper quartile (the top 25%). In the example on the left, the school's performance is within the middle two quartiles (the inter-quartile range).



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### School Context

| | | Pupils | School | National |
|---|---|---|---|---|
| Summary | All Pupils | 45 | 100% | 100% |
| | Girls | 21 | 55% | 49% |
| | Boys | 21 | 45% | 51% |
| Prior Attainment | Higher ability | 4 | 8% | 33% |
| | Middle ability | 1 | 31% | 34% |
| | Lower ability | 2 | 55% | 33% |
| SEN | SEN School Action | | 10% | 13% |
| | SEN School Action + | | 8% | 8% |
| | SEN Statement | | 6% | 3% |
| | No SEN | 39 | 76% | 76% |
| Vulnerable pupils | FSM (in last 6 yrs) | 35 | 69% | 29% |
| | FSM | 23 | 45% | 18% |
| | Not FSM (in last 6 yrs) | 16 | 31% | 71% |
| | Not FSM | 28 | 55% | 82% |
| Ethnicity | EAL - Yes | 39 | 76% | 15% |
| | EAL - No | 12 | 24% | 85% |
| | White | 13 | 25% | 80% |
| | Black Caribbean | 8 | 16% | 3% |
| | Black African | 10 | 20% | 4% |
| | Bangladeshi | 2 | 4% | 2% |
| | Any Other | 5 | 10% | 3% |
| Mobility | Not on roll in Yrs 5 & 6 | 5 | 10% | 7% |

### Absence

| | | Pupils | Absence School | Absence National | Persistent Absentees School | Persistent Absentees National |
|---|---|---|---|---|---|---|
| Summary | All Pupils | 365 | 4% | 4% | 2% | 3% |
| | Girls | 176 | 4% | 4% | 2% | 3% |
| | Boys | 183 | 4% | 4% | 1% | 3% |
| Prior Attainment | Higher ability | 52 | 3% | 3% | 0% | 1% |
| | Middle ability | 132 | 3% | 4% | 1% | 3% |
| | Lower ability | 158 | 4% | 5% | 3% | 6% |
| SEN | SEN School Action | 23 | 3% | 5% | 0% | 6% |
| | SEN School Action + | 69 | 4% | 6% | 4% | 7% |
| | SEN Statement | 16 | 5% | 7% | 6% | 9% |
| | No SEN | 251 | 4% | 4% | 1% | 3% |
| Vulnerable pupils | FSM (in last 6 yrs) | 211 | 4% | 6% | 2% | 7% |
| | FSM | | 4% | 6% | 2% | 8% |
| | Not FSM (in last 6 yrs) | | 4% | 4% | 1% | 2% |
| | Not FSM | | 4% | 4% | 1% | 2% |
| Ethnicity | EAL - Yes | | 4% | 5% | 1% | 4% |
| | EAL - No | | 4% | 4% | 3% | 3% |
| | White | | 4% | 4% | 3% | 3% |
| | Black Caribbean | | 3% | 5% | 3% | 5% |
| | Black African | 69 | 2% | 3% | 0% | 2% |
| | Indian | 64 | 5% | 4% | 2% | 2% |
| | Any Other | 35 | 3% | 5% | 0% | 4% |

Year 1 Attendance | Year 2 Attendance | Year 3 Attendance | Year 4 Attendance | Year 5 Attendance | Year 6 Attendance

## Absence

In this section, we present a breakdown of absence among all pupils on roll from year 1 to year 6 in the previous academic year. Attendance rates (the inverse of the absence rate) are shown on the gauges at the foot of the page. Two measures are shown- the **overall absence** rate and the percentage of **persistent absence**. The **overall absence** rate is the proportion of the total number of sessions (morning and afternoon registrations) marked as absent. The **persistent absence** rate is the percentage of pupils who missed at least 15% of sessions. Note that the **overall absence** rate for small groups of pupils can be heavily influenced by a single pupil.   The table will help you to identify whether there are any groups of pupils who were more likely to be absent. National averages are also presented to allow you to consider whether patterns of absence by pupil group differ from national patterns.