



# FFT KS2 Self Evaluation Booklet Guidance & step-by-step help

## Guidance Version 1 (2013)

### Key uses:

- Self evaluation
- Supplementary inspection data
- Impact of interventions
- Setting goals and targets
- Reporting to parents and governors

### Key Audience:

- Senior Leadership team
- Teachers
- Governors
- LAs/Academy Sponsors

### Key release dates:

- **Version 1 (Early September)**  
New 2012 KS2 results
- **Version 2 (Late September)**  
New 2012 KS1 results
- **Version 3 (December)**  
Amended 2012 KS2 results
- **Version 4 (January)**  
2012 Autumn census update

### Where can I find the latest booklet for my school?

Via the **dashboard** tile on FFTLive

See FFTLive at [www.fftlive.org](http://www.fftlive.org)

### FFT Guidance

- What do I need to know?
- Tell me about the stats
- What questions to ask?
- What might catch me out?



Strengths & weaknesses



subject analysis



attainment summary



school context



future estimates

## Important information when using the guide

**This guide** has been produced as a companion product to use directly alongside the **FFT KS2 Self Evaluation booklet**. It will help you to get the most out of the data and improve the effectiveness of your own school self evaluation. As with the Self Evaluation booklet itself, individual pages can be used to support specific areas of analysis or together as a fully structured framework for school evaluation.

The FFT KS2 Self Evaluation booklet has been designed specifically for Primary and Junior schools to support school self evaluation. The reports are designed to promote discussion, evaluation and to inform planning and target setting. They are not intended to provide a complete picture of all possible attainment and progress measures.

Ideally, you should use the FFT self evaluation booklet and guidance alongside other FFT data – the FFT governor dashboard and FFTLive – as well other sources of information (e.g. RAISEonline and your own internal data). This will allow you to triangulate data sources and improve the effectiveness of any evaluation you undertake.

The FFT KS2 Self Evaluation booklet itself has 6 separate sections - Summary, English, Reading, Writing, Mathematics, and Science. The layout of each section is exactly the same. Whilst the guide itself only covers the Summary section, the familiar layout and similar data means that the guide can be used just as effectively for individual subject sections with the same approaches to self evaluation applied.

It is recommended, however, that schools start with the summary section (which includes key DfE/Ofsted indicators) before moving onto specific subject sections as this will provide a more broad and balanced view of school and pupil performance.

## 1 Attainment Summary (top of page 3)

Pupil Attainment: Past Performance and Future Estimate				
2009/10	2010/11	2011/12	3 Year Avg	Indicator
35	42	39	116	Pupils
88% (21)	73% (62)	68% (86)	76% (60)	↓ Eng & Maths L4+
100% (2)	78% (78)	72% (97)	82% (79)	↓ Eng 2 Levels
91% (33)	75% (80)	85% (70)	83% (66)	Maths 2 Levels
28.6 (27)	27.5 (55)	27.5 (72)	27.9 (51)	Avg Level EMS

### What do I need to know?

This table is the starting point for analysing your school performance data. It provides a **summary of attainment** over the last 3 years across 4 key indicators – **English & Maths Level 4+, English 2 levels (DfE expected progress), Maths 2 levels (DfE expected progress) and Average Level (English, Maths, Science)**. As well as attainment for individual years, the table also shows average attainment over a 3 year period – an important time frame when undertaking any rigorous evaluation of performance.

Next to each attainment figure you will also see a **ranking in brackets** (from 1 to 100). The rank provides a useful indication of your school's national position relative to other schools. For example, a ranking figure of 20 means that your school was above the national average and ranked at the 20th percentile nationally for attainment. A ranking of 90 however, would mean that your school's attainment was well below average and ranked at the 90th percentile (or bottom 10th percentile). A ranking of around 50 is broadly in line with the national average.

### Tell me about the statistics

The table uses **statistical significance** to compare your school's attainment to the national average. This is done in two ways:

- Where attainment is significantly above or below the national average, figures are highlighted in **green** (significantly above the national average) or **blue** (significantly below the national average).
- Where your school's attainment has changed significantly, **arrows** are shown to indicate **direction of travel** with 'up' arrows (↑) indicating improvement and 'down' arrows (↓) indicating a significant decline in performance. If your school's performance has been 'volatile' then you may see 'up' and 'down' arrows together (↑↓)

### Questions to ask when evaluating performance?

- Is attainment above or below the national average and is this difference statistically significant?
- Have results changed over the last 3 years and has this change been significant?
- Where does your school rank nationally both this year and over 3 years?
- How does this year's attainment compare to your own school targets?

