

# Governor Dashboard (2012)

Quick start guide and introduction for school governors

Secondary School (Key Stage 4)

## 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.

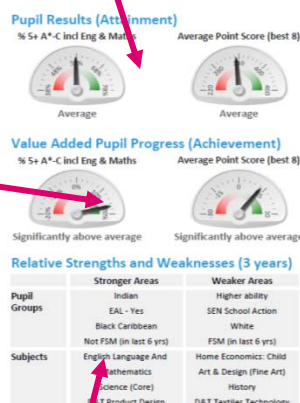
## Key Stage 4 Headline Performance Indicators

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 7 to 11) 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.

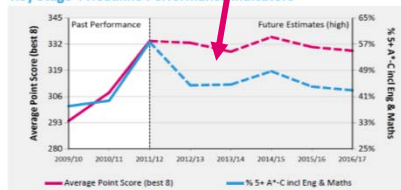
## Value Added Pupil Progress (Achievement)

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.

Milton Abbey Secondary School (2012)



Key Stage 4 Headline Performance Indicators



Key Stage 4 Headline Performance Summary

	Actual Results			Pupil Progress (Act vs Est)			3 Year Trend
	2010	2011	2012	2010	2011	2012	
Number of Pupils	197	161	162				
% 5+ A*-C Incl Eng & Maths	38%	40%	54%	-3%	-5%	15%	
Average Point Score (best 8)	294	308	330	-19	-13	13	
Average Grade	31	29	33	-5	-10	-2	
% pupils achieving 5+ A*-A	4%	1%	1%	-4%	-7%	-5%	
% 3 Levels Progress - English	43%	44%	73%	-20%	-22%	12%	
% 3 Levels Progress - Maths	49%	44%	60%	-4%	-12%	3%	

## Key Stage 4 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 5 or more A\*-C grades incl. GCSE English & maths
- Capped points score in all GCSEs and equivalent qualifications
- Average grade in GCSEs only
- % pupils achieving 5 or more A\*-A grades in GCSEs and equivalent qualifications
- % 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.

## 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 (best 8 subjects)**. It also shows the four GCSE subjects in which pupils made most progress (strengths) and those in which they made the least (weaknesses). It summarises the table on page 3.

## Key Stage 4 Subject Performance

This table summarises both **actual attainment** and **progress** in GCSE subjects in the most recent year at your school. You will notice that more pupils are entered for some subjects, such as English and mathematics, than others. This makes comparing **attainment** across subjects difficult, since entrants in one subject may be more able than entrants in another.

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.

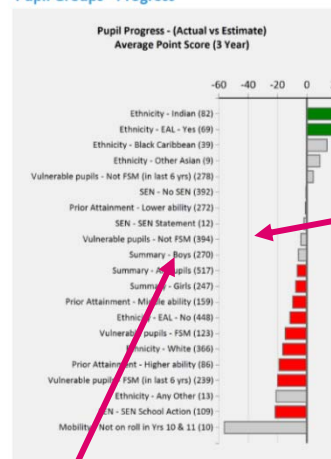
### Milton Abbey Secondary School (2012)

#### Key Stage 4 Subject Performance

	Pupils	Actual Results			Pupil Progress (Act vs Est)		
		Average Point Score	NA*-A	NA*-C	Average Point Score	NA*-A	NA*-C
Additional Maths	1	40	0%	100%	-8	-44%	3%
Art&Des - Fine Art	40	37	0%	2%	-4	-15%	-18%
D&T Product	70	33	1%	36%	-2	-5%	-7%
D&T Textiles Tech.	26	37	0%	54%	-3	-16%	-10%
Drama &	13	35	0%	46%	-4	-15%	-16%
English	167	38	4%	74%	3	0%	33%
English Language	1	52	100%	100%	-2	12%	0%
English Literature	1	46	0%	100%	-7	-63%	0%
French	6	42	0%	67%	6	-9%	30%
Geography	28	33	7%	36%	-3	-4%	-11%
HE: Child Devt	39	27	0%	0%	-10	-10%	-55%
History	62	35	7%	43%	-2	-5%	-9%
Mathematics	167	36	3%	63%	1	-4%	12%
Music	28	35	7%	32%	-3	-8%	-25%
Punjabi	1	40	0%	100%	-8	-50%	10%
Religious Studies	13	40	8%	62%	-7	-36%	-25%
Science (Core)	38	41	5%	95%	0	-11%	19%
Science: Additional	39	40	10%	69%	-2	-9%	-8%
Sport/P.E. Studies	14	24	0%	0%	-12	-5%	-47%



#### Pupil Groups - Progress



## 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 (best 8 subjects)**. 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 11 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 10 or year 11. 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). National rates of attendance are higher in years 7 and 8 than in years 10 and 11.

Milton Abbey Secondary School (2012)



School Context

	Pupils	School	National
Summary			
All Pupils	170	100%	100%
Girls	85	50%	49%
Boys	85	50%	51%
Prior Attainment			
Higher ability	20	12%	32%
Middle ability	52	31%	35%
Lower ability	95	56%	33%
SEN			
SEN School Action	35	21%	12%
SEN School Action + SEN Statement	2	1%	6%
No SEN	130	76%	78%
Vulnerable pupils			
FSM (in last 6 yrs)	84	49%	25%
FSM	38	22%	14%
Not FSM (in last 6 yrs)	86	51%	75%
Not FSM	132	78%	86%
Ethnicity			
EAL - Yes	29	17%	10%
EAL - No	141	83%	90%
White	126	74%	81%
Black Caribbean	15	9%	3%
Black African	2	1%	3%
Indian	23	14%	2%
Other Asian	3	2%	2%
Mobility			
Not on roll in Yrs 10 & 11	4	2%	3%

Absence

	Pupils	Absence	National	Persistent Absentees	National
Summary					
All Pupils	1,412	8%	6%	8%	8%
Girls	695	9%	6%	8%	8%
Boys	708	8%	6%	7%	7%
Prior Attainment					
Higher ability	216	5%	4%	3%	3%
Middle ability	530	8%	6%	6%	6%
Lower ability	758	10%	8%	10%	13%
SEN					
SEN School Action	253	12%	7%	11%	12%
SEN School Action + SEN Statement	61	17%	10%	28%	20%
No SEN	40	10%	8%	10%	14%
Vulnerable pupils					
FSM (in last 6 yrs)	1,149	7%	5%	6%	5%
FSM	814	11%	9%	11%	15%
Not FSM (in last 6 yrs)	443	11%	9%	12%	17%
Not FSM	689	6%	5%	3%	5%
Ethnicity					
EAL - Yes	1,060	8%	5%	6%	6%
EAL - No	272	5%	5%	3%	5%
White	1,231	9%	6%	9%	8%
Black Caribbean	1060	10%	6%	9%	8%
Black African	134	8%	6%	9%	9%
Indian	225	4%	4%	1%	3%
Other Asian	27	6%	5%	4%	5%
Any Other	27	13%	5%	22%	6%



## Absence

In this section, we present a breakdown of absence among all pupils on roll from year 7 to year 11 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.