Knowing Your School
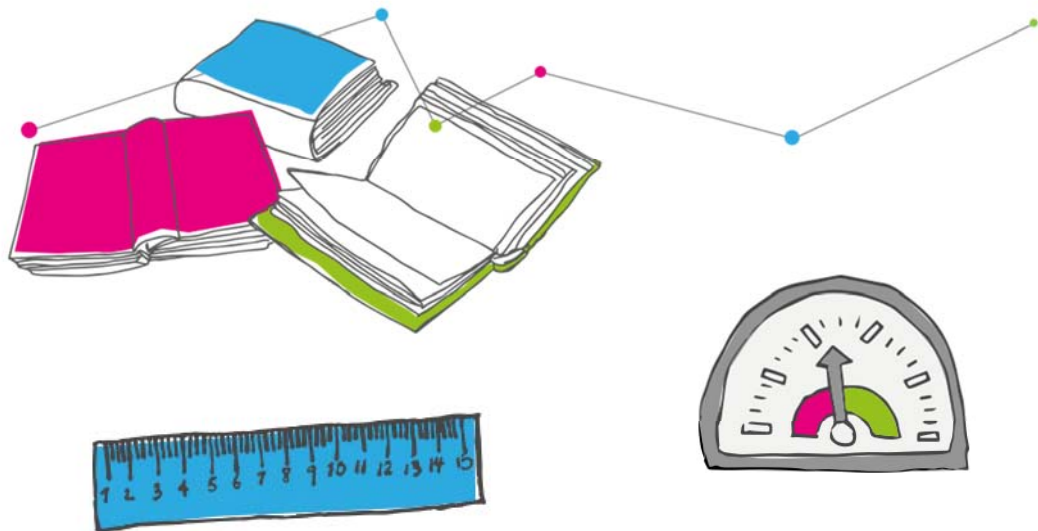
A series of briefing notes for school governors from the National Governors' Association produced in association with partners

The FFT Governor Dashboard for secondary school governors

The National Governors' Association aims to improve the wellbeing of children and young people by promoting high standards in all our schools and improving the effectiveness of their governing bodies. We do this by providing information, advice and training to governing bodies. NGA represents governors across England in both maintained schools and academies.

The NGA is a membership organisation: governing bodies can join at a standard (£72 for 2012/13) or GOLD rate (£260) to receive additional benefits, including access to legal advice. To join NGA and receive regular updates, visit the following website:

Website	www.nga.org.uk	Telephone	0121 237 3780
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FFT is a non-profit company established in 2001 with links to the Fischer Family Trust. We are solely focused on providing accurate and insightful information to schools which enables pupils to achieve their full potential and schools to improve. We have been processing the National Pupil Database for the DFE since 2003 and providing analyses to all schools and LAs in England and Wales for over for 10 years. Our FFTLive reporting tool is used by most schools to analyse pupil results and progress across all subjects and key stages, comparing performance to similar schools and the national average.   Schools can subscribe to FFTLive through their Local Authority or directly with FFT.

Website	www.fft.org.uk	Telephone	01446 776262
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Other 'Knowing your School' briefing notes, available for free download from NGA:

Note 1: RAISEonline for Governors of Primary Schools: NGA with RM Education

Note 2: RAISEonline for Governors of Secondary Schools: NGA with RM Education

Note 3: Getting to know your parents: NGA with Kirkland Rowell Surveys

Note 4: Governors and staff performance: NGA with Co-ordinators of Governors Services

Foreword

School dashboards may feel a little like buses – nothing specifically for governors since a mention in the 2010 Importance of Teaching White Paper when the Government promised to improve the data available to governors, and now two in a short period of time. The National Governors' Association has been lobbying the DFE to add a specific governors' summary report to RAISEonline which governors could use alongside the existing full report (which all governors must have access to). We were pleased that the DFE confirmed that this would happen but any new report is likely to be part of a replacement system for RAISEonline which will be released in 2015.

Then in February 2013 Sir Michael Wilshaw, Her Majesty's Chief Inspector (HMCI) launched Ofsted's School Data Dashboard which is available on Ofsted's website for parents and governors. NGA welcomed the launch of Ofsted's dashboard. The performance relative to schools with a similar intake (in terms of prior attainment) in particular was an addition to the information that schools previously had and is useful for governors. Of course governors needs to be aware of their School Data Dashboard; however it is far from sufficient for governing purposes. Governors must still know the RAISEonline full summary: this does not mean that everyone on a governing body has to know it inside out. However every governing body needs at least one, and preferably a couple of data geeks who are willing and able to take a fine-tooth comb through the RAISEonline summary, take up issues with school leaders and if necessary obtain access to the online analyses. These discussions might be best held in the governing body committee which deals with standards and children's outcomes – which may be called a Progress and Attainment Committee, a Standards Committee or may have evolved from what many schools called a Curriculum Committee.

