

Governor Dashboard (2013)

Quick start guide and introduction for school governors

Secondary School (Key Stage 4)

Pupil Results (Attainment)

The gauges show how your school compares to the national average for **actual attainment** in 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 capped point score (best 8 subjects). It also shows the three GCSE subjects in which pupils made most progress and those in which they made the least progress.

Key Stage 4 Headline Performance Indicators

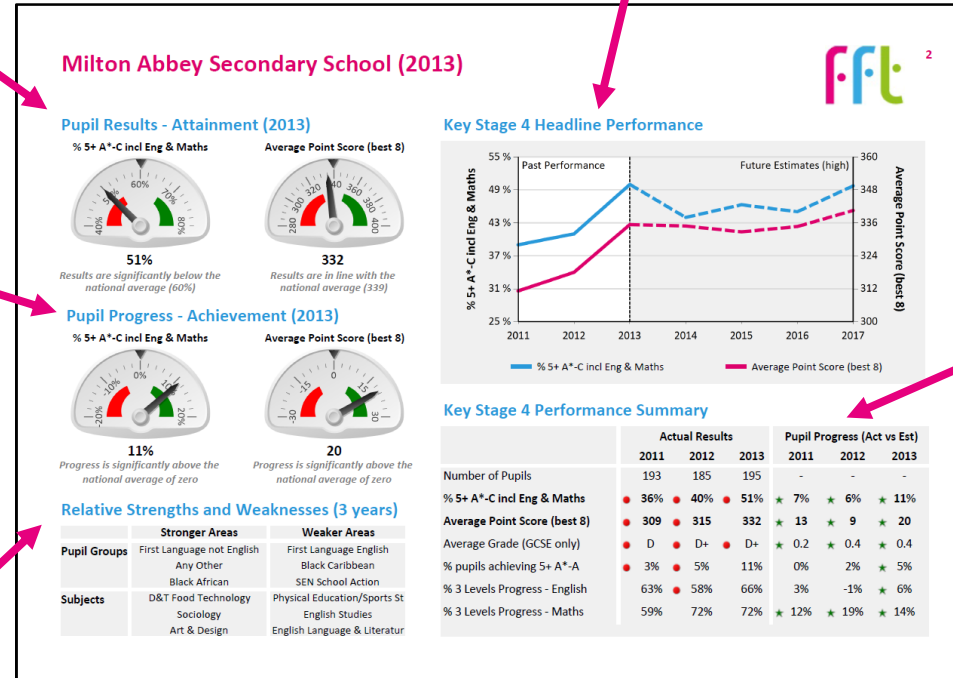
The solid lines show actual attainment at your school over the last three years. The dotted lines show estimated attainment for the next five years (pupils in years 7 to 11) based on the highest **FFT estimates** (Type A or Type D) provided to schools. They are very helpful in identifying variations in ability between year groups at your school. A sharp 'spike' indicates an atypically able year group whilst a sharp 'dip' indicates an atypically less able year group. If you see a spike or dip in your school's data you might want to consider how teaching and learning will differ for the year group concerned.

Key Stage 4 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 5 or more A*-C grades including GCSE English & Maths
- Average capped points score (best 8) in all GCSEs and equivalent qualifications
- Average grade in GCSEs only
- % pupils achieving 5 or more A*-A grades in GCSEs
- % pupils making expected progress in English
- % pupils making expected progress in Maths