### What might catch me out?

- Check the cohort size when using significance data**  
Statistical significance is partly based on pupil numbers – other things being equal, the higher the number of pupils in a cohort, the more likely it is to be significant and vice versa. Sometimes, high attainment may be not be significant because of small cohort sizes!
- Where does the data come from?**  
The data shown in this table should be in line with DfE published attainment data. However, where published data does not exist for a school, we use our own 'FFT calculated' figure e.g. where a new school has been created or where the DfE does not publish previous years' data.
- What about other performance indicators?**  
The table simply provides an overview of performance at your school. It should be used alongside the other data in this report and most importantly the more detailed reports and data (including other indicators) that can be found on **FFTLive**. If you don't have an account then talk to your Headteacher about accessing **FFTLive** or visit [www.fft.org.uk](http://www.fft.org.uk).
- I can't see any ranks?** Where cohort numbers are small, FFT do not produce ranking figures. This is in order to reduce misuse and misinterpretation of small school data.

### FFTLive linked reports

- n/a

## 2 Estimates Summary (top of page 3)

Future Estimates				
Indicator	2012/13	2013/14	2014/15	2015/16
Pupils	38	31	43	42
Eng & Maths L4+	88% <-> 92%	74% <-> 79%	77% <-> 83%	78% <-> 85%
Eng 2 Levels	88% <-> 93%	82% <-> 89%	87% <-> 93%	85% <-> 92%
Maths 2 Levels	90% <-> 94%	89% <-> 93%	87% <-> 92%	87% <-> 93%
Avg Level EMS	29.2 <-> 30.0	27.0 <-> 27.8	27.5 <-> 28.5	27.9 <-> 29.1

### What do I need to know?

The right hand side of this table gives you an **indication of future performance** for your school over the next 4 years. The figures are based on FFT estimates and are shown in the form of a **range from lowest to highest** each year.

### Tell me about the statistics

The estimates used to form the range includes FFT estimate types A, B and D along with estimates based on your own school's historical performance.

**FFT type A** estimates are 'non-contextualised' and based on the progress of similar pupils (using KS1 prior attainment, gender and month of birth) nationally. **FFT Type B and D** estimates are **school contextualised** and are based on the progress of similar pupils in similar schools nationally. Type B estimates use 'average' progress (50th percentile) whilst Type D estimates are based on higher rates of progress (25th percentile).

The range also includes estimates based on an average of your own school's progress over the last 3 years. This estimate is only shown when it is the highest in the range (i.e. progress has been better than for similar pupils nationally).

### Questions to ask when evaluating performance?

- How do the estimates compare to past performance in your school?
- How wide/narrow are the estimate ranges? Why do you think this might be?
- How do the estimates compare to your own school predictions and targets?
- How challenging are the estimates? Do you need to use **FFTLive** to push up the percentile ranks and increase the level of challenge?

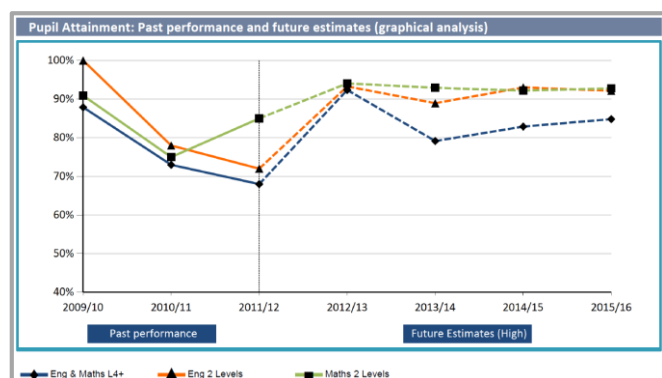
### What might catch me out?

- **The estimates are different to those on FFTLive?** **FFTLive** offers the flexibility to change the level of challenge by selecting different rankings for estimates (e.g. 50, 45, 40, 35 .... up to 5). So if you use a higher rank (e.g. 10) on **FFTLive**, the estimates may be different to those included in this booklet.

