joining the dots

# FFT KS4 Self Evaluation Booklet Guidance & step-by-step help

**Key uses:**

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

**Key Audience:**

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

**Key release dates:**

- **Version 1 (October)**
  New 2012 KS2, KS3 & KS4 results

- **Version 2 (January)**
  Updated KS2, KS3, KS4 results and autumn census updates

- **Version 3 (Summer)**
  Final KS2 & KS4 results and spring census updates

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

Via the **dashboard** tile on FFTLive

See FFTLive at 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 KS4 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 KS4 Self Evaluation booklet has been designed specifically for Secondary 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.

## Key school self evaluation questions

Use the FFT Self Evaluation booklet to answer key questions about your school:

- How does the overall attainment of pupils in your school compare to attainment nationally?
- How does the progress of pupils compare to similar pupils nationally?
- What is the variation in the performance of different pupil groups and different subjects?
- What are the key strengths and weaknesses at your school?
- What do FFT estimates of future KS4 performance look like?
- What actions do you need to undertake and how are you going to monitor/measure their effectiveness?

www.fft.org.uk

# FFT KS4 Self Evaluation Booklet Guide

## 1 Attainment Summary (top of page 3)

| Pupil Attainment: Past Performance and Future Estimates |||||||
|---|---|---|---|---|---|---|
| 2009/10 | 2010/11 | 2011/12 | 3 Year Avg | Indicator | | |
| 180 | 180 | 190 | 550 | Pupils | | |
| 62% (35) | 71% (21) | 62% (34) | 66% (27) | 5 A*-C (E&M) | | 68 |
| 78% (40) | 86% (18) | 70% (49) | 78% (29) | ↓ | Eng 3 Levels | 76 |
| 61% (60) | 73% (35) | 75% (31) | 70% (40) | ↑ | Maths 3 Levels | 66 |
| 341 (41) | 371 (14) | 374 (18) | 365 (21) | ↑ | Capped Pts | 35 |

### 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 – **5 A*-C including English & Maths, English 3 levels (DfE expected progress), Maths 3 levels (DfE expected progress) and Capped Points Score (best 8)**. 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:

i) 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).

ii) 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

### FFTLive linked reports

- n/a

www.fft.org.uk

## 2 Estimates Summary (top of page 3)

**Future Estimates**

| Indicator | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
|-----------|---------|---------|---------|---------|---------|
| Pupils | 170 | 174 | 165 | 170 | 158 |
| 5 A*-C (E&M) | 68% <-> 73% | 69% <-> 74% | 67% <-> 73% | 68% <-> 73% | 75% <-> 79% |
| Eng 3 Levels | 76% <-> 81% | 77% <-> 81% | 72% <-> 78% | 74% <-> 79% | 77% <-> 82% |
| Maths 3 Levels | 66% <-> 74% | 67% <-> 74% | 63% <-> 71% | 64% <-> 72% | 67% <-> 74% |
| Capped Pts | 356 <-> 368 | 357 <-> 369 | 351 <-> 363 | 355 <-> 367 | 368 <-> 379 |

### 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 5 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 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. 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?

- **Are estimates based KS2 or KS3 prior attainment?** The estimates in this table are based on **KS2** prior attainment. KS4 estimates based on KS3 prior attainment are available in the **FFT estimates** section in the Self Evaluation booklet and from **FFTLive**. Remember, if progress between KS2 and KS3 is high at your school then estimates based on KS3 will also be higher!

- **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 - **KS4 School Subject estimates report**

- Interactive reports - **KS4 Pupil Summary estimates report**

- Innovate – **School Summary 2 estimates report**

- Innovate – **English Baccalaureate estimates report**

- Explore – **The new Student Explorer**

## 3 Attainment Chart (bottom of page 3)



Pupil Attainment: Past performance and future estimates (graphical analysis)
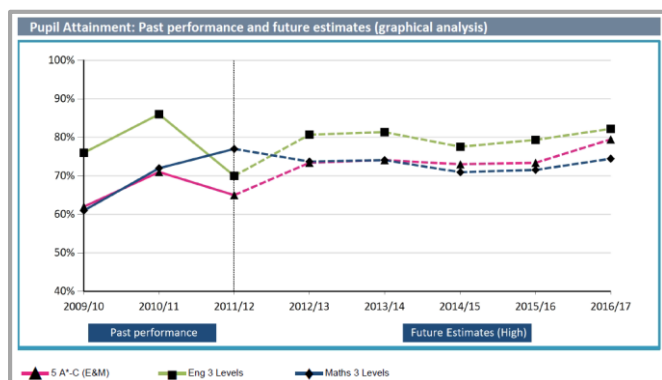
### What do I need to know?

This is a line graph showing past performance (over the last 3 years) and future estimates (for the next 5 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 5 years.

Estimates are based on the **highest estimate** within each year's range. The estimates are based on **KS2** prior attainment, not KS3.