The new FFT Governor Dashboard aims to present a concise summary of school performance information for governors which is consistent with the data in RAISEonline, FFTLive and Ofsted's Data Dashboard. It also provides some new additional information for governors including pupil progress for all GCSE subjects and attendance by year group. It can be easily accessed and shared with governors (four-sided PDF). At each stage of its development over the past 8 months it has been trialed with a group of schools.

We hope that this briefing note will provide governors with a useful introduction to using the dashboard, explain how the information is calculated and where it comes from (in a governor friendly way) and help governors use the dashboard to be more effective in supporting and challenging schools. The five key questions provide a framework for governors to have sharply focused discussions with school leaders about school performance.

There is no simple way to get a dashboard in front of every governor in the country. The FFT dashboard is available from FFTlive which almost all schools have access to. Governors will need to ask their school to download the dashboard and share it with all governors. The dashboard will be updated in October with this summer's results.

We are, of course, very aware that RAISEonline and the FFT dashboard primarily focus on what has happened in the past. Governors need to use this historical information to understand how their school performance compares to other schools. However, it is also really important that governors and school leaders monitor and track the progress of pupils currently in the school. This pupil progress information will only be available in your school and we are looking for examples of how schools report pupil progress information to governors in a useful way without creating significant additional work for school leaders. If you would like to contribute to this, please do contact the NGA (eleanor.howarth@nga.org.uk).

We welcome your feedback and comments about the new FFT Governor Dashboard, which should be sent to hello@FFT.org.uk. We will update this briefing note with the next issue of the FFT Governor Data Dashboard in October and will consider any suggestions or feedback we receive.

Emma Knights   Paul Charman

Chief Executive, NGA   Director, Strategy & Operations, FFT

The FFT Governor Dashboard

The FFT Governor Dashboard will help school governors to hold schools to account, support and challenge the leadership team and make more informed strategic decisions. It provides governors with information about:

- **Summary school performance:** an analysis of the main school performance indicators over 3 years showing attainment (pupil results) and achievement (pupil progress)
- **Strengths and weaknesses:** summary of stronger and weaker areas (relative to your school) over the last 3 years for pupil groups and GCSE subject performance
- **Subjects:** an analysis of performance in GCSE subjects
- **Pupil groups:** a simple chart showing the progress made by different pupil groups over 3 years
- **School context:** a breakdown of how many pupils by pupil groups (school and national)
- **Attendance:** an analysis of absence (by pupil groups) and attendance (by year group).

The dashboard compares the performance of your school to other schools and will help governors and school leaders to understand the relative strengths and weaknesses of the school.   It can be used by governors to answer **six key questions:**

1. How does attainment and pupil progress at my school compare to national averages?
2. How are we performing in the core subjects (English, mathematics and science) and in other subjects?
3. Do we have any under-performing groups of pupils, or are there wide gaps in attainment between some groups of pupils?
4. How might the context of our school affect our performance?
5. How does pupil attendance compare to national averages?
6. What are the strengths and weaknesses of your school?

Governors will need to ask their school to download the Governor Dashboard from FFTLive (www.FFTlive.org), using the usual school account (almost all schools subscribe to FFT either via their LA or directly). The dashboard contains a small snapshot of the analyses in FFTLive and schools can use the online system to access a wider set of analyses in the FFT Self Evaluation Booklet and interactive reports.

This briefing note is split into two sections:

1	What do governors need to know about school performance data?	Introduction to school performance data for governors with explanation of key terms such as attainment, achievement, FFT estimates, value added and significance
2	How should governors use the FFT Governor Dashboard?	Framework for governors to use the dashboard with school leaders to support and challenge the school and understand strengths and weaknesses, based around our six key questions

What do governors need to know about school performance data?

Measuring Pupil Results (Attainment)

Typically the **attainment** of pupils can be summarised in two ways – **thresholds** and **points scores**.