### FFTLive linked reports

- Interactive reports - **School Summary 1 estimates report**
- Interactive reports - **KS2 School Subject estimates report**
- Interactive reports - **KS2 Pupil Subject estimates report**
- Innovate – **School Summary 2 estimates report**
- Explore – **The new Student Explorer**

## 3 Attainment Chart (bottom of page 3)



### What do I need to know?

This is a line graph showing past performance (over the last 3 years) and future estimates (for the next 4 years). The graph offers a simple 'visual representation' of the data shown in sections 1 and 2 of this guide.

### Tell me about the statistics

This is simple line graph. The solid lines represent past performance in the last 3 years and the dashed lines represent future estimates over the next 4 years.

Estimates are based on the **highest estimate** within each year's range. The estimates are based on **KS1** prior attainment.

### Questions to ask when evaluating performance?

- How do the estimates compare to past performance in your school?
- How do the estimates compare to your own school predictions and targets?
- How challenging are the estimates. Do you need to use **FFTLive** to change the percentile ranks and increase the level of challenge?

### What might catch me out?

- **Which estimate type?**  
The graph only includes one estimate per indicator and is based on the highest estimate in the table above (page 3 of the self evaluation booklet). A full set of estimates are available from the **FFT estimates** section in the Self Evaluation booklet and from **FFTLive**.

### FFTLive linked reports

- Interactive reports - **School Summary 1 estimates report**
- Interactive reports - **KS2 School Subject estimates report**
- Innovate – **School Summary 2 estimates report**

## 4 Value Added Performance (page 4)

Value Added and Contextual Value Added: Past performance (KS1-2)							
Value Added					Contextual Value Added		
2009/10	2010/11	2011/12	3 Year Avg	Trend	Indicator	2009/10	2010/11
+9% (20)	-5% (73)	-17% (96)	-5% (77)	↓	Eng & Maths L4+	+6% (29)	-14% (96)
+17% (2)	-4% (73)	-14% (96)	-2% (67)	↓	Eng 2 Levels	+11% (11)	-8% (81)
+5% (41)	-8% (81)	-5% (78)	-3% (72)	↓	Maths 2 Levels	+2% (51)	-0.7 (79)
+0.6 (31)	-0.7 (79)	-1.3 (91)	-0.5 (77)	↓	Avg Level EMS	+0.0 (52)	-1.3 (91)

### What do I need to know?

Schools and cohorts have different pupil profiles which may affect performance. By taking account of some of these pupil and school factors, we can compare the progress of pupils in your school to similar pupils in similar schools across the country using **Value Added (VA)** or **Contextual Value Added (CVA)** methodology. **Where numbers are positive, KS1-2 progress at your school is higher than for similar schools nationally.** For example, an English & Maths Level 4+ VA figure of +2% means that actual attainment was 2 percentage points higher than for similar pupils nationally. A negative figure means the opposite and a score around zero means that progress at your school was about the same as progress nationally.

Next to each attainment figure you will also see a **ranking in brackets** (from 1 to 100). The rank provides a useful indication of your school's national position relative to other schools. For example, a ranking figure of 20 means that your school was above the national average and ranked at the 20th percentile nationally for VA or CVA. A ranking of 90 however, would mean that your school's value added was well below average and ranked at the 90th percentile (or bottom 10th percentile). A ranking of around 50 is broadly in line with the national average.

### Tell me about the statistics

FFT **Value Added** compares the progress of pupils in your school to similar pupils nationally. By similar pupils we mean pupils with similar prior attainment, gender and month of birth.

We can also go a step further by adding pupil and school context factors (FSM, SEN, Ethnicity, EAL and mobility). This is known as **Contextual Value Added** and compares the progress of your pupils to similar pupils in similar schools nationally.

As with attainment, the VA/CVA table also uses 'statistical significance' to compare your school's progress to the progress of pupils nationally. This is done in two ways:

- Where progress is significantly above or below the national average, figures are highlighted in **green**

(significantly above the national average) or **blue** (significantly below the national average).

- Where your school's progress has changed significantly, **arrows** are shown to indicate **direction of travel** with 'up' arrows (↑) indicating improvement and 'down' arrows (↓) indicating a significant decline in performance. If your school's performance has been 'volatile' then you may see 'up' and 'down' arrows together (↑↓)

### Questions to ask when evaluating performance?

- How does VA/CVA progress compare to attainment? If there is a difference why might this be?
- Is VA/CVA above or below the progress of similar pupils nationally and is this difference statistically significant?
- Where does your school rank nationally for VA/CVA both this year and over 3 years?
- Is there a difference between VA and CVA progress in your school? Why might this be?
- Has VA/CVA changed over the last 3 years and has this change been significant?