### 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**.

- **Are estimates based on KS2 or KS3 prior attainment?**
  The estimates in this graph are based on **KS2** prior attainment. KS4 estimates based on KS3 prior attainment are available in the **FFT estimates** section in the Self Evaluation booklet and from **FFTLive**. Remember, if progress between KS2 and KS3 is high at your school then estimates based on KS3 will also be higher!

### FFTLive linked reports

- Interactive reports - **School Summary 1 estimates report**
- Interactive reports - **KS4 School Subject estimates report**
- Innovate – **School Summary 2 estimates report**
- Innovate – **School Summary estimates report**
- Innovate – **English Baccalaureate estimates report**

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## 4 Value Added Performance (page 4)

| Value Added and Contextual Value Added: Past performance (KS2-4) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Value Added** | | | | | | | **Contextual Va** | |
| 2009/10 | 2010/11 | 2011/12 | 3 Year Avg | Trend | Indicator | 2009/10 | 201 |
| -6% (76) | 0% (54) | 0% (52) | -2% (61) | | 5 A*-C (E&M) | -9% (91) | -4 |
| -1% (57) | +8% (25) | -1% (57) | +2% (42) | ↑↓ | Eng 3 Levels | -4% (70) | +5 |
| -13% (87) | 0% (53) | +5% (36) | -2% (60) | ↑ | Maths 3 Levels | -15% (95) | -3 |
| -12 (76) | +14 (23) | +16 (21) | +7 (33) | ↑ | Capped Pts | -15 (82) | + |

### 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, KS4 progress at your school is higher than for similar schools nationally.** For example, a 5A*-C (E&M) 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:

i) 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).

ii) 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 Y6), 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 |
|---|---|---|---|---|
| Attainers in lowest 20% | Capped Pts | 64 | 296 | +22 |
| Attainers in lowest 20% | Eng 3 Levels | 67 | 57% | +9% |
| No SEN | Capped Pts | 430 | 378 | +11 |
| Lower Attainers | Capped Pts | 100 | 305 | +15 |
| Not FSM (in last 6 yrs) | Capped Pts | 464 | 371 | +9 |

### 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. 5A*-C EM) and includes both value added and contextual value added.  Only groups of 15 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 5A*C 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 15 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 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **School** | | | | **National** | | | | |
| Indicator | 09/10 | 10/11 | 11/12 | 3 Yr | 09/10 | 10/11 | 11/12 | 3 Yr |
| **Summary** All Pupils (Y11) | 180 | 180 | 190 | 550 | 182 | 179 | 177 | 539 |
| Girls (Y11) | 92 | 110 | 95 | 297 | 89 | 87 | 86 | 263 |
| Boys (Y11) | 88 | 70 | 95 | 253 | 93 | 91 | 90 | 276 |
| **Prior Attainment** Upper Attainers | 35% | 37% | 34% | 35% | 32% | 32% | 32% | 32% |
| Middle Attainers | 36% | 36% | 32% | 34% | 35% | 35% | 34% | 35% |
| Lower Attainers | 14% | 17% | 24% | 18% | 33% | 33% | 33% | 33% |
| Attainers in lowest 20% | 7% | 11% | 15% | 11% | 20% | 20% | 20% | 20% |

## What do I need to know?

This table provides a simple profile of Y11 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 Y11 cohorts e.g. 7% of pupils in Y11 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 Y11 cohorts in my school compare to those nationally?

- Are there any particularly large variations?

- How has my Y11 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?

- **Y11 cohorts, not whole school**
  Remember, the profile is based on your last three Y11 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 KS2 Test and TA 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 KS4 exams will not have KS2 results (e.g. if a student has moved into the country after Year 6). 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)

| KS2-4 School Three Year VA (PA) Significant Areas Grid (2009 | | | 5 A*-C (E&M) | | Eng 3 Levels | | |
|---|---|---|---|---|---|---|---|
| Group | Matched Pupils | | Actual | VA Diff/Trend | Actual | VA Diff/Trend | |
| **Summary** | | | | | | | |
| All Pupils (Y11) | 522 | | 66% | -2% | 76% | 2% | ↑↓ |
| Girls (Y11) | 285 | | 70% | 0% | 83% | 5% | |
| Boys (Y11) | 237 | | 61% | -4% | ↑ | 69% | 0% | |
| **Prior Attainment** | | | | | | | |
| Upper Attainers | 209 | | 95% | 1% | 86% | 0% | ↓ |
| Middle Attainers | 203 | | 65% | -2% | ↑ | 76% | 4% | |
| Lower Attainers | 108 | | 10% | -6% | 57% | 4% | |
| Attainers in lowest 20% | 65 | | 6% | -2% | 57% | 9% | |

## 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, KS4 progress at your school is higher than for similar schools nationally.** For example, a 5A*-C (E&M) 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 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 report also uses 'statistical significance' to compare your school's progress to the progress of pupils nationally. This is done in two ways:

i) 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).