Threshold measures are based on achieving a particular standard: pupils either achieve it or they do not. The most common threshold measure for secondary schools is the percentage of pupils achieving 5 or more A*-C grades including GCSE English and mathematics. A pupil who achieves 5 C grades is counted the same way as a pupil who achieves 10 A* grades: no additional credit is given for exceeding the threshold.

Average Point Scores are a method of summarising attainment in which quality takes precedence. An A* grade achieves more points than an A grade, which achieves more points than a B grade and so forth. Points scores for GCSEs are shown below and details of points scores for other types of qualification, such as NVQ and BTEC, are published by Ofqual.

Capped Average Point Scores are the total points achieved by pupils in their **best 8 GCSEs (or equivalents).** If a pupil is entered for 10 GCSEs, their lowest two grades are ignored and the points from the other eight are summed. Nationally, in 2012 91% of pupils were entered for the equivalent of at least 8 GCSEs in 2012. 47% of pupils were entered for the equivalent of at least 12 GCSEs.   If

A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16
U	0

Measuring Value Added Pupil Progress (Achievement)

Most analysis of school performance, such as the **DFE Performance Tables** or **RAISEonline**, compares school averages to national averages. Whilst it is important that schools reflect on how well their pupils are achieving compared to national standards, such comparisons often say more about the ability of a school's intake rather than the quality of teaching and learning. We would expect schools with highly able intakes, such as Grammar schools, to exceed national averages. By contrast, achieving national average levels of attainment would be quite an achievement for a school with a low ability intake.

Value added analyses attempt to 'level the playing field' by taking account of the ability of schools' intakes. The achievement of every pupil is compared not to the national average but to that of all other pupils nationally with the **same level of prior attainment**. Value added scores for schools provide an indication of how well a school is performing compared to other schools nationally with similar intakes.

In value added analyses, schools' **actual results** are compared with **'estimated' results** based on pupil prior attainment. In the example below, School B achieved a slightly higher actual result than School A. However, the estimated result was much higher at School B due to its more able intake. Consequently, value added (the difference between actual and estimated) was higher at School A than School B.

Example School	Actual results	Estimated results	Difference (Act vs Est)	Interpretation
School A	80%	75%	+ 5%	Pupils achieved 5% higher than expected (positive value added)
School B	82%	90%	- 8%	Pupils achieved 8% lower than expected (negative value added)

Value added measures attainment between two assessment points. As such, it is a measure of **progress**. The most widely-used analyses in FFTLive cover:

- Early Years Foundation Stage Profile (EYFSP) to Key Stage 1
- Key Stage 1 to Key Stage 2
- Key Stage 2 to Key Stage 4
- Key Stage 4 to Key Stage 5

Value added analyses are based on **matched pupils**, those for whom we have data for both assessment points. Prior attainment data is not available for around 5% of Key Stage 4 pupils nationally. Such pupils typically move into England or Wales during the course of their secondary education.

As well as varying in prior attainment, school intakes also vary in pupil characteristics. For instance, and particularly in large urban areas, some schools, have much higher proportions of pupils whose first language is not English. As value added analyses show that these pupils tend to make above average progress, schools' value added scores may still not present a fair picture of pupil progress.

In addition to taking account of prior attainment, **contextual value added** (CVA) analyses also take account of pupil characteristics known to have an effect on pupil progress such as first language, ethnicity and free school meal eligibility. The achievement of every pupil is compared to that of all other pupils **attending similar schools** with the **same level of prior attainment and the same background characteristics**.

The table below shows the factors included in FFT's **value added** and **contextual value added** calculations.

Factors	Value Added (PA)	Contextual Value Added (SX)
Prior Attainment	✓	✓
Month of birth	✓	✓
Gender	✓	✓
Pupil ethnicity	✗	✓
Pupil free school meal (FSM) eligibility	✗	✓
Pupil special educational needs	✗	✓
Pupil mobility	✗	✓
Pupil first language	✗	✓
Pupil length of time in school	✗	✓
Year group: average prior attainment	✗	✓
Year group: variation in prior attainment	✗	✓
Year group: % eligible for free school meals	✗	✓
Year group: socio-economic ranking	✗	✓

In 2012, 54% of the variation in pupils' **capped points scores** could be accounted for by the factors included in the **value added** calculation. This increases to 59% in the **contextual value added** calculation.   There are obviously other in-school factors which contribute towards the progress pupils make including the quality of teaching and learning, pupil engagement and parental support. This information is not collected nationally and we do not include it in our value added models.

