

Governor Dashboard (2013)

Quick start guide and introduction for school governors

Primary School and Junior School (Key Stage 2)

Pupil Results (Attainment)

The gauges show how your school compares to the national average for **actual attainment** in 2013. For most schools, the gauges are centred around national averages. If the dial points to the right, attainment is above average. If it points to the left, it is below average. School results that are different, in terms of statistical significance, from average are highlighted.

Pupil Progress (Achievement)

The gauges show how **progress** (value added) at your school compares to expectation given the prior attainment of pupils in 2013. For most schools, the gauge is centred on the national average. If the dial points to the right, progress is above average. If it points to the left, it is below average. School results that are significantly different from expectation are highlighted. This analysis is based on **matched pupils** only.

Relative Strengths and Weaknesses (3 years)

This table is based upon the last three years of pupil progress (value added) data (the chart shown on page 3). It lists the three pupil groups which made most progress (stronger areas) and least progress (weaker areas) based on Average Point Score in reading, writing and maths.

Key Stage 2 Headline Performance Indicators

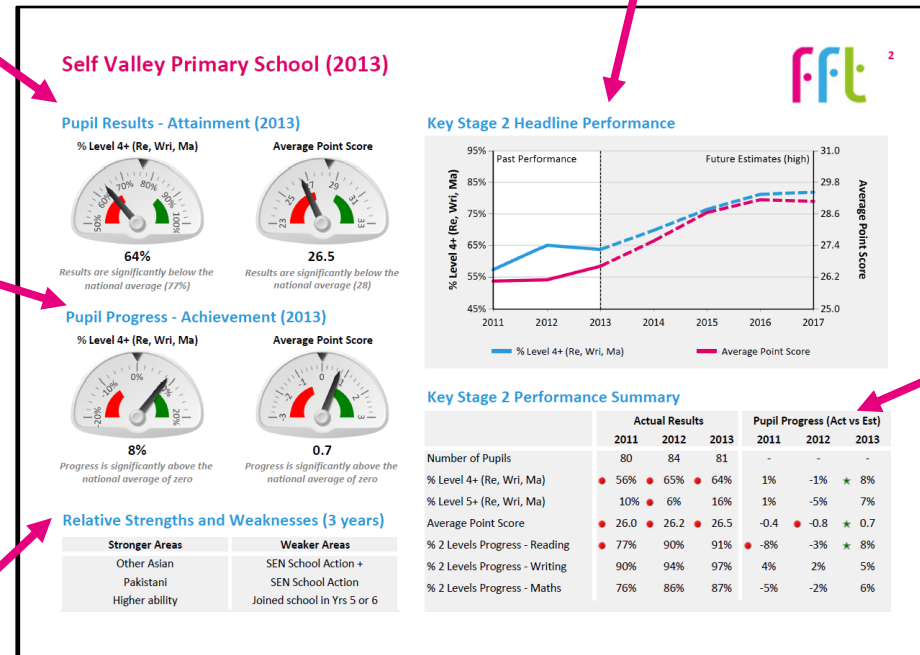
The solid lines show actual attainment at your school over the last three years. The dotted lines show estimated attainment for the next four years (pupils in years 3 to 6) based on the highest **FFT estimates** (Type A or Type D) provided to schools. They are very helpful in identifying variations in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

Key Stage 2 Performance Summary

This table provides **actual attainment** data (based on all pupils) and **progress** data (based on matched pupils) for the last 3 academic years at your school. Six key indicators are shown:

- % pupils achieving level 4 or above in reading, writing and maths
- % pupils achieving level 5 or above in reading, writing and maths
- Average Point Score in reading, writing and maths
- % pupils making expected progress in Reading
- % pupils making expected progress in Writing
- % pupils making expected progress in Maths

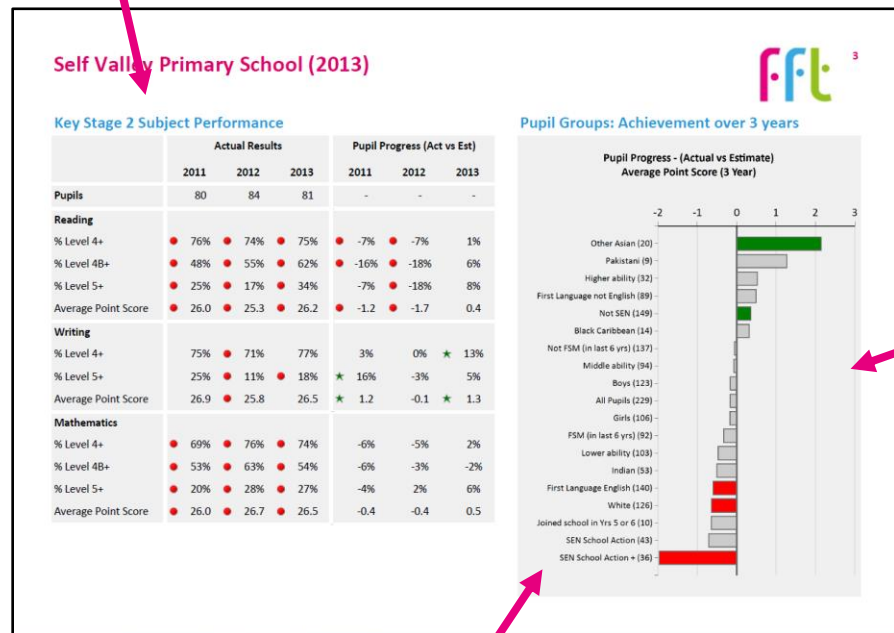
Green stars (★) denote progress that is significantly above expectation and red circles (●) denote progress that is significantly below expectation.