ii) 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 Y6), 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 8-9)



| KS4 Estimates | | | | Self Valley Secon... |
|---|---|---|---|---|
| **Indicator** | | **Estimate Range** | | |
| **Academic Year 2012/13 (KS2 pupils: 170; KS3 pupils: 178)** | | | | |
| 5 A*-C (E&M) | from KS2 | 67% | 68% (A) | 69% (B) | 73% (D) |
| | from KS3 | 72% | 76% (B) | 78% (A) | 79% (D) |
| Eng 3 Levels | from KS2 | | 76% (A) | 76% (B) | 78% | 81% (D) |
| Maths 3 Levels | from KS2 | 64% | 66% (A) | 68% (B) | 74% (D) |
| Capped Pts | from KS2 | | 356 (B) | 358 (A) | 365 | 368 (D) |
| | from KS3 | | 370 (B) | 378 | 379 (A) | 380 (D) |

### What do I need to know?

The **FFT estimates** page gives you an indication of future performance for your school over the next 5 years. Estimates based on **both KS2** and **KS3** (where applicable) 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 5 A*-C including Eng & Maths or as a number (e.g. an estimate of 336 for Capped Points).

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?
- For Y10 and Y11 pupils, is there is a significant difference between KS4 estimates based on KS2 and those based on KS3? Why might this be and which offer the greatest level of challenge?
- 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?

- **Differences between estimates based on KS2 or KS3 prior attainment**
  Year 10 and Year 11 pupils have KS4 estimates based on both KS2 and KS3. There may be significant variation between these estimates. Remember, if progress between KS2 and KS3 is high at your school then estimates based on KS3 will also be higher!

- **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. Schools that have recently merged or converted may find that they don't have any of these estimates on reports. This is because the data has to be recalculated for each school. The data should appear in future versions of the booklet and on FFTLive.

### FFTLive linked reports

- Interactive reports - **School Summary 1 estimates report**
- Interactive reports - **KS4 School Subject estimates report**
- Interactive reports - **KS4 Pupil Summary estimates report**
- Innovate – **School Summary 2 estimates report**
- Innovate – **English Baccalaureate estimates report**
- Explore – **The new Student Explorer**

## 9 KS4 Subject Analysis (pages 11-14)

**Subject Performance Analysis (KS2-4 VA)**

| Curriculum Map 10 11 12 | Subject | Exam Type | Pupils | | Pupil Progress (Actual vs Estimate) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 2011/12 | 3 yr Total | %A*-C 2011/12 | 3 yr Avg | | %A*-A 2011/12 | 3 yr Avg | |
| • • | Applied Engineering | vGCSE DA | 15 | 25 | -28% | -17% | | -7% | -7% | |
| • • • | Art & Design | GCSE | 49 | 157 | 16% | 12% | | 10% | 4% | |
| • • • | D&T Graphic Prods | GCSE | 12 | 32 | -2% | 16% | | -5% | 15% | ↓ |
| • • • | English Language | GCSE | 195 | 582 | -3% | 1% | | -1% | 4% | ↑↓ |
| • • • | English Literature | GCSE | 195 | 577 | 6% | 3% | | 0% | 2% | |
| • • • | French | GCSE | 69 | 204 | 5% | -1% | ↑ | 8% | 10% | ↑↓ |
| • • • | Geography | GCSE | 53 | 109 | 2% | 2% | | 12% | 10% | |
| • • • | German | GCSE | 74 | 187 | -10% | -6% | | -5% | -1% | |

### What do I need to know?

This set of reports provide an analysis of **KS4 subject performance** using **Value Added** and **Contextual Value Added**. The analysis, which includes the latest year's performance alongside 3 year performance, compares the progress of pupils in your school in specific GCSE related subjects to the performance of similar pupils nationally.

As well as showing actual A*-C and A*-A attainment, the analysis also shows value added performance – **positive numbers** showing where progress has been **higher** than similar pupils nationally in that subject and **negative numbers** showing where progress has been **lower** than similar pupils nationally.

The companion **graph** also highlights the A*-C value added performance visually from **highest** (best performance) at the top to **lowest** VA performance.

### 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 report also uses 'statistical significance' to compare your school's progress to the progress of pupils nationally. This is done in two ways:

i) 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).

ii) 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 raw subject attainment data compare to VA or CVA performance?
- How does attainment and progress differ across subjects?
- How does this year's performance compare to an average over the last 3 years? Are attainment and progress improving or declining?
- How does this analysis compare to other KS4 subject performance data in 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 numbers!

- **The data differs slightly to FFTLive?**
  This analysis uses a new methodology developed by FFT which includes pupils who fail exams in a single calculation. It is likely that this new methodology will be adopted in **FFTLive** in the future.

- **What about vocational subjects?**
  The KS4 subject analysis does not include data for vocational subjects at the present time. We intend to seek feedback from schools and may include this data in the future. A KS4 vocational subject analysis is included in **FFTLive**.

- **Other GCSE subjects not included**
  We have limited the analysis to subjects with 10 or more pupils over the last 3 years. This is to minimise the potential misuse of data for subjects with small numbers of pupils.

### FFTLive linked reports

- Interactive reports – **KS4 VA Subject report (School)**
- Interactive reports – **KS4 VA Subject report (Pupil)**
- Collaborate – **KS4 VA Subject report (other schools)**