The FFT Governor Dashboard contains a number of tables and charts based on our **value added** analyses. However, a school can look at the same analyses using **contextual value added** analyses in FFTLive.

FFT Estimates

Estimates look to the future. They are designed to answer questions such as "what might our current pupils achieve?"   FFT provides pupil estimates to all schools to support the setting of challenging and aspirational target for pupils and schools.

Estimates present the most likely outcomes for a pupil given their prior attainment, assuming that national rates of progress do not change. For example, FFT provides all schools with end of key stage 4 estimates for pupils on roll in years 7 to 11 on the basis of their key stage 2 results. To do so, we use information on the rate of progress between key stage 2 and key stage 4 for pupils who reached the end of key stage 4 in the most recent academic year (2012 at the time of writing). Similarly, we provide all schools with end of key stage 2 estimates for pupils on roll in years 3 to 6 on the basis of their key stage 1 results.

For some schools, particularly those with below average rates of progress (below average value added scores), these estimates may seem quite challenging. However, they may not be sufficiently challenging for schools with above average rates of progress (above average value added scores). In FFTLive schools are able to adjust the level of challenge used in estimates. For example, adjusting estimates to be in line with the rate of progress at schools at the 25th percentile (upper quartile) for value added.

By default, FFT provides schools with four types of **estimate for pupils' attainment**. **Type A** is based on prior attainment, month of birth, gender, and the national rate of progress for the latest year. **Type B** adjusts these estimates by taking account of the socio-economic context of the school (average prior attainment, FSM and deprivation at school-level only). **Type D** is a more challenging version of Type B based on the national rate of progress at schools nationally at the 25th percentile for value added in the latest year. Finally, the 'schools own' estimates adapt Type B based on the school's average rate of progress over the last three years.

	A	B	D	Schools own
Prior attainment	✓	✓	✓	✓
Month of birth	✓	✓	✓	✓
Gender	✓	✓	✓	✓
School context	✗	✓	✓	✓
Rate of progress	National (previous year)	National (previous year)	National (for top 25% of schools)	School (last three years)

An FFT estimate is simply a starting point for estimating the level or grade a pupil might attain in the future. The FFT estimates provided to schools show both estimated levels and grades for specific subjects as well as the 'chance' or likelihood of achieving a range of results. Estimates should always be used as a starting point to support realistic but aspirational target setting. **Estimates are not the same as targets.** It is important that schools also use a range of other data, professional knowledge and discussions with pupils and parents when setting individual pupils' targets. Progress towards targets should be carefully monitored.

However the governing body should take note of the estimates when setting school-level targets.

Significance

Many reports in the FFT Governor Dashboard, RAISEonline and FFTLive use tests of statistical significance to highlight school results that are atypical in comparison to a benchmark such as the national average or an expected result (from a value added analysis). In the dashboard:

- Red circles (●) denote results that are significantly below average; and
- Green stars (★) denote results that are significantly above average.

Significance tests depend on two factors:

- The size of the difference between the school's result and the benchmark; and
- The number of pupils counted in the school's results.

The smaller the number of pupils, the less reliable the result i.e. the larger the difference must be to be deemed significantly different from average. This is shown on the following chart. The horizontal line shows the national average for pupils achieving 5 or more A*-C grades at GCSE including English and maths in 2012 (59%). Attainment on this measure was not significantly different from average at schools plotted within the two dotted lines either side of the national average.