Key Stage 2 Subject Performance

This table summarises both **actual attainment** and **progress** in reading, writing and maths for the last 3 years at your school.

The pupil progress data takes account of the prior attainment of pupils in each subject. It also takes account of national differences in rates of progress between subjects and the context of the school. Green stars (★) denote progress that is significantly above expectation and red circles (●) denote progress that is significantly below expectation.



Pupil Premium

Governors are responsible for monitoring the impact of pupil premium funding. OFSTED pay close attention to the use that schools are making of the pupil premium funding and the progress that pupil premium pupils are making when compared to other pupil groups.

Using the dashboard you should look at the difference in progress between the pupil groups, **FSM (in last 6 years)** and **Not FSM (in last 6 years)**.

Pupil Groups – Progress

This chart shows the **progress** made by various groups of pupils at your school over the last three years, based on Average Point Score in reading, writing and maths. Three years' data is shown as some groups would be small if a single year's data were used. The groups are ranked based on the progress they have made compared to pupils of similar prior attainment and context 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.

Pupil Context

This table compares to national averages the characteristics, or **context**, of year 6 pupils from the previous academic year. It is useful for exploring how your school's intake differed from the national average. Pupil groups are shown based on gender, prior attainment, special educational needs, free school meal eligibility, ethnicity, whether or not their first language is English and mobility. The 'mobility' group consists of pupils who joined the school during year 5 or year 6.

Attendance by Year Group

The **attendance** gauges display attendance in each year group in the previous academic year. The red zone denotes the lower quartile (the lowest 25%) of all state-funded schools nationally. The green zone denotes the upper quartile (the top 25%).

In this example the school's attendance is within the middle two quartiles (the inter-quartile range) for each of the years shown.

Self Valley Primary School (2013)

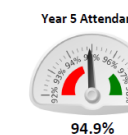
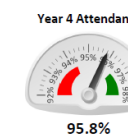
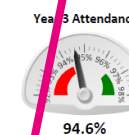
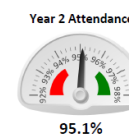
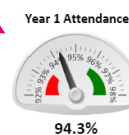


Pupil Context (Year 6, 2013)

	Pupils	School	National
Summary			
All Pupils	81	100%	100%
Girls	42	52%	49%
Boys	38	48%	51%
Prior Attainment			
Higher ability	11	14%	33%
Middle ability	26	32%	34%
Lower ability	39	48%	33%
SEN			
SEN School Action	15	19%	12%
SEN School Action +	14	17%	8%
Not SEN	50	62%	77%
Free School Meals			
FSM (in last 6 yrs)	33	41%	31%
Not FSM (in last 6 yrs)	47	58%	69%
Ethnicity			
White	47	58%	78%
Black Caribbean	5	6%	3%
Black African	3	4%	4%
Pakistani	6	7%	4%
Other Asian	4	5%	2%
Any Other	1	1%	3%
First Language			
First Language not English	33	41%	1%
First Language English	48	59%	99%
Mobility			
Joined school in Yrs 5 or 6	5	6%	7%

School Absence (Year 1 to Year 6, 2013)

		Pupils	Absence		Persistent Absence	
			School	National	School	National
Summary	All Pupils	539	5%	5%	6%	4%
	Girls	249	5%	5%	7%	4%
	Boys	290	5%	5%	5%	4%
Prior Attainment	Higher ability	146	4%	4%	1%	2%
	Middle ability	176	5%	5%	6%	3%
	Lower ability	208	6%	6%	10%	7%
SEN	SEN School Action	65	5%	6%	10%	7%
	SEN School Action +	50	6%	6%	6%	8%
	SEN Statement	1	♦	7%	♦	11%
	Not SEN	422	5%	4%	6%	4%
Free School Meals	FSM (in last 6 yrs)	233	5%	6%	8%	8%
	Not FSM (in last 6 yrs)	308	5%	4%	5%	3%
Ethnicity	White	299	5%	5%	7%	4%
	Black Caribbean	27	6%	5%	7%	6%
	Black African	27	3%	4%	0%	3%
	Indian	88	4%	5%	3%	4%
	Pakistani	23	9%	5%	17%	5%
	Other Asian	66	4%	5%	3%	4%
First Language	First Language not English	225	5%	5%	6%	5%
	First Language English	314	5%	5%	6%	4%



School Absence

In this section, we present a breakdown of absence among all pupils on roll from year 1 to year 6 in the previous academic year. Attendance rates (the inverse of the absence rate) are shown on the gauges at the foot of the page. Two measures are shown: the overall **absence** rate and the percentage of **persistent absence**. The 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 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.