### What might catch me out?

- Check the cohort size when using significance data**  
Statistical significance is partly based on pupil numbers – other things being equal, the higher the number of pupils in a cohort, the more likely it is to be significant and vice versa. Sometimes, good progress may be not be significant because of small cohort sizes!
- Check the cohort size again**  
Value added data is based on pupils who can be matched against their prior attainment. Where pupils cannot be matched (e.g. if they came into the country after Y2), they are not included in any Value Added analyses. Use the **3 year pupil match % figure** (which can be found at the top right hand side of the Significant Areas Grid reports on pages 6 & 7 of the self evaluation booklet) to gauge how representative the VA figure is for your school. A figure of 90% means that 9 out of 10 pupils are included.

### FFTLive linked reports

- Interactive reports – **Reviewing Past Progress reports**
- Collaborate – **Significant Areas (other schools) report**



## 5 Strengths & Weaknesses (page 4)

The five strongest Value Added Groups (2010-2012)

Group	Indicator	Pupils	Actual	Avg VA
Upper Attainers	Eng & Maths L4+	45	100%	+2%
Girls (Y6)	Eng 2 Levels	57	90%	+6%
Upper Attainers	Maths 2 Levels	45	96%	+5%
Upper Attainers	Eng 2 Levels	45	87%	+5%
Girls (Y6)	Eng & Maths L4+	57	88%	+4%

### What do I need to know?

These two tables provide an indication of **relative** strengths and weaknesses in your school over the last 3 years. The analysis shows the top/bottom 5 pupil groups (e.g. FSM pupils) and indicators (e.g. English & Maths L4+) and includes both value added and contextual value added. Only groups of 10 or more pupils (over 3 years) are included in this section.

The tables are ordered highest to lowest – i.e. the group/indicator at the top of the 'strengths' list is the strongest and the group/indicator at the top of the 'weaknesses' list is the weakest (in relative terms).

Please note that this section will only include strengths and weaknesses for the 4 main indicators used throughout the report.

### Tell me about the statistics

The aim of the 'strengths and weaknesses' section is to show, which subject/pupil category combinations are in the top 5 and bottom 5 within your school.

This can't be done simply by comparing value-added scores on their own because different indicators use different scales – a points score and the % of pupils attaining expected progress in English for example.

So, we calculate a standardised score for each indicator / category combination, order these from highest to lowest, and then show the 5 with the highest and lowest scores.

You can find further details about FFT statistics on **FFTLive**.

### Questions to ask when evaluating performance?

- How does the data in this table compare to your own analysis of strengths and weaknesses for your school?
- Do the groups/indicators in the Value Added list differ to those in the CVA list? Why might this be?
- Are the groups/indicators shown statistically significant? (i.e. is progress significantly different to similar pupils nationally)?
- Do you think the groups/indicators shown are **relative** or **actual** strengths/weaknesses for your school?

### What might catch me out?

- Relative strengths and weaknesses**  
It is important to remember that the data is based on **relative** strengths and weaknesses. For example, in a high achieving school, a group or indicator may have **positive** value added but could be still shown as a weakness. This is simply because it is relative to other groups and indicators in your school that may be performing even better. Remember, the data should be used to raise questions and promote investigation, not necessarily to provide all the answers.
- Check the cohort size when using significance data**  
Statistical significance is partly based on pupil numbers – other things being equal, the higher the number of pupils in a cohort, the more likely it is to be significant and vice versa. Sometimes, high performance may be not be significant because of small cohort sizes.
- Check the cohort size again**  
Remember, only groups of 10 or more over 3 years are shown in this set of tables!

### FFTLive linked reports

- Interactive reports – **Significant Areas School Summary**
- Interactive reports – **Significant Areas Detail report**
- Collaborate – **Significant Areas (other schools) report**

## 6 Background Information (page 5)

Background information									
	Indicator	School				All Schools (Average)			
		09/10	10/11	11/12	3 Yr	09/10	10/11	11/12	3 Yr
Summary	All Pupils (Y6)	35	42	39	116	40	38	38	117
	Girls (Y6)	21	20	16	57	19	19	18	57
	Boys (Y6)	15	15	25	55	20	19	19	60
Prior Attainment	Upper Attainers	33%	48%	41%	41%	33%	33%	33%	33%
	Middle Attainers	39%	23%	27%	29%	34%	34%	34%	34%
	Lower Attainers	27%	30%	27%	28%	33%	33%	33%	33%
	Attainers in lowest 20%	15%	18%	10%	14%	20%	20%	20%	20%

### What do I need to know?

This table provides a simple profile of Y6 cohorts in your school over the past 3 years compared to national data. The table includes a **Difference** column which shows the gap between your school and national data. Positive figures show where school data is higher than the corresponding national figure and vice versa.