% pupils achieving 5 or more A*-C at GCSE including English and maths, 2012
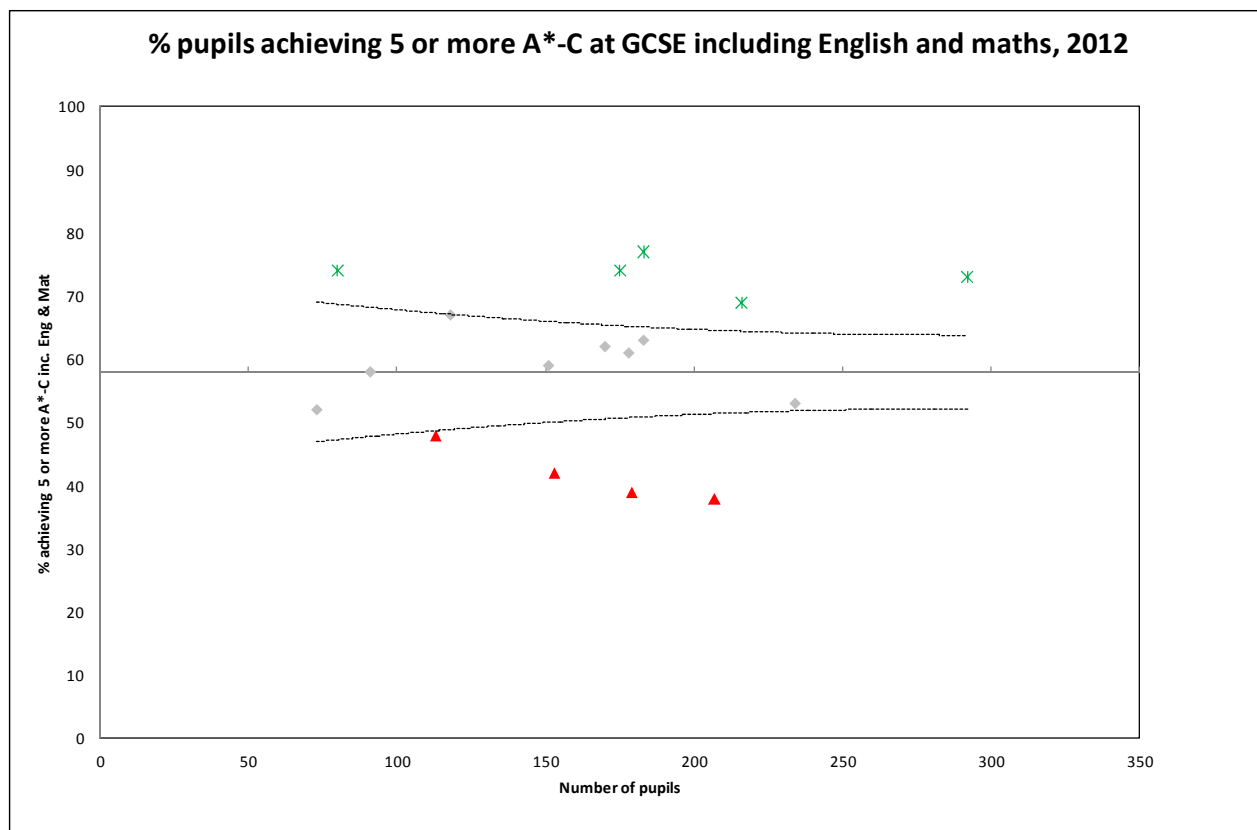
Although statistical significance tests are helpful in identifying performance that is different from the norm, they do not always tell the full story. Important differences may not be marked as statistically significant.

For example, a value added analysis might show that the proportion of girls who achieved 5 or more A*-C grades including English and mathematics was 8 percentage points below expectation and that this difference was statistically significant. In comparison, the attainment of boys was 7 percentage points below expectation but that this difference was not statistically significant. However, it would be incorrect to infer from this information alone any substantive difference in progress between boys and girls.

How should governors use the FFT Governor Dashboard?

In February 2013, Sir Michael Wilshaw (HMCI, Ofsted) said that "the best governing bodies know exactly how well their pupils perform across the curriculum and whether they are making sufficient progress in relation to similar schools".

The FFT Governor Dashboard has been developed to help governors to support and challenge school leaders:

Understand the strengths and weaknesses of the school	What is working well and where could we improve? With a focus on pupil results (attainment), pupil progress (achievement), pupil groups and performance across different subjects
School improvement development planning	Identifying areas for future improvement and development, school self-evaluation, school development plan and school improvement planning
Ofsted inspection	Ofsted inspectors will expect governors to have a good understanding of pupil results, pupil progress, how different pupil groups are performing and achievement in different subjects
Headteacher performance management	The dashboard provides a consistent and accurate external view of school performance which can be used to support headteacher performance management (looking back) and setting objectives and targets for the coming year (looking forward)
Setting the strategic vision for the school	To set a vision and future direction for a school, governors need to understand historical performance and the current strengths and weaknesses of the school

We provide **six key questions** which can be used by the governing body as a framework for sharply focused discussions with school leaders about school performance. The six questions are:

1. How does attainment and pupil progress at my school compare to national averages?
2. How are we performing in the core subjects (English, mathematics and science) and in other subjects?
3. Do we have any under-performing groups of pupils, or are there wide gaps in attainment between some groups of pupils?
4. How might the context of our school affect our performance?
5. How does pupil attendance compare to national averages?
6. What are the strengths and weaknesses of our school?