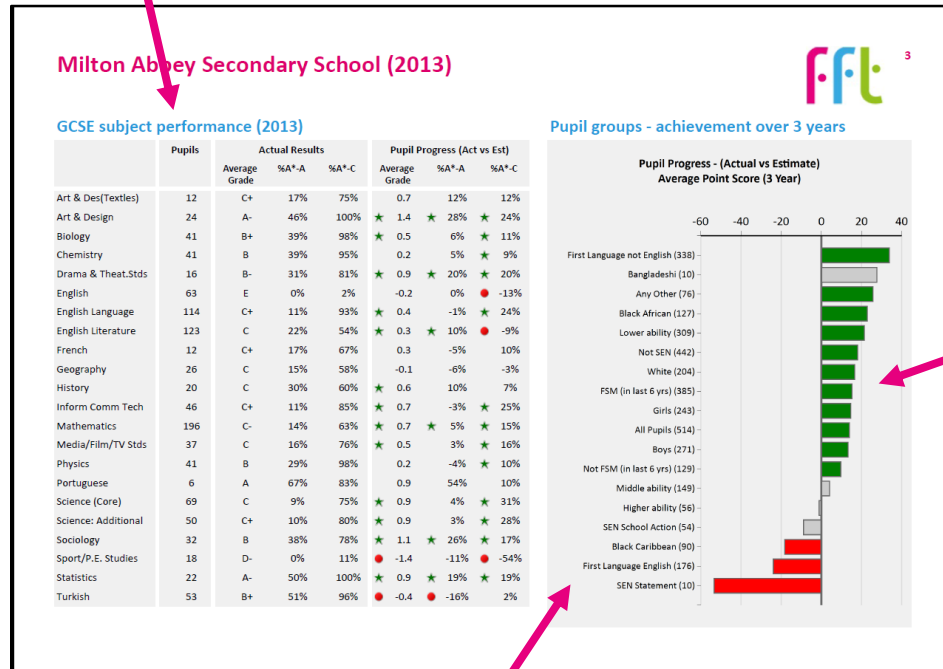
Green stars (★) denote progress that is significantly above expectation and red circles (●) denote progress that is significantly below expectation.



Key Stage 4 Subject Performance

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

The pupil progress data takes account of the prior attainment of pupils in each subject. It also takes account of national differences in rates of progress between subjects 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 (best 8 subjects). Three years' data is shown as some groups would be small if a single year's data were used. The groups are ranked based on the progress they have made compared to pupils of similar prior attainment 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 11 pupils from the previous academic year. It is for 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 10 or year 11.

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%).

National rates of attendance are higher in years 7 and 8 than in years 10 and 11.

Milton Abbey Secondary School (2013)

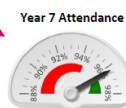


Pupil Context (Year 11, 2013)

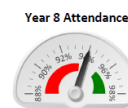
		Pupils	School	National
Summary	All Pupils	200	100%	100%
	Girls	92	46%	49%
	Boys	108	54%	51%
Prior Attainment	Higher ability	23	12%	32%
	Middle ability	49	25%	35%
	Lower ability	109	55%	33%
SEN	SEN School Action	27	14%	11%
	SEN School Action +	4	2%	6%
	SEN Statement	2	1%	4%
	Not SEN	167	84%	79%
Free School Meals	FSM (in last 6 yrs)	134	67%	26%
	Not FSM (in last 6 yrs)	66	33%	74%
Ethnicity	White	73	37%	80%
	Black Caribbean	34	17%	3%
	Black African	53	26%	4%
	Bangladeshi	2	1%	1%
	Other Asian	2	1%	2%
	Any Other	34	17%	3%
First Language	First Language not English	128	64%	12%
	First Language English	72	36%	88%
Mobility	Joined school in Yrs 10 or 11	8	4%	7%

School Absence (Year 7 to Year 11, 2013)

		Pupils	Absence		Persistent Absentees	
			School	National	School	National
Summary	All Pupils	1,062	5%	6%	8%	7%
	Girls	463	5%	6%	8%	8%
	Boys	588	5%	6%	8%	7%
Prior Attainment	Higher ability	99	3%	4%	5%	3%
	Middle ability	282	4%	6%	2%	6%
	Lower ability	582	6%	8%	11%	13%
SEN	SEN School Action	146	5%	7%	11%	11%
	SEN School Action +	54	6%	10%	7%	18%
	SEN Statement	23	9%	8%	13%	13%
	Not SEN	828	5%	5%	7%	6%
Free School Meals	FSM (in last 6 yrs)	708	5%	8%	7%	14%
	Not FSM (in last 6 yrs)	343	6%	5%	10%	5%
Ethnicity	White	482	6%	6%	9%	8%
	Black Caribbean	125	6%	6%	14%	8%
	Black African	255	3%	4%	2%	3%
	Indian	8	2%	4%	0%	3%
	Bangladeshi	16	6%	5%	6%	4%
	Any Other	131	3%	5%	3%	6%
First Language	First Language not English	750	4%	5%	6%	5%
	First Language English	301	7%	6%	14%	8%



96.3%



94.0%



94.1%



94.4%



95.8%

School Absence

In this section, we present a breakdown of absence among all pupils on roll from year 7 to year 11 in the previous academic year. Attendance rates (the inverse of the absence rate) are shown on the gauges at the foot of the page. Two measures are shown: the overall **absence** rate and the percentage of **persistent absence**. The 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.