### Tell me about the statistics

Figures are expressed as a percentage of Y6 cohorts e.g. 7% of pupils in Y6 cohort were FSM.

**Summary** pupil number figures are shown as a total of the previous 3 years. All other 3yr figures are shown as an average over the 3 year period.

National figures for all schools in England are based on data produced by FFT. In some cases they may be different to official DfE published figures.

### Questions to ask when evaluating performance?

- How do Y6 cohorts in my school compare to those nationally?
- Are there any particularly large variations?
- How has my Y6 profile changed over time?
- Are there any specific pupil profile issues which may have had an impact on past attainment or progress?
- Can you use this analysis to support similar cohorts in school?

### What might catch me out?

- Y6 cohorts, not whole school**  
Remember, the profile is based on your last three Y6 cohorts only, not your whole school.
- Prior Attainment Groups (FFT vs DfE)**  
FFT Upper, Middle and Lower Attainment groups are **calculated differently** in comparison to the DfE. FFT Prior Attainment groups are based on an average of KS1 prior attainment results. Pupils in the Lower group, for example, are in the lowest third nationally based on prior attainment. Pupils in the Middle group are in the middle third and those in the Upper group are in the top third nationally.
- Prior Attainment Groups don't add up to 100%**  
Some pupils taking KS2 exams will not have KS1 results (e.g. if a student has moved into the country after Year 2). In such cases, these students will **not be included in any prior attainment group** and therefore prior attainment group percentages may not always add up to 100%.

### FFTLive linked reports

- Explore – The new Student Explorer

## 7 VA Significant Areas (pages 6-7)

KS2 School Three Year VA (PA) Significant Areas Grid (2009/2010 -						
	Group	Matched Pupils	Eng & Maths L4+		Eng 2 Levels	
			Actual	VA Diff/Trend	Actual	VA Diff/Trend
Summary	All Pupils (Y6)	110	76%	-5% ↓	83%	-2% ↓
	Girls (Y6)	55	88%	4%	90%	6% ↓
	Boys (Y6)	55	62%	-15% ↓	75%	-9% ↓
Prior Attainment	Upper Attainers	47	100%	2%	87%	5%
	Middle Attainers	33	79%	-11% ↓	85%	-4% ↓
	Lower Attainers	32	38%	-9% ↓	75%	-8% ↓
	Attainers in lowest 20%	16	13%	-11%	75%	-8% ↓

### What do I need to know?

These two reports provide a more detailed analysis of potential strengths, weaknesses and trends for key pupil groups in your school over the last 3 years. The two reports compare the progress of pupils in your school to similar pupils in similar schools across the country using **Value Added (VA)** or **Contextual Value Added (CVA)** methodology. **Where numbers are positive, KS1-2 progress at your school is higher than for similar schools nationally.** For example, an English & Maths Level 4+ VA figure of +2% means that actual attainment was 2 percentage points higher than for similar pupils nationally. A negative figure means the opposite and a score around zero means that progress at your school was about the same as progress nationally.

### Tell me about the statistics

FFT **Value Added** compares the progress of pupils in your school to similar pupils nationally. By similar pupils we mean pupils with similar prior attainment, gender and birth month.

We can also go a step further by adding pupil and school context factors (FSM, SEN, Ethnicity, EAL and mobility). This is known as **Contextual Value Added** and compares the progress of your pupils to similar pupils in similar schools nationally.