Governors will need to decide whether discussions about school performance will primarily take place at a full governor meeting or in a smaller subcommittee with delegated responsibility for analysing school performance. A smaller committee of governors using the FFT dashboard and six key questions will have more time for focused and detailed discussion with school leaders.   It is important, however, that a summary of the key highlights including any strengths and areas for improvement are reported back so that all governors understand these very clearly.

Question 1 - how does attainment and pupil progress at my school compare to national averages?

Check the gauges in the **upper left quadrant of page 2**. They summarise both **pupil results (attainment)** and **value added pupil progress (achievement)** on two key measures:

Pupil Results (Attainment)
% 5+ A*-C incl Eng & Maths   Average Point Score (best 8)
Average   Average

Value Added Pupil Progress (Achievement)
% 5+ A*-C incl Eng & Maths   Average Point Score (best 8)
Significantly above average   Significantly above average

- % of pupils achieving 5 or more A*-C grades at GCSE (or equivalents) including GCSE English and mathematics (**% 5+ A*-C Passes incl Eng & Maths**); and
- Capped average points score (**Average Point Score Best 8**).

A vertical needle indicates performance in line with the national average. If your needle points to the right, attainment (or progress) is above the national average. Underneath the gauge is a message which indicates whether attainment (or progress) is **significantly** different from the national average.

You might find that attainment at your school is significantly above average and progress is significantly below average. If this is the case the challenge for your school will be to improve pupils' grades, particularly higher grades (A*-A).

Conversely, you might find that progress is significantly above average and attainment is significantly below average. This indicates that pupils made good progress despite starting from a lower than average base of prior (Key Stage 2) attainment.

Key Stage 4 Headline Performance Indicators
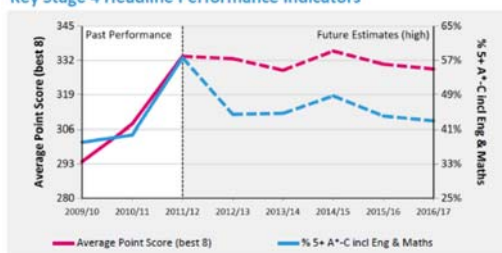
The chart in the **upper right quadrant of page 2** shows the trend in **attainment** over the last three years at your school on the two key measures above. It also shows **estimates** (based on highest FFT estimates) for pupils currently on roll in years 7 to 11 who will reach the end of Key Stage 4 between 2013 and 2017.

The table in the **lower right quadrant of page 2** provides further detail. Data is shown for the last three years for the two indicators above and four other key headline indicators:

- Average point score in GCSE subjects (average grade);
- % of pupils achieving 5 or more A*-A grades in GCSEs or equivalents (%5+ A*-A Passes);
- English expected progress; and
- Mathematics expected progress.

The columns headed **Pupil Progress (Act vs Est)** present summary **value added** data. We show the differences between **actual** attainment and **estimated** attainment for **matched pupils**. The right-hand column in the table summarises the trend in **progress** over the last three years for each indicator. This provides a quick visual check of whether value added is improving or deteriorating. Always check the underlying numbers in the **Pupil Progress (Act vs Est)** columns as the lines may over-emphasise small differences.

A difference of 6 points in **points scores** is equivalent to one grade. A difference of -24 points in a **capped points score** means that, on average, pupils achieved four grades below expectation across eight subjects, or half a grade per subject.

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	● -6	● -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%	

Green stars (★) denote progress that is significantly above expectation and red circles (●) denote progress that is significantly below expectation. These symbols will help you to quickly identify subjects in which your school has particular strengths or weaknesses.

Questions 2 - how are we performing in the core subjects (English, mathematics and science) and in other subjects?

The table on the **left hand side of page 3** presents summary **attainment** and **progress** data for all GCSE subjects in which the school entered pupils in the previous academic year. 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.

Key Stage 4 Subject Performance

	Pupils	Actual Results			Pupil Progress (Act vs Est)		
		Average Point Score	%A*-A	%A*-C	Average Point Score	%A*-A	%A*-C
Art & Design	27	42.1	7%	81%	0.5	-10%	5%
Biology	17	43.9	12%	94%	▲ -4.1	▲ -34%	-1%
Chemistry	17	44.9	29%	100%	▲ -3.2	-18%	6%
D&T Food	10	37.6	0%	70%	1.8	-8%	23%
D&T Graphic Prods	44	38.4	9%	55%	★ 4.5	2%	★ 20%
D&T Product	61	36.9	3%	43%	-1.4	▲ -11%	▲ -15%
Drama &	20	45.1	35%	75%	3	15%	4%
English	12	32.4	0%	8%	-1.6	-1%	▲ -24%
English Language	150	39.7	8%	72%	★ 1	-2%	★ 11%
English Literature	28	40.9	14%	75%	-2.2	-8%	-6%
French	57	33.9	0%	39%	▲ -7.5	▲ -20%	▲ -31%

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. These symbols will help you to quickly identify subjects in which your school has particular strengths or weaknesses. These are summarised in the table in the **lower left quadrant of page 2.**

The actual results in subject performance will be consistent with the information provided by Ofsted/DFE in RAISEonline. However, the FFT Governor Dashboard provides pupil progress value added analysis for **all GCSE subjects** (RAISEonline only provides value added information for the 5 EBACC subjects areas).

Question 3 - do we have any under-performing groups of pupils, or are there wide gaps in attainment between some groups of pupils?

The chart on the right hand side of page 3 shows summary **progress** data for different groups of pupils at your school for the last three years. Three years' data is shown as some groups would be small if a single year's data were used.

Pupil Groups - Progress

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

	-80	-30	20	70

Ethnicity - Indian (7)
Ethnicity - Other Asian (9)
Ethnicity - Pakistani (9)
Ethnicity - Any Other (10)
Prior Attainment - Lower ability (238)
SEN - No SEN (666)
Vulnerable pupils - Not FSM (in last 6 yrs) (678)
SEN - SEN School Action (93)
Summary - Boys (461)
Vulnerable pupils - Not FSM (756)
Ethnicity - White (786)
Summary - All Pupils (850)
Ethnicity - EAL - No (847)
Ethnicity - Black African (5)
Prior Attainment - Higher ability (306)
Prior Attainment - Middle ability (306)
Summary - Girls (389)
Vulnerable pupils - FSM (in last 6 yrs) (172)
Vulnerable pupils - FSM (94)
Mobility - Not on roll in Yrs 10 & 11 (8)
SEN - SEN School Action + (87)
Ethnicity - Black Caribbean (18)

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.

Even if there are no red bars at your school, you may notice wide gaps in **progress** between the highest and lowest performing groups. Progress is measured in **capped points scores**. A difference of 24 points is, on average, equivalent to four grades across eight subjects, or half a grade per subject.

Governors are responsible for monitoring the impact of the **pupil premium (free school meals)** and 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. The pupil premium group are the pupils who have been eligible for free school meals in the last years (FSM last 6 yrs). Should your school be inspected, you will need to be aware of reasons for any large differences between these two FSM groups, and any actions your school is taking as a result. You can
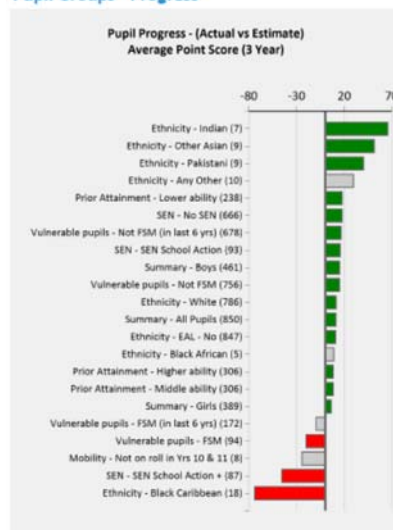
Question 4 - how might the context of our school affect our performance?

The table on the **left-hand side of page 4** compares the characteristics (often referred to as the **context**) of year 11 from the previous academic year to national averages. It is useful for exploring how your intake differed from the national average and, therefore, how suitable national averages are as benchmarks for evaluating 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 those eligible for the pupil premium.

National rates of progress vary between different groups of pupils, even when prior attainment is taken into account. For example, pupils whose first language is not English tend to make more progress than their peers. Consequently, a school's context can affect both **attainment** and **progress**.