As with attainment, the VA/CVA report also uses 'statistical significance' to compare your school's progress to the progress of pupils nationally. This is done in two ways:

- Where progress is significantly above or below the national average, figures are highlighted in **green (significantly above the national average)** or **blue (significantly below the national average)**.
- Where your school's progress has changed significantly, **arrows** are shown to indicate **direction of travel** with 'up' arrows (↑) indicating improvement and 'down' arrows (↓) indicating a significant decline in performance. If your school's performance has been 'volatile' then you may see 'up' and 'down' arrows together (↑↓)

### Questions to ask when evaluating performance?

- Is progress generally above or below the progress of similar pupils nationally and is this difference statistically significant (i.e. coloured green or blue)?
- This report shows progress over 3 years. Do the arrows show any significant trends over time?
- Are there any major differences across the 4 indicators and/or between pupil groups? Are there any patterns or trends emerging?
- Are there any major differences between the two grids (i.e. between the Value Added analysis and the Contextual Value Added analysis)? Why do you think this might be?
- How does VA/CVA progress compare to raw attainment (page 3 of the Self Evaluation booklet)?
- Based on this analysis, what do you think are the key strengths and weaknesses for your school?

### What might catch me out?

- Check the cohort size when using significance data**  
Statistical significance is partly based on pupil numbers – other things being equal, the higher the number of pupils in a cohort, the more likely it is to be significant and vice versa. Sometimes, good progress may be not be significant because of small cohort sizes!
- Check the cohort size again**  
Value added data is based on pupils who can be matched against their prior attainment. Where pupils cannot be matched (e.g. if they came into the country after Y2), they are not included in any Value Added analysis. Use the **3 year pupil match %** figure to gauge how representative the VA figure is for your school. A figure of 90% means that 9 out of 10 pupils are included in the analysis.

### FFTLive linked reports

- Interactive reports – **Significant Areas School Summary**
- Interactive reports – **Significant Areas Detail report**
- Collaborate – **Significant Areas (other schools) report**



## 8 School Estimates (page 8)

KS2 Summary Estimates			
Indicator	Estimate Range		
Academic Year 2012/13 (KS1 pupils: 38)			
Eng & Maths L4+	83%	88% (B)	88% (A)
Eng 2 Levels		88% (A)	88% (B)
Maths 2 Levels	87%	90% (A)	90% (B)
Avg Level EMS	28.6	29.2 (A)	29.3 (B)

### What do I need to know?

The **FFT estimates** page gives you an indication of future performance for your school over the next 4 years. Estimates based on **KS1** are shown as a range from lowest (on the left hand side of the report) to highest (on the far right hand side of the report). Estimates are shown as percentages (e.g. the % of pupils in a cohort estimated to achieve expected progress in English (2 levels) or as a number (e.g. an estimate of 27.5 for APS).

The report also includes an estimate based on how similar pupils have performed in **your own** school over the last 3 years. The estimate is shown in an orange box. This estimate is a good starting point for target setting discussions at school.

### Tell me about the statistics

The range includes **FFT estimate types A, B and D** alongside estimates based on **your own school's** historical performance.

**FFT Type A** estimates are '**non-contextualised**' and based on the progress of similar pupils (using KS2 prior attainment, gender and month of birth) nationally. **FFT Type B and D** estimates are **school contextualised** and are based on the progress of similar pupils in similar schools nationally. Type B estimates use 'average' progress (50th percentile) whilst Type D estimates are based on higher rates of progress (25th percentile).

The range also includes estimates based on an average of your own school's progress over the last 3 years (shown in an orange box). Its position in the range is important as it provides an indication of past progress at your school. Relatively high school value added in the past would be reflected by a higher estimate which would appear at or towards the right hand side of the report. Low value added in the past would be represented by a lower estimate which would appear at or towards the left hand side of the report.

### Questions to ask when evaluating performance?

- How do the estimates compare to past performance in your school?
- How do the estimates compare to your own school predictions and targets?
- Do the estimates change significantly over time? Why might this be?
- How challenging are the estimates? Do you need to use **FFTLive** to change the percentile ranks and increase the level of challenge?

### What might catch me out?

- **The estimates are different to those on FFTLive?**  
**FFTLive** offers the flexibility to change the level of challenge by selecting different rankings for estimates (e.g. 50, 45, 40, 35 ... up to 5). So if you use a higher rank (e.g. 10) on **FFTLive**, the estimates may be different to those included in this booklet.
- **I can't see any orange boxes?**  
The 'orange box' estimates are based on your own school's past progress over the last 3 years. Where limited data is available (either in the previous 3 years or this year) we do not produce estimates on this basis as the estimates may be misleading. This is often the case with small cohorts of pupils.

### FFTLive linked reports

- Interactive reports - **School Summary 1 estimates report**
- Interactive reports - **KS2 School Subject estimates report**
- Interactive reports - **KS2 Pupil Summary estimates report**
- Innovate – **School Summary 2 estimates report**
- Explore – **The new Student Explorer**