School Context

		Pupils	School	National
Summary	All Pupils	163	100%	100%
	Girls	69	42%	49%
	Boys	94	58%	51%
Prior Attainment	Higher ability	32	20%	32%
	Middle ability	54	33%	35%
	Lower ability	73	45%	33%
SEN	SEN School Action	24	15%	12%
	SEN School Action +	16	10%	6%
	SEN Statement	7	4%	4%
	No SEN	116	71%	78%
Vulnerable pupils	FSM (in last 6 yrs)	95	58%	25%
	FSM	58	36%	14%
	Not FSM (in last 6 yrs)	68	42%	75%
	Not FSM	105	64%	86%
Ethnicity	EAL - Yes	6	4%	10%
	EAL - No	157	96%	90%
	White	124	76%	81%
	Black Caribbean	21	13%	3%
	Black African	9	6%	3%

If the characteristics of pupils at your school differ substantially from the national average, you may wish to ask your school for **contextual value added** analysis from FFTLive.

Question 5 - how does pupil attendance compare to national averages?

Absence

		Pupils	Absence School	Absence National	Persistent Absentees School	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 +	61	17%	10%	28%	20%
	SEN Statement	40	10%	8%	10%	14%
	No SEN	1,149	7%	5%	6%	5%
Vulnerable pupils	FSM (in last 6 yrs)	814	11%	9%	11%	15%
	FSM	443	11%	9%	12%	17%
	Not FSM (in last 6 yrs)	689	6%	5%	3%	5%
	Not FSM	1,060	8%	5%	6%	6%
Ethnicity	EAL - Yes	272	5%	5%	3%	5%
	EAL - No	1,231	9%	6%	9%	8%
	White	1,060	10%	6%	9%	8%
	Black Caribbean	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%

The table on the **right hand side of page 4** and the gauges at the **foot of page 4** present an overview of attendance at your school in the previous academic year. Attendance data is collected for all pupils on roll from Year 1 to Year 11.

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. As Ofsted pay particular attention to how schools are using the pupil premium, you may want to examine the difference in **absence** between the **FSM (last 6 yrs)** group and the **Not FSM (last 6 yrs)** group and how it compares to the national difference. Should your school be inspected, you will need to be aware of reasons for any large differences and any actions your school is taking as a result.

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 most schools, rates of attendance are higher in years 7 and 8 than in years 10 and 11.

Year 7 Attendance **Year 8 Attendance** **Year 9 Attendance** **Year 10 Attendance** **Year 11 Attendance**

Question 6 – what are the strengths and weaknesses of our school?

Governors need to know and understand the relative strengths and weaknesses of their school, when compared to other similar schools. It is one of the questions which Ofsted will ask governors during a school inspection. More importantly, a good understanding of strengths and weaknesses will underpin:

- School self-evaluation (SEF)
- Development of a school development plan
- Setting and strategic vision and direction for the school
- Headteacher performance management

The table in the **lower left quadrant on page 2** of the governor dashboard provides a starting point for governors to explore the strengths and weaknesses of the school.

This table is based upon the last **three years** of **pupil progress (value added)** data. It lists the four pupil groups which made most progress (strengths) and least progress (weaknesses) based on the **Average Point Score (capped).** It also shows the four GCSE subjects (also over three years) in which pupils made most progress (strengths) and those in which they made the least (weaknesses). We only include a pupil group or subject in this table if there are at least 15 pupils (over 3 years).

Relative Strengths and Weaknesses (3 years)

	Stronger Areas	Weaker Areas
Pupil Groups	Indian	Higher ability
	EAL - Yes	SEN School Action
	Black Caribbean	White
	Not FSM (in last 6 yrs)	FSM (in last 6 yrs)
Subjects	English Language And Mathematics	Home Economics: Child
	Science (Core)	Art & Design (Fine Art)
		History
	D&T Product Design	D&T Textiles Technology

These strengths and weaknesses should be used as a starting point for discussion with school leaders. They are **relative to your school** and not necessarily statistically significant – we just show the groups and subjects which made the most and least progress. Governors can find out more about the strengths and weaknesses of **pupils groups** in the **chart of page 3.** The subject summary (over 3 years) links to the subject table on page 2 which shows the performance of subjects for a **single year** (most recent academic year), showing actual results and pupil progress. School leaders and governors can look on FFTLive to get a 3 year summary of subject performance at Key Stage 4, including all GCSE subjects and equivalent vocational qualifications.

Governors and school leaders might want to use a simple table to summarise discussions about school performance, which clearly captures strengths, weaknesses and, mostly importantly, any follow on actions, questions or investigations for school leaders and governors.

	Strengths	Weaknesses	Questions / Actions
Pupil Results (attainment)			
Pupil Progress (achievement)			
Subjects performance			
Pupil Premium (FSM in last 6 years)			
Pupil groups (all other groups)			
Absence & attendance			